



PSYCH 5328: Employee Attitudes & Behavior  
Fall 2016

Instructor: Dr. Scott Boyd

Office Number: 423

Office Telephone Number: You may call or text me on my iPhone at any time. My number and Skype ID will be provided to you during our first class (it is not listed here because this syllabus is a publically available document)

Email Address: My formal email address is [Scott.Boyd@uta.edu](mailto:Scott.Boyd@uta.edu). Please use this email address for any official university-related business. For unofficial or informal communication, please contact me via an alternative email address which I will provide to you during our first class. This email address is synched with my iPhone and iPad which I check multiple times per hour and will ensure you receive a timely response.

Faculty Profile: <https://www.uta.edu/profiles/scott%20-boyd>

Office Hours: Office hours are by appointment only due to my full-time work schedule. I will do my best to arrive at school by 5pm each Thursday as I prepare the classroom for the evening. If you want to meet with me prior to class, please call or text me during the day so I can plan accordingly and confirm my availability. I'm also available to meet with students after class or via my iPhone, Facetime, or Skype throughout the week and on weekends. I'm also available in person on most weekends provide you're willing to drive to Flower Mound.

Section Information: PSYCH 5328: Employee Attitudes & Behavior (Section 001)

Time and Place of Class Meetings: Life Sciences Building, Room #420, Thursdays from 6:00pm – 8:50pm

Description of Course Content: This course is designed to provide graduate students with interests in I/O psychology, human resources, or business with an intensive review of topic relating to the study of employee attitudes and behaviors in the workplace. Topics will include job satisfaction, employee engagement, and the antecedents, correlates, and outcomes of job attitudes. Students will apply this knowledge in a team-based survey consulting project with a real organization. The structure of our class sessions will be primarily based on directed discussion about the assigned readings and how the material in related to the course project.

Student Learning Outcomes:

1. To learn the concepts and theories pertaining to workplace attitudes and behaviors and the proper measurement of them
2. To gain experience applying this knowledge within a real-world organization to help develop your skills to function more effectively in a professional setting and to provide you with a competitive edge in the job market

Required Textbooks and Other Course Materials: There is no assigned textbook for this course. All readings will be posted to Blackboard prior to the first day of class.

Descriptions of major assignments and examinations:

1. The major assignments for this course include:
2. A team-based employee survey consulting project performed for a real-world organization
3. An intervention report summarizing this consulting project
4. A professional presentation to the class about your consulting project
5. Weekly discussion of assigned articles

Attendance: At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, student participation accounts for 40% of your total course grade. I cannot properly evaluate your ability to

effectively participate if you are absent from class. As such, attendance is mandatory except during exceptional circumstances (e.g., severe illness, funeral, etc.).

However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

#### Other Requirements: Participation

Each student brings to the class knowledge and experience in different areas; thus I expect, and look forward to, active contribution by *every* student (including those with limited or no work history). Such contribution cannot be made if students have not adequately prepared for each class session and/or have not read the assigned materials. In part, your participation grade is based on your preparation and professional contribution to the learning process. It is fairly common for some students to participate more than others. An important part of my job as your professor is to prepare you for the professional world. In organizations you are expected to participate and will be called out – most often in front of others – if you do not. I therefore reserve the right to call on any student to participate in our discussions, even if others have volunteered to do so. I ask that you understand my intent is to help you grow and not to make you feel uncomfortable. I encourage students who consider themselves to be highly introverted to let me know so we can partner to increase your comfort in this area.

Students should be prepared to comment on and address questions regarding the assigned readings. For example, students may be asked to provide:

- A general critique of the readings
- Answers to specific questions related to the content and research findings
- Thoughts about how the week’s materials relate to other topics
- Insights into how/if the readings provide beneficial information to the group project
- Practical implications and real-world application – including application to students’ own life or work experiences
- Examples of how to translate the materials into language that both practitioners and common professionals can understand

I will continually evaluate the quality and frequency of your contributions. Students will receive 10 points per class for actively contributing relevant, non-redundant information. Students will receive five points per class for minimal participation (e.g., speaking once during the entire three-hour session) (this also applies to students who provide quality input whom I needed to call upon). Students will receive zero points per class session for not participating.

