

Organizational Psychology Psychology 338

Department of Psychology
University of Waterloo

Instructor: Dr. D. Brown

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Office: PAS 4045

Office Hour: Tuesday 1:30-2:30

Class Meetings: AL 113, Thursday 2:30-5:20

Required Text: Johns, G., and Saks, A.M. (2011). Organizational Behaviour: Understanding and managing life at work. (9th Edition). Scarborough, ON: Prentice Hall.

Course Website: <https://learn.uwaterloo.ca>

Teaching Assistants: Franki Kung, Sarah Skyvington

TA Office Hours:

Franki Kung — **Office Hour:** Tuesday 10:00-11:00; **Room:** PAS 4232; **e-mail:** yhkung@uwaterloo.ca

Sarah Skyvington – **Office Hour:** Wed 11:00-12:00; **Room:** PAS 4238; **e-mail:** sbskyvin@uwaterloo.ca

Antireq for 338: (1) Msci 211; (2) Bus 388 at WLU; (3) Bus 288 at WLU starting in the Fall of 2004; SCBUS 225

Course Objectives

The main objective of this course is to introduce you to the major theories and practices in the field of Organizational Behaviour—which is the study of human behaviour in organizations. The primary emphasis in this course is on the psychological processes that influence the workplace environment, the nature of work, and the behaviour of workers.

Course Requirements (Details of each component are provided below)

<u>Requirement</u>	<u>Date</u>	<u>Value</u>
Midterm Exam #1	Feb 6 th	25%
Midterm Exam #2	Mar 6 th	25%
Midterm Exam #3	Apr 3 rd	25%
Team Assignment #1	Mar 20 th	20%
Team Assignment #2	Mar 27 th	5%
TOTAL		100%

Examinations (75%)

Exams will come from the material covered in the textbook and lectures. Midterm exams will be held during the first half of class time on each of the scheduled days (6:30 – 7:45). Each midterm will contain only that material that was covered since the previous exam (i.e., **non-cumulative**).

Team Assignments (25%)

An important goal of this course is to help you better understand the dynamics of working in teams. For purposes of the team assignment you will be randomly assigned into a group of 4 or 5 people by the TAs—you will see the assignment into these teams on Learn in **Week 3**. You will complete **two projects/assignments** with your team. Each of these assignments/projects is described below. If you have any trouble finding or contacting your team member(s) to work on the team assignments, you need to report to the instructor or one of the TA's at least 5 business days PRIOR TO the submission of the assignment.

Team assignment 1 (20%)—Organizational Analysis: In the first group assignment, you will need to *choose two organizations within the same industry* (e.g., Google and Yahoo, Air Canada and WestJet, Tim Hortons and Starbucks). You will analyze two practices of the chosen organizations by applying the principles and theories from this course. More specifically, you will select organizational practices and analyze whether these practices are effective/optimal within the framework of organizational behavior (i.e., what does the research or what would organizational theory have to say about the chosen practice). As an example, Microsoft has practices of promoting and supporting career growth for employees, including a tuition reimbursement program and one-on-one time with managers to discuss career path and development. These practices may foster organizational commitment and job satisfaction. However, Microsoft engages in some business practices, such as utilizing “permatemp” employees, which may be self-defeating in terms of employee job-satisfaction. Another example of an organizational practice is the decision by Marissa Mayer, the CEO of YAHOO, to ban telecommuting.

Which practices, industry, or organizations you choose for your paper are not important. Your group should, however, ensure that your choices are directly related to organizational behavior (e.g., employee benefits, compensation, mentoring, customer service, salary, leadership development, group dynamics, conflict, communication, etc.). You can get information about organizational practices in a number of ways including (but by no means limited to): company websites, the news, books written about the organization, magazines, interviews with people within the organization, and your own observations.

The deliverable. Your grade for this assignment will be based on a **group report**. Your written report should provide a detailed analysis of the two organizations and the practices that you are examining. You should examine *two organizational practices and compare and contrast your two organizations on these practices* (e.g., Google does X in terms of telecommuting and YAHOO does Y). The description of the organizational practices should be detailed enough that a reader can fully understand what each organization does. You may, where such information is available, comment on why the organization has adopted a given practice. Second, the report should include a detailed analysis of whether these organizational practices are effective/optimal within the framework of organizational behavior (i.e., what does research or theory say about the practice). Finally, based on your understanding of the research and theory you should comment on what an organization might ideally do. Thus to summarize, you should (a) describe 2 organizational practices of your 2 chosen companies, (b) critically analyze what they do from an organizational behaviour research/theory perspective, and (c) tell us what theory or research would say is most ideal or optimal (make recommendations).

Some helpful instructions for your written report

- The core of the document you submit must be ***no longer than six pages*** (12 point Times New Roman font, 1" margins, double spaced). This page limit is firm (i.e., anything after the 6th page will not be graded)
- Include a title page (your title page is not included in your 6 pages limit)
- Include references (e.g., sources that you used) on a separate page (references are not included in your 6 page limit). References must be written in APA (6th edition) format
- Be sure to specify the source of your information in your paper
- Include all of your group members' names and student ID's on the title page
- Include your group number on the title page
- Number your pages
- Make sure you run spell check
- It is very common for people to lose points because they do not answer the questions that were asked. So, carefully proofread your assignment before handing it in and ensure that you did what was asked
- Submit **TWO hard copies** of your work at the beginning of the class in which you are scheduled on your course syllabus (see tentative course schedule below)
- Assignments that are submitted late will receive a deduction in the overall assignment grade of 5% a day up to 5 days. After 5 days, each member in the group will receive a 0.

An assignment checklist and grading rubric is provided for your reference and is posted on Learn.

