Instructor Information

Instructor: Amber Schroeder, Ph.D.
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Office Telephone Number: (817) 272-1063
Email Address: amber.schroeder@uta.edu
Faculty Profile: https://mentis.uta.edu/explore/profile/amber-schroeder
Office Hours: Tuesdays 12:45-1:45pm or by appointment

Course Information

Description of Course Content:
Survey of theory and research related to human behavior in organizations. Topics include job performance, motivation, job satisfaction, organizational commitment, work stress, organizational justice, leadership, groups and teams, and organizational theory.

Student Learning Outcomes:
Upon completion of this course, students will be able to describe theories, concepts, and main issues, as well as design programs and policies related to job performance (including organizational citizenship behavior and counterproductive work behavior), motivation, job satisfaction, organizational commitment, work stress, organizational justice, leadership, groups and teams, and organizational theory, and organizational.

Required Textbooks and Other Course Materials:

All reading assignments should be completed prior to the class date in which the topic is discussed. (See the course schedule for reading assignments.)

Note: If you would like to rent your textbook, you may be able to get it at a discounted price at www.chegg.com or http://www.amazon.com/b?ie=UTF8&node=5657188011.

Descriptions of major assignments and examinations:

Class Contribution (10%):
Being a graduate-level course, I expect students to be prepared to discuss course-related topics critically. When a person “has the floor,” I expect everyone to treat the speaker respectfully, as you may gain valuable insights from one another. These insights can be from your work-related experiences, the assigned articles, and/or your informed opinion. All students are expected to participate in the weekly discussions. Your class contribution grade will be determined by your weekly contribution to discussions and your performance as a discussion facilitator (described below).

Discussion facilitator: Each student will have an opportunity to be a discussion facilitator. The purpose of this requirement is to provide students with an opportunity to practice explaining complex empirical findings and/or scientific lingo in a format that is easy to understand. As a discussion facilitator, you are responsible for reviewing the class on the main concepts, theories,
empirical findings, and conclusions discussed in one of the assigned articles for that week and preparing at least 3 questions (i.e., 3 for the total presentation, not 3 per student) for class discussion. Presentations will be evaluated based on content and delivery (including the facilitator’s ability to keep the class engaged). PowerPoint files should be emailed to me at least one hour prior to class. The facilitator is in charge of bringing copies of any handouts (when relevant). Discussion facilitator assignments will be determined during the first day of class. Each article presentation should be approximately 15-20 minutes.

Article Reviews (20% - i.e., 2.5% each):
You will complete a total of 8 article reviews in this course. For each article review, you will briefly analyze one of the articles in the assigned readings indicated by a superscripted dagger (†). You should NOT summarize the article unless briefly doing so is necessary for your analysis. Rather, you should either a) critique the article by describing alternative explanations for study findings, any study limitations not cited in the article (e.g., limitations could be due to the statistical procedures used, threats to construct validity, problems associated with sampling, generalizability issues, relevant factors not considered, etc.), or other identified issues, and/or b) describe potential links between study findings and other I-O psychology topics, clearly describing your rationale for your predictions. A review that describes 1-2 arguments in depth is preferred over a review including 3+ surface-level arguments. The article reviews are designed to enhance the quality of class discussions and encourage critical thinking. You may NOT submit more than 1 article review per week.

Article review specifications:
1. Each article review should not exceed ½ of a page (i.e., single-spaced, 1” margins, 12-point Times New Roman font), not including headers, title, etc.
2. You must submit your article review through Canvas (in either a .doc, .docx, or .pdf format) before the deadline.
3. Each article review is due by 5:00 p.m. on the Monday prior to the class meeting for the corresponding course topic.
4. Late article reviews will not be accepted (except in extreme circumstances, to be determined at the instructor’s discretion). That is, an article review that is submitted after Monday at 5:00 p.m. is defined as “late.”

High quality article reviews will be awarded 2.5 points. Article reviews of low quality (i.e., the review contains a weak analysis and/or it is evident that the student put little effort in summarizing and formulating a critical write-up) will receive up to 2 points, and reviews that are not submitted before the corresponding deadline will be allotted 0 points. To avoid losing points due to an extenuating circumstance that prevents one from being able to submit the article review on time (e.g., illness), students are encouraged to complete and submit each article review before the corresponding deadline.

Exams (50% - i.e., 10% each):
There will be four in-class regular exams and a final exam. Exam content will be based on the assigned readings and class discussions. Notes may be used for some components of the regular exams. More details on this will be provided in class. The in-class final exam will be open-note, open-book and will require students to apply class material to provide solutions to real-world organizational issues.

There will be no make-up exams, except in extreme circumstances. Examples of such circumstances include jury duty and military service. Official documentation must be provided before a make-up exam is given. See attendance policy for more details.
Mock Applied Project or Research Paper (20%):
Students will have the option of completing either a group mock applied project or an individual research paper. Students choosing to complete the research paper must submit their topic for approval by September 4th. Those not submitting a research topic for approval will be assigned to a group for the mock applied project. More information on each assignment is provided below.

