

**Organizational Psychology**  
**PSYC 5325 Section 001 - Fall 2009**  
**Tuesday 2:00 pm – 4:50 pm**  
**Life Science Building Room 401 (LS 401)**

*Instructor:* Nicolette P. Lopez, Ph.D.

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*Office Hours:* Thursday 1:00 pm – 2:00 pm or by appointment

Course Content

This is a general overview course designed for graduate students with interests in I/O Psychology. The course is designed to provide an intensive survey of topics relating to the study of organizational psychology. Some of the topics that will be covered include motivation, job satisfaction, leadership, teams, climate and culture, organizational development and change. The structure of class sessions will be directed discussion. Students are expected to attend class prepared for discussion and interaction.

Learning Outcomes

Successful completion of this course will require students to: a) learn and become familiar with the basic concepts and theories pertaining to organizational psychology, b) learn and understand the application of organizational psychology in today's workplace, and c) develop and refine the knowledge and skills to function more effectively in today's organizations.

Each week we will discuss particular topics and/or issues in organizational psychology. Students who successfully complete the course will understand the foundations of and current issues and research in organizational psychology. Specific learning outcomes include:

1. Understand the forces that have shaped current research and practice in organizational psychology
2. Be proficient in critically assessing psychological theory and research
3. Be knowledgeable of the theoretical approaches in each major topic area of organizational psychology
4. Gain experience in presenting and discussing material related to organizational psychology
5. Become exposed to the various methodologies used to study issues in organizational psychology

Class Attendance

Regular attendance of all students is essential for facilitating class discussion; therefore, attendance is mandatory and promptness is expected. The instructor reserves the right to deny entrance into the class if students are late. The instructor also reserves the right to remove any student that disrupts the learning process. Attendance will be continually monitored.

Students who drop this course must do so in accordance with the University of Texas at Arlington drop policy which can be found in the undergraduate catalog (<http://www.uta.edu/catalog/>).

Class Participation

Each student brings to the class expertise and experience in different areas. Thus, every student is expected to actively contribute to the class discussion. **This cannot be accomplished without having read the assigned materials in advance of class sessions.** Much of your class participation grade is based on you coming to class prepared to ask questions, make comments and constructively contribute to class discussions. Voluntary participation on your part is certainly preferred; however, your participation will be actively "encouraged" by me, if necessary. I will be continually evaluating the quality and frequency of your contributions.

Students will be required to alternate serving as the assigned "expert" for each of the readings and will be expected to co-lead class discussions with me. On the days that you are not the assigned expert, you are required to actively

and constructively contribute to class discussion. To help facilitate your active contributions, you will be required to develop at least one (but not limited to one) thoughtful and pertinent question about each week's readings. Please e-mail me your question(s) **by 9:30am each Tuesday**. I will consolidate the items and forward a list of questions to discuss by 11:00 am each Tuesday before class. The purpose of the questions is to guide and stimulate discussion of the material. Questions pertaining to mere facts should be avoided (e.g., "What were the independent variables in the study?") as they do not bring about much discussion. Here are some example questions that would likely elicit discussion:

- What was Lefkowitz (2008) trying to convey with his proposed S-P-H model?
- Is there a connection to be made between articles?
- Strengths of the article? Weaknesses?
- How do these articles relate to previous topics we have addressed?

A list of journal articles and an accompanying CD-ROM will be provided on the first day of class.

### Literature Review Paper

A literature review paper is required in this course that will include a thorough review of the current literature on a specific topic related to organizational psychology. The length of the paper should be between 10-20 pages, not including references. The literature review should mirror the content of an introduction section of an empirical journal article (including hypotheses or specific research objectives). It is intended that the literature review would be suitable for future use as a thesis, dissertation or research project. All formatting and references should be consistent with current APA formatting. An approved topic for the review paper will be due by **September 8<sup>th</sup>, 2009**, and a more complete outline of the paper will be due on **October 13<sup>th</sup>, 2009**. The completed paper is due on **November 17<sup>th</sup>, 2009**. Both an electronic copy and a hard copy are required.