Course Performance Evaluation: Grades for the course will be computed as follows:

- Individual Participation = 40% of your final grade
- Group Project and Presentation = 40% of your final grade
- Intervention Research Report and Presentation = 20% of your final grade

Course grades will be assigned as follows:

A = 90% - 100%  
B = 80% - 89%  
C = 70% - 79%  
D = 60% - 69%  
F = 0 – 59%

Eating and Drinking in Class: While I encourage you to try and eat dinner prior to class, I understand that doing our busy schedules don’t always allow for this. If you do bring food or drinks to class I ask that you try your best not to disturb others (e.g., crunchy snacks, strong smelling food, etc.).

Audio/Video Recording: Students who feel recording the audio from class sessions will enhance their learning are permitted to do so provided the content is not uploaded to the internet (e.g., YouTube). Students are not permitted to record video without expressed permission from me. Students must obtain permission from Dr. Hass prior to recording audio or video for any of the class sessions she facilitates.

Grade Grievances: Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog.

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

Disability Accommodations: UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a **letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

Counseling and Psychological Services, (CAPS) [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy: *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit [uta.edu/eos](http://uta.edu/eos).*

Title IX Policy: The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](mailto:jmhood@uta.edu).*

Academic Integrity: Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule 50101, §2.2*, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Campus Carry: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

Student Feedback Survey: At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: for semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Computers and Other Electronic Devices: Students are encouraged to use a laptop or tablet to take notes but should refrain from accessing social media sites or other websites not directly related to the course. Acting in such a manner does not communicate an effective brand and your course grade may be impacted accordingly (including losing in-class privileges if necessary).

Cell Phones: During class you are expected to use the "do not disturb" function on your phone (including turning off the vibrate function). If you need to take an emergency call, please do so outside the classroom. If you're expecting an important call during class, please let me know prior to class and simply take the call outside when the time comes.

Important Note About Writing Quality: Developing strong writing skills is critical in establishing your professional brand. I am aware that some students have stronger skills than others and that English is not always a student's first language. Again, part of my job is to help prepare you for the professional world which includes providing you with critical feedback about your writing. If necessary, I encourage you to leverage the UT-Arlington Writing Center or other resources available to you. The Writing Center offers tutoring for any assigned writing to enrolled students. Appointments can be made online via [www.uta.edu/owl](http://www.uta.edu/owl) or by visiting them in the Central Library, 4<sup>th</sup> floor, or by calling 817-272-2601.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit (turn right as you exit the classroom door, through the double

doors to the stairs, proceed down the stairs to the glass outside door and exit the building.) When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

**The IDEAS Center** (2<sup>nd</sup> Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email [IDEAS@uta.edu](mailto:IDEAS@uta.edu) or call (817) 272-6593.

The Library's 2<sup>nd</sup> floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library's hours of operation. <http://library.uta.edu/academic-plaza>

## Course Schedule

Week	Topic & Activities
Week 1 (August 25)	<ul style="list-style-type: none"> <li>-Student, instructor, and course introductions</li> <li>-Sixty-minute discussion regarding the course survey project (Dr. Hass)</li> <li>-<u>Professional Development</u>: Discussion of career opportunities related to the measurement of job attitudes and human capital analytics</li> </ul>
Week 2 (September 1)	<p>Job Attitudes Overview</p> <ul style="list-style-type: none"> <li>-Fischer (2010) ("Happiness at Work")</li> <li>-Judge &amp; Kammeyer-Mueller (2012) ("Job Attitudes")</li> <li>-Job Embeddedness PowerPoint deck (uploaded to Blackboard)</li> <li>-<u>Professional Development</u>: Fundamentals of project management, project charters, and their application to your course project</li> </ul> <p><b>Plagiarism tutorial due</b></p>
Week 3 (September 8)	<p>Job Satisfaction</p> <ul style="list-style-type: none"> <li>-Saari &amp; Judge (2004) ("Employee Attitudes &amp; Job Satisfaction")</li> <li>-Schleicher et al. (2004) ("Reexamining the Job Satisfaction-Performance Relationship: The Complexity of Attitudes")</li> <li>-Staw &amp; Cohen-Carash (2005) ("The Dispositional Approach to Job Satisfaction: More than a Mirage, But Not Yet an Oasis")</li> <li>-<u>Professional Development</u>: Fundamentals of project management, project charters, and their application to your course project (continued). We will also discuss the benefit of using project status templates.</li> </ul> <p><b>HSP training due</b></p>
Week 4 (September 15)	<p>Commitment</p> <ul style="list-style-type: none"> <li>-Kell &amp; Motowidlo (2012) ("Deconstructing Organizational Commitment: Associations Among Its Affective and Cognitive Components, Personality Antecedents, and Behavioral Outcomes")</li> <li>-Klein et al. (2012) ("Reconceptualizing Workplace Commitment to Redress a Stretched Construct: Revisiting Assumptions and Removing Confounds")</li> <li>-Solinger et al. (2008) ("Beyond the Three-Component Model of Organizational Commitment")</li> <li>-Moen &amp; Kelly (2007) ("Flexible Workplace Well-Being Study") (this is a case study article on Best Buy's ROWE program. You need to come to class prepared with a point of view on the utility of this program.)</li> <li>-<u>Professional Development</u>: Implementation of large-scale employee survey within global companies (with a particular focus on the European Union)</li> </ul>
Week 5 (September 22)	<p>Employee Engagement</p> <ul style="list-style-type: none"> <li>-Attridge (2009) ("Measuring and Managing Employee Work Engagement: A Review of the Research and Business Literature")</li> <li>-Bledow et al. (2011) ("The Affective Shift Model of Work Engagement")</li> <li>-Macey &amp; Schneider (2008) ("The Meaning of Employee Engagement")</li> </ul>

