ORGANIZATIONAL PSYCHOLOGY
PSY 768
SPRING 2009

T,H  1:30-2:45 PM.

INSTRUCTOR:  Dr. Bob Pond  EMAIL: sbpond@ncsu.edu
OFFICE: 710 Poe Hall  PHONE: 515-1720
PSY Office: 515-2251

OFFICE HOURS:  MW 2:00-3:00 p.m., and by appointment.
COURSE LISTSERV:  psy768-001@wolfware.ncsu.edu
ONLINE SYLLABUS:  http://courses.ncsu.edu/psy768/lec/001

COURSE PRE-REQUISITES
PSY 764 (or reasonable equivalent) and an understanding of basic behavioral statistics.

TEXTS

SUPPLEMENTARY READING
Supplementary reading list includes selections from professional journals and books. You should be able to access them directly or from e-reserve. If a link does not work, then try to access the article directly through the library's journal catalog or less directly through PsycINFO. If you are still having problems contact me by email and I'll see what I can do to help you.

OBJECTIVES
• During the course, students will have the opportunity to read, analyze and discuss conceptual and empirical articles and chapters pertaining to topics in organizational psychology.
• Because of this course, students should be able to provide evidence that they understand more about how people think and behave in organizations.
• By the end of this course, students should have a number of ideas for independent projects and/or thesis or dissertation topics.

COURSE REQUIREMENTS
• Complete the reading assignments on time.
• Contribute to class discussions by preparing and sharing article summary presentations and otherwise actively participating. Class attendance is mandatory.
• Present term paper topic to class on February 3.
COURSE REQUIREMENTS (Con't)
- Take two exams: February 26 and April 28.
- Write a term paper (Term paper is due by 3:00 p.m., April 14. Grade is reduced for each day the paper is late - NO EXCEPTIONS.)

CLASS PARTICIPATION
- Come to class ready to participate! Read and take notes on all of the articles before coming to class. We will summarize articles together and use them to discuss the topic of the week.
- Be prepared to offer a brief (about 5 minute) summary of an article if called upon.
- Spend some time prior to class thinking about how the readings can be integrated with one another and related to: 1) the topic of the week, 2) past topics, and 3) topics coming up.
- Contribution to class discussion is critical. Your views are very important and very much valued. To achieve full benefit of the course (not to mention full credit on this part of your course grade) class attendance is mandatory.
- Prepare at least six (6) topic commentaries over the semester according to guidelines presented below.

TOPIC COMMENTARY GUIDELINES
- Submit a topic commentary for six (6) of twelve topics covered this semester (starting with "The Individual"). Commentary responsibilities will be firmed-up during the first couple of class periods of the semester.
- The commentary should be approximately 300 ± 100 words.
- Commentary format:
  ◊ Heading: Topic being addressed, x of 6
  ◊ Body: Your reactions to the readings associated with the topic you are addressing.
- Post the commentary on the "MESSAGE BOARD" no later than 6 p.m. on the Monday between the Thursday and Tuesday the topic is being discussed. Post in the forum with the week's topic heading (e.g., The Organization, Methodology, etc.).
- Scoring of commentaries: 3 = on time, well composed, and thought provoking; 2 = on time and satisfactorily composed; 1 = late or poorly composed; 0 = no commentary or very poorly composed commentary.
- These commentaries are to be used to help stimulate class discussion – or message board discussion. Write them with this objective in mind.

Here are some questions you can be thinking about when processing each of your readings and preparing for discussion.
1. What seems to be the author's purpose for writing this piece?
2. What concept(s) did the author mention that was(were) foreign to you -- at least at first?
3. What are your reactions to this piece? Why?
4. What concepts in the piece really engaged you and made you think?
5. What point of view (frame of reference, perspective, orientation, agenda) does the author represent. Is s/he up front about it?
6. How does this reading relate to the topic of the week?
TOPIC COMMENTARY GUIDELINES (con’t)
7. How does this reading compare with/contrast with/supplement the other readings of the week?
8. How does the information covered in this topic relate to other topics previously covered in the course?

- Be sure to read each other’s commentaries and prepare to respond to them during class and/or on the “MESSAGE BOARD!” Remember, you are required to do six commentaries, but you are encouraged to contribute more.

TERM PAPER GUIDELINES
Getting Started

Write a paper that presents the findings of a literature review you conduct during the semester on a topic that expands upon or otherwise supplements the information covered in this course. This is a term paper; start the paper today and plan to work on it throughout the semester!

The APA Style Manual (p. 5) explains that a literature review should:
- define and clarify a problem;
- summarize previous investigations in order to inform the reader of the state of current research;
- identify relations, contradictions, gaps, and inconsistencies in the literature; and
- suggest the next step or steps in solving the problem.

These are the things you are trying to accomplish, too. For more information about how to develop a literature review, I strongly recommend that you read, “Writing a Psychology Literature Review.”