### Business Case for Change: Report and Presentation

This is a group project comprising of several requirements:

1. Your group will act as internal consultants and prepare and present a business case for change to the "board of directors."
2. The board of directors will prepare for the presentation by developing a set of questions that address the proposed change.
3. Consultants are required to convince the board of the need for the change.

Specific instructions regarding the Literature Review Paper and the Business Case for Change project are provided on the attached supplements.

### Exams

There will be no exams in this course.

### Library Information

Helen Hough is the Psychology Librarian. She can be reached at (817) 272-7429, and by email at [hough@uta.edu](mailto:hough@uta.edu). You will find useful research information for psychology at <http://www.uta.edu/library/research/rt-psyc.html>

### Student Support Services

The University supports a variety of student success programs to help you connect with the University and achieve academic success. They include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

### Americans with Disabilities Act (ADA)

If you are a student who requires accommodations in compliance with the ADA, please consult with the course instructor at the beginning of the semester. The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation

Act of 1973 as amended. With the passage of federal legislation entitled *Americans with Disabilities Act (ADA)*, pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability). Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364.

### Academic Integrity

This Instructor expects students to maintain high standards of academic integrity. Academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form at The University of Texas at Arlington. It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Series 50101, Section 2.2)

Any student who is found to have committed ANY act of academic dishonesty or scholastic dishonesty in relation to the assignments and requirements of this course will automatically receive a failing grade. The failing grade for the course will be in addition to any University or Departmental sanctions deemed appropriate.

As part of this course's requirements, you must complete and pass the on-line Plagiarism Tutorial. The tutorial can be accessed at <http://library.uta.edu/tutorials/Plagiarism> Please e-mail the results to me prior to class on **September 1<sup>st</sup>, 2009**. You will not receive points for the successful completion of the tutorial; however, *failure to complete the tutorial by the deadline will result in an automatic reduction of 10 points*.

### Evaluation

Four main components will be considered in calculating final grades. The four components apply to your final grade as follows:

Class Participation*	40 Points
Literature Review Paper	20 Points
Class Expert	10 Points
Business Case for Change:	
Consultants	20 Points
Board of Directors	10 Points

\*Class Participation includes attendance, submitting questions, evidence of having read the material and contributions to class discussion.

The course grades will be assigned as follows:	A	90 – 100 Points
	B	80 – 89 Points
	C	70 – 79 Points
	D	60 – 69 Points
	F	0 – 59 Points

**Organizational Psychology**  
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*Tentative Schedule of Topics*

<b>Date</b>	<b>Topic</b>	<b>Assignments Due</b>
8/25	Syllabus Organizational Psychology Overview Articles	<b>Assign Groups</b>
9/01	Organizational Change and Development	<b>Plagiarism Tutorial</b>
9/08	Person-Organization Fit, Socialization	<b>Literature Review Topic</b>
9/15	Motivation	<b>Organization Demographic Summary and Change Topic</b>
9/22	Organizational Commitment	
9/29	Job Satisfaction/Organizational Citizenship Behaviors	
10/06	Withdrawal/Stress/Counterproductive Work Behaviors	
10/13	Organizational Justice	<b>Literature Review Outline</b>
10/20	Climate and Culture	
10/27	Power, Influence, Authority	
11/03	Leadership	
11/10	Workteams	<b>Questions from the Board</b>
11/17	Millennials in the Workplace	<b>Literature Review Paper</b>
<b>11/24</b>	<b>Presentations</b>	<b>Change Report &amp; Binders</b>
<b>12/01</b>	<b>Presentations</b>	
<b>12/08</b>	<b>Presentations</b>	

Organizational Psychology  
PSYC 5325-001 – Fall 2009  
***Final Paper due November 17th, 2009***  
*Literature Review Paper*

***Overview***

- Students will be required to select an approved topic to research.
- All topics listed on this syllabus are considered approved.
- Students wishing to research a topic not listed on this syllabus are urged to seek approval from the instructor prior to starting the outline/paper.
- Students are encouraged to choose a research topic that interests them (i.e., research topic may be used in the future).
- Students will be required to officially notify the instructor of their chosen topic by start of class on **September 8<sup>th</sup>, 2009**.
- Students will be required to complete and turn in an outline of the research paper by start of class on **October 13<sup>th</sup>, 2009**.