	<p>-<u>Professional Development</u>: “Completed Staff Work”</p> <p><b>Project status update #1 (facilitated by Dr. Hass)</b></p>
Week 6 (September 29)	<p>Job Attitude Antecedents &amp; Correlates</p> <p>-Diefendorff et al. (2002) (“Examining the Roles of Job Involvement and Work Centrality in Predicting Organizational Citizenship Behaviors and Job Performance”)  -Latham &amp; Pinder (2005) (“Work Motivation Theory and Research at the Dawn of the Twenty-First Century”)  -Ravlin &amp; Ritchie (2006) (“Perceived and Actual Organizational Fit: Multiple Influences on Attitudes”)  -<u>Professional Development</u>: TBD</p>
Week 7 (October 6)	<p>Job Attitudes: Antecedents &amp; Correlates (cont.)</p> <p>-Aselage &amp; Eisenberger (2003) (“Perceived Organizational Support and Psychological Contracts: A Theoretical Integration”)  -Haar &amp; Spell (2009) (“How Does Distributive Justice Affect Work Attitudes? The Moderating Effectiveness of Autonomy”)  -Stoner &amp; Gallagher (2010) (“Who Cares? The Role of Job Involvement in Psychological Contract Violation”)  -<u>Professional Development</u>: Discussion of performing employee surveys in corporate turnaround environments</p> <p><b>Project status update #2 (facilitated by Dr. Hass)</b>  <b>Intervention report due</b></p>
Week 8 (October 13)	<p>Job Attitude Outcomes</p> <p>-Choi et al. (2012) (“Effectiveness of Attitudes vs. Experience of Workplace Fun on Employee Behaviors”)  -Schat &amp; Frone (2011) (“Exposure to Psychological Aggression at Work and Job Performance: The Mediating Role of Job Attitudes and Personal Health”)  -von Hippel et al. (2013) (“Stereotype Threat Among Older Employees: Relationship with Job Attitudes and Turnover Intentions”)  -Ziegler et al. (2012) (“Relationship Between Job Satisfaction and Job Performance: Job Ambivalence as a Moderator”)  <u>Professional Development</u>: TBD</p>
Week 9 (October 20)	<p>Intervention Presentations</p> <p>Reading:  -Intervention reports</p> <p><b>Project status update #3 (facilitated by Dr. Hass)</b></p>
Week 10 (October 27)	<p>Client Feedback &amp; Follow-Up</p> <p>-Born &amp; Mathieu (1996) (“Differential Effectiveness of Survey-Guided Feedback”)</p>

	-Thompson & Surface (2009) (“Promoting Favorable Attitudes Toward Personnel Surveys: The Role of Follow-Up”) -Professional Development: Argyris (1991) (“Teaching Smart People How to Learn”)
Week 11 (November 3)	Skill Building Session
	This week will provide you with the opportunity to interact with other HR professionals who will help you increase your skill in providing survey results feedback. More details to come!
Week 12 (November 10)	Group Presentations #1 of 4  <b>All consulting project-related materials due</b>
Week 13 (November 17)	Group Presentations #2 of 4
Week 14 (November 24)	Happy Thanksgiving!
Week 15 (December 1)	Group Presentations #3 of 4
Week 16 (December 8)	-Group Presentations #4 of 4 -Course debrief and close

*“As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. – Scott Boyd”*

**Emergency Phone Numbers:** In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381