Steps
1. **Determine a topic**
   Decide upon a few topics (and questions within them) that really interest you and then run some literature searches to see what’s available. In the process, you should be able to decide upon one topic, firm up that topic, and adjust the scope of your coverage.
   Your paper should focus on current literature (i.e., past 5-10 years). The scope of your paper should be such that you are able to find and address 10-15 articles that pertain to your topic.

   This is an important first step. A 1-page (max) synopsis of the topic that you will be focusing on over the semester is due to me before February 3. It will count towards a 5th of your final grade on the paper.

Prepare to present your term paper topic (and how you arrived at it) to the class on February 3.

The "SUBMIT ASSIGNMENT" window for the synopsis will open Friday (1/30) at 7:00 a.m. and then will close Monday (2/2) at 6:00 p.m.
Steps (con't)

2. Developing the paper
   You know how to best establish a timeline. I would suggest, however, that you have a
   working outline of your paper ready by February 28 and then a first draft by March 31.
   Ask a classmate to review your work and exchange comments and suggestions. Be
   sure to pair-up with someone early in the semester so that you can exchange drafts and
   comment on each other's work.

3. Finishing the paper
   Revise your first draft. Work on grammar, spelling, transitions, clear wording, etc. Use
   the APA Style Manual! It has a helpful chapter titled "Expression of Ideas." The manual
   also has instructions for citing and referencing the sources you use in your paper.
   By the way, I grade both content (organization, focus, critical thinking, original thinking,
   use of research, etc.), and presentation style (format, grammar and mechanics,
   professional tone, etc.)
   Your paper should be between 10 and 15 pages long. Use 1" margins; double-space
   your lines; and use 12-point Times font (or something very similar).
   IMPORTANT: Please be sure to hyperlink all citations to the appropriate reference in
   the reference section of your paper.
   The "SUBMIT ASSIGNMENT" window for your final draft will open Monday (4/13) at
   7:00 a.m. and then will close Tuesday (4/14) at 3:00 p.m.

GRADING PROCEDURE

- Midterm exam 15%
- Final exam 15%
- Class participation 35%
  (Commentaries = 15%, Attendance = 15%,
   Discussion = 5%)
- Term paper 35%

I will be using a 10-point, plus/minus grading scale (for example, 80, 81, and 82 scores
yield a "B-" grade, while 87, 88, and 89 are "B+" scores).
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<th><strong>SCHEDULE OF TOPICS</strong></th>
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<td><strong>THE DARK SIDE</strong></td>
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<td>Employee Withdrawal &amp; Other Potentially Undesirable Actions</td>
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ASSIGNED READING

INTRODUCTION TO ORGANIZATIONAL PSYCHOLOGY

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THE INDIVIDUAL & THE ORGANIZATION

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THE ORGANIZATION (con't)


THE INTERACTION

METHODOLOGY


TERM PAPER PROPOSAL PRESENTATION

PSYCHOLOGICAL CONTRACT


THE PSYCHOLOGY OF THE WORK PROCESS

HIGH PERFORMANCE CYCLE


HIGH PERFORMANCE CYCLE (con't)


2/19, 24

**MOTIVATION – PERFORMANCE**


2/26

**MIDTERM EXAM**

3/3, 5

**SPRING BREAK!**

3/10, 12, 17

**JOB DESIGN**


23


### 3/19, 24 JOB SATISFACTION


### 3/26, 31 JS & ORGANIZATIONAL AND JOB COMMITMENT


### MAINTAINING THE WORK PROCESS

**ORGANIZATIONAL CITIZENSHIP BEHAVIOR**


ORGANIZATIONAL CITIZENSHIP BEHAVIOR (con’t)


JOB INVOLVEMENT

(Please note: Term paper is due on April 16 at 3:00 PM)


THE DARK SIDE

EMPLOYEE WITHDRAWAL & OTHER POTENTIALLY UNDESIRABLE ACTIONS


CATCH-UP DAY

FINAL EXAM (1:00 - 4:00)
ACADEMIC INTEGRITY STATEMENT
The students and faculty of NCSU believe that the willingness of students to affirm and adhere to the essential values of honesty and integrity in all their academic endeavors is exemplified in the Honor Pledge:

I have neither given nor received unauthorized aid on this test or assignment.

University policy on academic integrity is specified in the Code of Student Conduct. This document may be found at:

NC STATE POLICY ON WORKING WITH STUDENT WITH DISABILITIES
If you have a verified disability, I will certainly do all that I can reasonably do to accommodate the course requirements to your specific needs. Please tell me immediately so that we can begin making appropriate arrangements right away.

For more details on NC State’s policy on working with students with disabilities, please refer to the following web site that describes NC State’s Disability Services for Students (DSS) program.
http://www.ncsu.edu/equal_op/dss/