Mock Applied Project:
Students will work in groups to develop a proposal based on an RFP that describes issues a company is having related to employee motivation. Students will develop a proposal to address each of these issues, which will be delivered in both technical report and presentation formats. Technical report quality will be evaluated by the course instructor. Proposal presentations will be evaluated by both the instructor and several local I-O practitioners who will assume the role of company executives in the mock scenario. The technical report should be submitted through Canvas by 5:00pm on October 7th, and project presentations will take place on October 9th. The project RFP will be posted later in the semester.

Research Paper:
As this course provides a broad overview of many Organizational Psychology topics, my hope is that by completing an in-depth review of the literature on a specific topic germane to Organizational Psychology, you will be able to further develop your understanding of an area of interest to you. As such, your topic should be sufficiently narrow so that you can expand on what was discussed in class. Your paper should explicate the topic, review relevant research and theories, and provide directions for future research and/or applications in this area. This assignment is to be completed individually (i.e., not as part of a group).

Your topic must be approved by September 4th, and an outline of your paper and a tentative reference list (a minimum of 12 references) are due by September 25th. Your research paper should be organized and clearly written, adhering to APA format (6th edition). As such, your paper should include a title page, abstract, and reference list. Your paper should not exceed 8 double-spaced pages (excluding the title page, abstract, and reference list), and no more than 1 page (of the 8-page total) should be devoted to discussing future research directions, applications, and conclusions. You must have a minimum of 12 references. The paper should be submitted through Canvas by 5:00pm on October 25th. Any paper submitted after the deadline will receive a 10-point per day deduction. No late work will be accepted 48 hours or more after the deadline. If time permits (depending on the number of students who choose this assignment option), paper presentations will take place on October 30th.

Assignment Submission Policy:
Unless otherwise noted, written assignments must be turned in through Canvas by the designated deadline. More details on where to submit your paper within the Canvas system will be provided with each assignment. If the deadline is nearing and the Canvas system is down or you experience any type of technical difficulty when submitting your work, your paper should be emailed to me to prevent a loss of points.

Late Instructor Policy:
If I have not shown up 15 minutes after the class start time, you may leave class with my apologies. However, in the case that I will be unable to attend class, I will make every effort to notify you in advance.
Information on Plagiarism:
Because students often misunderstand the topic of plagiarism, I want to address it in more detail. Plagiarism is prohibited on any assignment you turn in for this class, and it will be dealt with severely. Therefore, all of the work you submit should be your work that you produced for this class this semester. Copying from a journal or other source is plagiarism. Copying from class handouts or presentations is plagiarism. Reproducing information published on the Internet is plagiarism. Instead, you should always put things into your own words and cite the original source. If you have any questions or concerns about how not to plagiarize, please see me as early as possible. I would be happy to help you determine how to put things into your own words. Note that student work may be checked using plagiarism detection software. See the following library tutorials for more information on plagiarism: http://libguides.uta.edu/copyright/plagiarism and http://library.uta.edu/plagiarism/.

Grading Information

Note that I will not provide nor discuss grades over email. Rather, all grade concerns should be addressed in person during my office hours or by appointment.

Grading:
Your final grade in this course will be determined using the following grading scale:
A = 89.5% - 100%, B = 79.5% - 89.4%, C = 69.5% - 79.4%, D = 59.5% - 69.4%, F = 0% - 59.4%

Late Work Policy:
Any work submitted after the stated deadline will receive a 10-point per day point deduction. No late work will be accepted 48+ hours after the deadline.

Institution Information

UTA students are encouraged to review the below institutional policies and informational sections and reach out to the specific office with any questions. To view this institutional information, please visit the Institutional Information page (http://www.uta.edu/provost/administrative-forms/course-syllabus/syllabus-institutional-policies.php) which includes the following policies among others:
• Drop Policy
• Disability Accommodations
• Title IX Policy
• Academic Integrity
• Student Feedback Survey
• Final Exam Schedule

Additional Information

Attendance:
You are expected to attend and actively participate in all class meetings. A student will be dropped a half letter grade (i.e., 5 points) for every unexplained absence (i.e., without prior notification and a verifiable excuse). Unless the nature of the situation makes it impossible for you to do so, please notify the instructor beforehand if you are going to be absent from class. If you miss a class meeting during which a graded assignment is administered, make-ups will only be allowed in the case that written documentation of a legitimate excuse (e.g., illness) is given prior to the absence or upon the day of your return. If no notice has been provided within 48 hours after the missed assignment, the grade for that assignment will become a zero (pending extreme circumstances). Make-up assignments must be completed within one week of the date of the original assignment. Excused absences that can be foreseen (e.g., sports, school clubs) do not exempt one from
assignment or exam deadlines. Rather, all work should be submitted in advance.

