

PSYCH 350: ORGANIZATIONAL PSYCHOLOGY*
SPRING, 2006

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Office Hours:			
	M & W 1:30PM – 2:30PM		
	T & TH 10AM – 11:15AM		
	(or by appointment – I can often stay after class on T evening)		

***NOTE: This syllabus is subject to change at the discretion of the instructor**

Course Overview:

This course focuses on understanding and applying psychological theories to many behavioral, emotional, and attitudinal issues within organizational settings. Among the topics to be considered are: the major theories of job motivation, the work environment, organizational culture, socialization, job design, pay issues, reward systems, communication, leadership, stress, and family issues as they relate to work performance and quality of life. The course combines readings, lecture, activities, and discussion to enhance students' knowledge and skills concerning motivation principles. Attempt is also made to integrate many contemporary issues with which business organizations are concerned, such as work conditions, technology, globalization, workforce diversity, work-life, downsizing, mental health, and self directed work teams. In one sense, the course will attempt to operate in a parallel fashion to an actual organization.

Objectives:

- 1) To become knowledgeable of the principles underlying work motivation and organizational dynamics, as well as the variety of theories and applications developed in the area.
- 2) To appreciate the broad relevance of psychological inquiry in the workplace and become adept at thinking critically about psychological phenomena in the context of work systems.
- 3) To be able to appreciate the needed cooperation between theory/scientists and applications/practitioners in this area, especially in developing strategies to improve important work behaviors, while maintaining high quality of work life.
- 4) To develop skills and abilities related to objective #3.
- 5) To improve your communication skills (listening, written, & verbal) through various opportunities provided in the course.
- 6) To gain team work skills by first understanding more about ourselves (personal insight & development), and secondly, how we work in teams.
- 7) To realize, appreciate and be more adept at understanding organizational and work phenomena from an interdisciplinary approach

Required texts:

Goldratt, E. G. (2004). *The goal* (3rd ed.). Great Barrington, MA: North River Press.
(referred to in course schedule as GOAL)

Hamper, B. (1991). *Rivthead: Tales from the assembly line*. New York: Warner Books.
(referred to in course schedule as RH)

Lewicki, R. J., Bowen, D. D., Hall, D. T., & Hall, F. S. (1997). *Experiences in management and organizational behavior* (4th ed.). New York, NY: John Wiley & Sons, Inc.
(referred to in course schedule as EMOB)

Levy, P. E. (2003). *Industrial / organizational psychology: Understanding the workplace*. Boston, MA:
Houghton Mifflin Company.
(referred to in course schedule as LEVY)

In addition, there will be several assigned readings distributed in class or put on Reserve in Reeve's Library.

Course Policies:**1) ACTIVE LEARNING:**

Active learning involves questioning the text and lecture material, contributing to discussion, sharing ideas and alternative perspectives. As a prerequisite to the active learning that will take place in the classroom, please arrive to class on time and prepared by having read the assigned chapter(s), and completing the assignments. Class participation is expected and highly encouraged. This is the best strategy for achieving many of the objectives laid out for the course. Those who commit themselves to such active learning are scholars. It is for this reasoning that excessive absences will be penalized as stated in policy #4 below.

2) LATE ASSIGNMENTS:

Book reviews may be handed in **up to three days late** (5 points deducted from the grade each day late). **When handing in an assignment late please indicate the amount of days late on the front cover along with your signature** – **without this late assignments will be considered incomplete (I)**. Assignments may not be handed in after the third day late. If you must miss class, drop off the assignment earlier, or send it with a classmate, or see e-mail policy below. Please, do not ask me to deviate from this policy. I encourage you not to procrastinate, and be sure to use your file on the student X: drive and back up your work! **BECAUSE SO MANY OTHERS ARE RELYING ON YOUR WORK RELATED TO THE CONSULTING PROJECT, THESE MAY NOT BE HANDED IN LATE. SINCE LATENESS IS NOT AN OPTION, SUCH ASSIGNMENTS WILL LEAD TO A ZERO FOR THAT STUDENTS PORTION OF THE PROJECT GRADE.**

3) E-MAILED ASSIGNMENTS:

If you **MUST** use e-mail to turn in assignments or drafts – mark it as a priority and follow up by phone (610-861-1561) to be sure I was able to retrieve the document. Experience suggests that e-mail is not as reliable as we would like, and failure of arrival is your responsibility rather than mine. If sending it as an attachment you may also want to cut and paste the body into the actual e-mail since opening documents has been a problem.