***The Paper***

The paper should be detailed and at least 10-20 pages in length. Handwritten papers will not be accepted. Late papers will not be accepted. No font larger than 12 pt will be accepted. Double-space your paper. The paper must be in accordance with APA standards (for more information check the latest edition APA publication manual). The paper should mirror an existing journal article by including the following:

- 1) A complete introduction section that describes your topic
- 2) Relevant past research findings
- 3) Current research activity
- 4) Gaps in the literature
- 5) The purpose of your research
- 6) Your specific research question(s)
- 7) Your proposed hypothesis(es) or research objective(s)
- 8) A complete reference section

The paper will be evaluated on the following criteria:

- a) Accuracy of information including topic content, in-text citations, references, etc.
- b) The thoroughness of the paper (e.g., see numbers 1-8 above)
- c) Cover multiple aspects of past and current research
- d) Use of relevant information
- e) Logical formulation of the research questions
- f) Presentation and accuracy of the hypotheses and/or research objectives
- g) The clarity, conciseness, organization and originality of the paper
- h) The use of proper grammar, spelling and punctuation

**Both an *Electronic copy* and a *Printed copy* of the Literature Review Paper are due at  
2:00 pm on November 17th, 2009.**

Organizational Psychology  
PSYC 5325-001 – Fall 2009  
**Report due November 24th, 2009**  
*Business Case for Change*  
*Report and Presentation*

**Overview**

The class will be assigned to groups consisting of three (3) students each. Each group will serve as consultants for one aspect of the project and as members of a board of directors for another aspect of the project. You will remain within your assigned group while acting as consultants and while acting as members of the board of directors.

Students are advised to use all of the resources at the student's disposal for this project (working knowledge, real-world experience, Internet, text, library, journal articles, business periodicals, etc). To help me assess group member performance, all members of each group will provide both self- and peer-rated performance data.

**Consultant Scenario**

As internal consultants with (*insert your hypothetical organization here*), you are charged with strategically guiding change to ensure the company can survive over the long term (any topic listed on this syllabus can be the focus of a change effort). To ensure the success of your next change effort, you will need to acquire the support from your board of directors, a punitive group with a dubious reputation of unyielding loyalty to the status quo and staunch resistance to change. Your goal as consultants is to convince the board of directors to agree to and proceed with the proposed change initiative. Only those topics listed on the syllabus may be chosen for the proposed change initiative. No two groups may cover the same topic.

**Requirements:** To best prepare for your presentation, the consultants should not only thoroughly research the change initiative topic but also any literature/information pertaining to resistance to organizational change (Hint: Business periodicals might be informative).

In addition to the presentation, each consultant group will develop a report that summarizes their proposed change effort. The report must be written in a professional manner (e.g., Executive Summary, Proposal, Assumptions). Furthermore, each consultant group will construct a binder that contains all of the information they gather and produce during the semester.

The report/binder/presentation should include such information as cost and benefits, risks, alternatives, timelines, budgets, SWOT analysis (strengths, weaknesses, opportunities and threats), etc. You are encouraged use Excel spreadsheets, PowerPoints, tables, charts, handouts – any medium or form of material that is aimed at attracting and retaining the attention of the board. Thoroughness of the report/binder/presentation, appropriately addressing questions from the audience and the use of multiple modes when delivering your information are key to the consultant's success.