Institutional policy on attendance: At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator of 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. 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 must 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 Canvas. This date is reported to the Department of Education for federal financial aid recipients.

Emergency Exit Procedures:
Should we experience an emergency event that requires evacuation of the building, students should exit the room and move toward the nearest exit, which is located in the stairwell just outside the classroom entrance. When exiting the building during an emergency, do not take an elevator but use the stairwells instead. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Students should also be encouraged to subscribe to the MavAlert system that will send information in case of an emergency to their cell phones or email accounts. Anyone can subscribe at Emergency Communication System.

The English Writing Center (411LIBR):
The Writing Center offers FREE tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at the Writing Center (https://uta.mywconline.com). Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see Writing Center: OWL for detailed information on all our programs and services.

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

Library Information

Research or General Library Help
Ask for Help
  • Academic Plaza Consultation Services (library.uta.edu/academic-plaza)
  • Ask Us (ask.uta.edu/)
  • Research Coaches (http://libguides.uta.edu/researchcoach)

Resources
  • Library Tutorials (library.uta.edu/how-to)
  • Subject and Course Research Guides (libguides.uta.edu)
  • Librarians by Subject (library.uta.edu/subject-librarians)
  • A to Z List of Library Databases (libguides.uta.edu/az.php)
  • Course Reserves (https://uta.summon.serialssolutions.com/#!/course_reserves)
  • Study Room Reservations (openroom.uta.edu/)
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<th>DATE</th>
<th>TOPIC &amp; READINGS</th>
<th>ASSESSMENT NOTES</th>
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| 21-Aug    | Introduction & Overview  
  - Jex & Britt – Ch. 1                                                                                                                                                                                          |                  |
| 28-Aug    | Job Performance & Organizational Citizenship Behavior  
  - Jex & Britt – Ch. 5  
| 4-Sept    | Counterproductive Work Behavior  
  - Jex & Britt – Ch. 6  
| 11-Sept   | Motivation  
  - Jex & Britt – Chs. 9 & 10  
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<td>25-Sept</td>
<td>Job Satisfaction &amp; Organizational Commitment</td>
<td>Research paper outline &amp; tentative reference list are due</td>
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<td>• Jex &amp; Britt – Ch. 8</td>
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<td>2-Oct</td>
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<td>Exam 2 – Motivation, Job Satisfaction, &amp; Org. Commitment</td>
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<td>9-Oct</td>
<td>Motivation Project Presentations</td>
<td>Motivation project is due by 5:00pm on October 7th</td>
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<td>16-Oct</td>
<td>Organizational Justice &amp; Work Stress</td>
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<td>• Jex &amp; Britt – Ch. 7</td>
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<td>23-Oct</td>
<td>Work-Nonwork Interface</td>
<td>Research paper is due by 5:00pm on October 25th</td>
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<td>• Jex &amp; Britt – Ch. 4</td>
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<td>• Sonnentag, S., Binnewies, C., &amp; Mojza, E. J. (2008). “Did you have a nice evening?” A day-level study on recovery experiences, sleep, and affect. <em>Journal of Applied Psychology</em>, 93, 674-684.†</td>
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<td>6-Nov</td>
<td>Leadership</td>
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<td>• Jex &amp; Britt – Ch. 11</td>
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<td>• Caligiuri, P., &amp; Tarique, I. (2012). Dynamic cross-cultural competencies</td>
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<td>and global leadership effectiveness. <em>Journal of World Business, 47, 612-622.</em>)</td>
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<td>behaviors for leaders: A daily investigation of leader behaviors and need</td>
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<td>13-Nov</td>
<td>Groups &amp; Teams</td>
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<td>• Jex &amp; Britt – Ch. 12</td>
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<td>• Breuer, C., Hüffmeier, J., &amp; Hertel, G. (2016). Does trust matter more in</td>
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<td>virtual teams? A meta-analysis of trust and team effectiveness considering</td>
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<td>virtuality and documentation as moderators. *Journal of Applied Psychology,</td>
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<td>• Neuman, G. A., &amp; Wright, J. (1999). Team effectiveness: Beyond skills and</td>
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<td>cognitive ability. <em>Journal of Applied Psychology, 84, 376-389.</em>)</td>
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<td>20-Nov</td>
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<td>Exam 4 – Leadership,</td>
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<td>27-Nov</td>
<td>No Class – Thanksgiving Break</td>
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<td>4-Dec</td>
<td>No Class – Extra time to study</td>
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<td>11-Dec</td>
<td>Final Exam</td>
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*Note that all dates are approximate and may change based on speed of content coverage or other unforeseen reasons. I have made a best faith effort to make this syllabus as accurate as possible, but I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.