4) ATTENDANCE:

Class attendance is expected. Class lectures and demonstrations will supplement text material, and almost every week consulting project groups are relying on your contributions. Excessive absences (more than two) will impact directly on your final grade with a reduction of two point per class missed off your final grade. You are responsible for getting missed notes, assignments, and relevant in-class announcements in a timely manner.

5) EXCUSES:

Given the nature of the course and its emphasis on mastery skills and reliance of team members on your presence and work, I can not pardon work or substitute with extra credit other than that which is relevant to the course and offered to all. In the spirit of fairness to ALL students I must be consistent with the policies laid out in this syllabus and ask you to be familiar with and respectful of them.

6) ACADEMIC INTEGRITY:

Academic integrity is a core value of the college and is expected. Cheating and plagiarism will not be tolerated. It is **my contractual agreement** with the college that I am to report all **suspected** cases of plagiarism and cheating. Plagiarism is the intentional misrepresentation of someone else's work as your own. This includes transcribing sentences or paragraphs belonging to another author directly from another written source and suggesting they are your own words, quoting directly from a published work without giving the author credit (i.e. proper citation), using or "borrowing" another student's work, buying a paper from a professional service, etc. The policy of the department is that the student must keep all note cards and rough drafts until given a grade for that course!!! Again, be sure to back up computer disks. Evidence of plagiarism and cheating will be dealt with in accordance with the college policy on academic honesty in the *Student Handbook* .

7) SPECIAL ACCOMMODATIONS:

Should you require special accommodations for a disability, please arrange an appointment with the instructor at the beginning of the semester. Documentation of a disability will be required for special accommodations to be arranged in conjunction with the Learning Services Office.

Students with Disabilities

Students who wish to request accommodations in this class for support of learning disabilities and/or ADHD, should contact Mrs. Laurie Roth, Director of Learning Services, 1307 Main Street (ext. 1510).

Students who wish to request accommodations for support of other disabilities, should contact Dr. Ron Kline, Director of the Counseling Center, 1307 Main Street (ext. 1510).

Accommodations cannot be provided until authorization is received from the appropriate disability support provider on campus.

8) The following **grading scale** will be used in the course:

A : 93-100	C : 73-77
A-: 90-92	C-: 70-72
B+: 88-89	D+: 68-69
B : 83-87	D : 63-67
B-: 80-82	D-: 60-62
C+: 78-79	F : Below 60

Please see the Student Handbook for verbal descriptions of the criteria for letter grades.

9) GRADING Summary:

GRADING CRITERIA:

Consulting Team

Written Project	16%
Team Presentation	16%
Team Performance	12%
Individual Performance	10%

Other Grading Sources

EMOB Exercises, Discussions and other Assignments	12%
“Meaning of Work” Essay	10%

RivetHead

Discussion, Draft, Editing Effort & Book Review 12%

The Goal

Discussion, Draft, Editing Effort & Book Review 12%

Course Requirements:

YOU MUST REGISTER FOR THE COURSE ON BLACKBOARD.

CONSULTING TEAM PRODUCTS & PERFORMANCE:

You will be assigned to a CONSULTING team. Each group will work on a major project that will bring the material to life in a different manner than a traditional lecture class. A significant amount of time, in and out of class, will be spent on this project. Consulting teams will be run as if they are part of an overall organization including the other consulting teams with myself serving as the director.

TEAM PROJECT (16%):

Each team will complete a fully developed consulting project setting up, diagnosing and solving a motivational problem within a particular organization. The experience and write-up of the project will follow a model of organizational development and change intervention provided and discussed in class. This model will be supplemented by an outline of the project sections.

TEAM PRESENTATION (16%):

Each consulting team will give their final presentation during one of the final three classes. It will be a 45 - 60 minute presentation based on the entire consulting challenge and solution. EVERY group member should be involved in the presentation, BUT THE FORMAT AND STRUCTURE OF THE PRESENTATION NEED NOT (and probably SHOULD NOT) FOLLOW THE STRUCTURE OF THE WRITTEN REPORT. Your TIME MANAGEMENT will be a critical part of the evaluation.