Consultants must develop a hypothetical organization and provide an organizational demographic summary including business name, type of industry, size of industry, number of employees, years in business, approximate annual revenue and a brief "about us" description. The summary and the proposed change topic are due by **September 15<sup>th</sup>, 2009**.

**Board of Directors Scenario**

As an established group that appreciates "the way things are done around here," you have a formidable reputation for resisting change. This is most likely due to past efforts that have failed to live up to their initial propositions. Thus, your group has become doubtful to any change and comfortable with the company's established ways. You realize, however, that if your company does not reengineer itself soon and come out of its comfort zone, it will lose out to national and international competition. That is one reason why you are willing to listen to one more discussion with your consultants. Another more important reason is that you are intrigued by the initial proposed change topic because your group has also observed instances of this phenomenon. The goal of the board of directors

is to ask the tough questions and insist on having your issues and concerns satisfactorily addressed by the consultants. You are not an impossible sell, just not an easy one.

**Requirements:** As members of the board, you will be required to research the change topic, develop relevant questions about the topic and communicate appropriate concerns regarding the change to the consultants (Hint: Here is where your notes from throughout the semester might come in handy). Your understanding of the change topic, choice of questions, and how appropriately you convey your concerns to the consultants are key to the board of directors' success.

Each individual on the board of directors will develop five (5) relevant questions that address his or her particular concerns regarding the proposed change initiative. The questions must be relevant to the consultant's change topic and should address issues that are the most troubling to today's businesses, both in terms of the specific change topic as well as the reluctance to change in general. Each individual board member's questions should be e-mailed to me (only) by **November 10<sup>th</sup>, 2009**.

**\*\*Collusion between consultants and board members (i.e., sharing questions) will be self-evident and will not be tolerated. A significant reduction in points will result if I sense that consultants have been "prepped" prior to their presentation. Perhaps even more importantly, you will lose an opportunity to learn about how you, in the future, will prepare for business meetings and face-to-face confrontations with managers, CEOs, customers and other relevant stakeholders with whom you may encounter.\*\***

### **Presentations**

November 24<sup>th</sup>, December 1<sup>st</sup> and December 8<sup>th</sup> have been blocked off for Change Project presentations. Consultants are required to present and professionally deliver to the board of directors an in-depth information session (1 to 1 ½ hours) detailing the proposed change initiative. The session should include (but should not be limited to) a background of the organization, potential competitor activity, urgency of change, the process and framework of the change, the costs, risks, benefits, etc (see above). Presenters can use notes but should not read straight from a paper or a book. A fluid style of communication is desired. Ideas should be related and integrated. A level of conceptual integration is required beyond naming and listing of basic information; such integration reflects a more sophisticated level of understanding.

Following the consultant's proposed business case for change, the board of directors will have an opportunity to address their concerns during a detailed question and answer session. Creativity is encouraged, however, dialogue between consultants and the board will remain professional. Histrionics are neither professional nor appreciated.

The Change Project Report and Presentation will be evaluated on the following criteria:

- a) Accuracy of all information
- b) Demonstration of a comprehensive understanding of the change process
- c) Demonstration of a thorough understanding of the change topic
- d) Creativity and applicability of solutions to the proposed change
- e) Thoroughness of the consultant's binder
- f) Use of proper grammar, spelling and punctuation of the Change Report
- g) The clarity, conciseness and organization of the Change Report
- h) Ability to verbally present the Change Project
- i) Ability to professionally defend the Change project
- j) Ability to address the boards' questions and anticipate obvious concerns
- k) Inclusion of detailed information and modes of communication
- l) Relevance of the questions from the board
- m) Degree of thoroughness from the board
- n) Professional, courteous conduct and dialogue
- o) The students' ratings of each other's performance

**Consultant binders and an *Electronic* copy and a *Printed* copy of the Change Report are due at 2:00pm, November 24<sup>th</sup>, 2009.**