For each presentation the other members of the class will serve as a "Board of Directors" or "Colleague Reviewers" to learn about the presenting team's problem and solution approach (and thus learn about motivational dynamics in general at a deeper level); and to try to determine whether or not they agree on the feasibility of the solution, as well as how much money they are willing to invest in the project. Grades for project presentations will be done on both a group and an individual bases. It will be based on my perception of how well the information in your written report is translated to a form suitable for an informative, dynamic, educational presentation. The instructor HIGHLY recommends against reading to the class and STRONGLY encourages an innovative and professional approach, including coordination of individuals, appropriate attire, and the use of visual aids (handouts, overheads, etc.). Creativity and engaging the audience is also encouraged.

PERFORMANCE EVALUATIONS – As a team or as a class, YOU will generate rubrics and checklists to serve as feedback and evaluation measures. The team performance rubrics will mainly, but not exclusively, outcome-based; while the individual performance measures will mainly, but not exclusively, be behavior-based.

TEAM PERFORMANCE (12%):

In order to simulate the motivational aspects of a work environment, the members of each work team will provide a self evaluation, and will be evaluated by all other members of that work team, as well as myself. This will be done twice in the semester and will be done using performance scales that you, as a team, will develop toward the beginning of the semester. The reason for having you develop the scales is to educate you on the process of scale development, dimensionality of effective work teams and the importance of evaluation in motivating performance. In addition, the process should clarify the outcomes, behaviors and standards team members should and will expect of one another. The reason for doing the evaluations twice is to emphasize the developmental capacity of performance appraisal.

INDIVIDUAL PERFORMANCE (10%):

This grade will be based upon the quality of your individual performance in the roles assigned to you in the consulting role contract. Additional input will come from your self and peer evaluations, as well as the substance and quality of the peer feedback you provide your team members.

EMOB EXERCISES, DISCUSSIONS AND OTHER ASSIGNMENTS (12%):

EMOB Exercises will be assigned for most weeks and will require the completion of work in advance. This work will typically be checked in the beginning of class each week. Other assignments and readings, aside from the EMOB text, may also be assigned. These are also expected to be completed in advance of class and may periodically be assessed at the beginning of class or collected.

There will be two forms of discussion – electronic and within the classroom. Electronic discussions will take place each week on the Blackboard Discussion area. All students are encouraged to develop a discussion theme, ask or pose a question, or provide a personal connection that you made with the course material or an in-class experience. Although all students are encouraged to do this at any and all times, each week one or two people will be required to ensure that there is a discussion “thread” to start discussions each week. These assigned discussion “threads” must be posted within 48 hours (by 10PM on the Thursday after that class). In-class discussion opportunities will be abundant. Be generous with your insights, ideas and questions.

PRESENTATION CRITIQUES - As a member of the “Board of Directors”, submit your comments and critiques regarding your peers’ consulting projects at the end of the semester. A short paragraph and suggested grade is due by THURSDAY at 4PM after each presentation. You do not critique your own presentation. To elaborate, you will have the opportunity to ask questions and to provide a some commentary regarding each group's presentation. Your feedback comments can be geared toward both content and style issues, and demonstrate your ability to think critically and apply the concepts and principles learned in class toward your critique.

“MEANING OF WORK” Essay (10%)

If you look at the quotes at the end of the syllabus, especially Bob Greene’s, you get the sense that work motivation is a powerful and mysterious phenomenon. In organizational psychology we often try to capture this quantitatively. In this essay you will try to capture this in an insightful qualitative and literary manner. Guidelines will be distributed in class.

BOOK REVIEWS (12% each) – You will be required to read two books that tap into, in very different ways, the themes and dynamics of organizational psychology: “*RivetHead*”, a case study in blue collar work stress and the potential dehumanization of work conditions; and “*The Goal*”, a quasi-case study novel. You are required to write a 3-4 page analysis of the text (double spaced with one inch margins around, 12 pt. font).

Reflect on, and respond to questions such as: *How important is it to read this work in order to develop an understanding of one’s self and the working world in our society? How does the concept of the subjective voice (the experiences and values YOUR, the reader bring to the book) relate to your reading of this work? What aspects of the course material (e.g., principles of motivation, leadership, organizational/group dynamics, etc.) are illustrated in the book and how? What other insights about work psychology did you gain that would not be captured in the first section of the paper?* These questions are prompts or suggestions only. It is NOT essential that you answer each question (in fact, I prefer you not so that you can fully develop whatever focus you choose) and you can change/focus your approach for each paper. Your paper must NOT be more than 4 pages. **GRADING CRITERIA WILL INCLUDE:** Following format, integrating

course experiences/material/ other assignments; as well as writing clarity, full development and justification of ideas / insights.

Relevant Quotes:

It is not the consciousness of men that determines their existence, but, on the contrary, their social existence determines their consciousness.

--Karl Marx

Work is a mysterious thing; many of us claim to hate it, but it takes a grip on us that is so fierce that it captures emotions and loyalties we never knew were there.

--Bob Greene

The shift in the structure and character of work has created a demand that work produce more than purely economic benefits. To make a living is no longer enough. Work also has to make a life.

--Peter Drucker

The principle object of management should be to secure the maximum prosperity for the employer, coupled with the maximum prosperity for each employee.

--Frederick Taylor

If work was really good, the rich would have found a way to keep it to themselves.

--Haitian Proverb

Never is there either work without reward, nor reward without work being expended.

--Titus Livius

This book, being about work, is by its nature, about violence – to the spirit as well as to the body . . . It is about a search, too, for daily meaning as well as daily bread, for recognition as well as cash, for astonishment rather than torpor; in short, for a sort of life rather than a Monday through Friday sort of dying.

-- Studs Terkel, Working

You never expected justice from a company, did you?

They have neither a soul to lose, nor a body to kick.

--Rev. Sydney Smith

Challenge is the core and mainspring of all human activity. If there is an ocean, we cross it; if there's a disease, we cure it; if there's a wrong, we right it; if there's a record, we break it, and finally, if there's a mountain, we climb it.

--James Ramsey Ullman

<u>DATE</u>	<u>TOPIC</u>	READINGS & REVIEWS	EMOBs	PROJECT ACTIVITIES
T 1/17	Intro & Overview		#1	Overview
T 1/24	Group Processes and Work Teams	Levy Chpt. 12 Handouts GOAL - Introductions EMOB#52 & 58 RH - Prologue	Individual Assessments #18	Generate Team Dimensions Critical Incidents Behaviors Critical Team Outcomes Brainstorm Proj. Focus
T 1/31	Organizational Theory & Development	Levy Chpt. 14	#29 (read to p.202) #16	Form Groups Team Building
T 2/7	Motivation – Theories & Applications	Levy Chpt. 9	#5, 6	Refine Team Eval Instrument Needs Assessment with Intervention Objectives Formal Role Contract
T 2/14	Organizational Socialization, Perception	Handouts DUE: Annotated Bibliography	#41, 60	Finalize Team Eval Instrument Finalize Project Focus Brainstorm Intervention Ideas
T 2/21	Motivation cont'd Stress & Work Conditions	Levy Chpt. 11 Discuss <i>Rivethead</i> Draft of Review Paper Due	#27, 63	Determine Priority Interventions
T 2/28	Decision-Making & Motivation	Heavy Research for Consulting Projects		Intervention Discussion

Rivethed Review Paper due #28, 32
#42 Evaluation Feedback
Group Progress Presentations

T 3/7 *****SPRING BREAK*****

Over the break focus on “The Goal” assignment and “Meaning of Work” Essay; relatedly review stress chapter in Levy

T 3/14	Leadership	Levy Chpt. 13		Implementation Strategy and Concerns
T 3/21	Job Design Work Attitudes	Levy Chpt. 10	#8 & 10	Evaluation
T 3/28	Organiz. Communication	Essay Draft Due	#34, 35	
T 4/4	Meaning and Work	Due: Meaning of Work Essay	#7	Evaluation Strategy /Instruments Full draft of project due (except evaluation section)
T 4/11	Contemporary Issues	Discuss <u>The Goal</u> Draft of Review Paper Due Handout		Refine Evaluation section Editing issues Begin to prepare presentation
T 4/18	Work-Life and Gender Issues	<u>The Goal</u> Review Paper Handout	TBA	Prepare for Presentation
T 4/25	Consulting Presentations			
T 5/3	Consulting Presentations			