Team Assignment 2 (5%)—Reflection Paper: Following the completion of your team assignment 1, as a group, you will complete a reflection paper based on your experience working with your team. The reflection piece should be based on the concepts covered in Chapter 7 in the textbook. You should choose a minimum of 2 concepts in the chapter (e.g., the punctured equilibrium model, typical stages of group development, diversity of group member), and critically evaluate whether your experience working in the group followed the theory and research described in the textbook/covered in lectures, and if not, please discuss why this may be the case. Thus to summarize you should (a) reflect on your team experience, (b) describe two concepts from Chapter 7 that relate to your group experience and (c) critically evaluate whether your group experience followed the theory, and if not, why this may be the case.

Specific instructions for your reflection paper

- The document you submit must be ***no longer than two pages*** (12 point Times New Roman font, 1" margins, double spaced). This page limit is firm (i.e., anything after the second page will not be graded).
- Include a title page (your title page is not included in your 2 page limit)
- Include references (e.g., sources that you used for your event) on a separate page (not included in your limit). References must be written in APA (6th edition) format

- Include all of your group members' names and student ID's on the title page
- Include your group number on the title page
- Number your pages
- Make sure you run spell check
- It is very common for people to lose points because they do not answer the questions that were asked. So, carefully proofread your assignment before handing it in and ensure that you did what was asked.
- Submit **ONE hard copy** of your work at the beginning of the class in which you are scheduled on your course syllabus.
- Assignments that are submitted late will receive a deduction in the overall assignment grade of 5% a day up to 5 days. After 5 days, each member in the group will receive a 0.

An assignment checklist and grading rubric is provided for your reference and is posted on Learn.

BONUS CREDITS (6%)

You will have the opportunity to earn up to 6% bonus credits in this course. These bonus credits can be earned by (1) participating in a team dynamics study (3%) that involves completing surveys four times throughout the semester, and/or allowing your team project grades to be used in research and (2) SONA/REG studies (3%). Each of these are described in greater detail below.

Team Dynamics Study (Up to 3%)

In conjunction with the team component of the course, you are invited to participate in a research study (Team Dynamics study) being conducted by Dr. Wendi Adair and Lindie Liang. This study is examining the underlying mechanisms of group processes and group performance.

If you consent to participate, you will receive four online surveys (approximately 30 minutes per survey) throughout the semester, from the researchers (Wendi Adair and Lindie Liang). As well, Wendi and Lindie will be using your final team project grade in their study. As an incentive, you will receive 0.5 bonus marks towards your final grade for completing each online survey, and you will receive 1% bonus credits towards your final grade if you complete ALL four online surveys (i.e., 3% total). If you choose not to participate in the team dynamics study, you will have the opportunity to earn the same bonus credits by writing a journal article review (see description at the end of the next section).

Although this study is closely related to the content of the course, participation in the research study is completely voluntary. As your instructor, I will be blind to your participation status, as will the teaching assistants for the course. Therefore, there is no way that your decision to participate or not will impact your grade in the course. The researchers for this project (Wendi Adair and Lindie Liang) will be awarding the bonus credits, and your participation status will remain completely confidential to the TAs and me. The online information consent letter will contain more detailed information of the procedures in place to ensure that neither the TAs nor I will know whether or not you have consented to participate in the study.

SONA/Research Experience Marks (Up to 3%) Information and Guidelines

Experiential learning is considered an integral part of the undergraduate program in Psychology. Research participation is one example of this, article review is another. A number of undergraduate courses have been expanded to include opportunities for Psychology students to earn grades while gaining research experience.

Since experiential learning is highly valued in the Department of Psychology, students may earn a **"bonus" grade of up to 3%** in this course through research experience. Course work will make up 100% of the final mark and a "bonus" of up to 3% may be earned and will be added to the final grade if/as needed to bring your final grade up to 100%.

The two options for earning research experience grades (participation in research and article review) are described below. Students may complete any combination of these options to earn research experience grades.

Option 1: Participation in Psychology Research

Research participation is coordinated by the Research Experiences Group (REG). Psychology students may volunteer as research participants in lab and/or online (web-based) studies conducted by students and faculty in the Department of Psychology. Participation enables students to learn first-hand about psychology research and related concepts. Many students report that participation in research is both an educational and interesting experience. Please be assured that all Psychology studies have undergone prior ethics review and clearance through the Office of Research Ethics.

Educational focus of participation in research

To maximize the educational benefits of participating in research, students will receive feedback information following their participation in each study detailing the following elements:

- Purpose or objectives of the study
- Dependent and independent variables
- Expected results
- References for at least two related research articles
- Provisions to ensure confidentiality of data
- Contact information of the researcher should the student have further questions about the study
- Contact information for the Director of the Office of Research Ethics should the student wish to learn more about the general ethical issues surrounding research with human participants, or specific questions or concerns about the study in which s/he participated.

Participation in LAB studies is worth 0.5 participation credits (grade percentage points) for each 30-minutes of participation. Participation in ONLINE studies is worth .25 credits for each 15-minutes of participation. Researchers will record student's participation and will advise the course instructor of the total credits earned by each student at the end of the term.

How to participate?

Study scheduling, participation and grade assignment is managed using the SONA online system. All students enrolled in this course have been set up with a SONA account. You must get started early in the term.

For instructions on how to log in to your SONA account and for a list of important dates and deadlines please, as soon as possible go to:

<http://www.arts.uwaterloo.ca/~regadmin/regparticipant/sonainfo/#SonaSignUp>

*** Please do not ask the Course Instructor or REG Coordinator for information unless you have first thoroughly read the information provided on this website.***

More information about the REG program is available at:
<http://www.arts.uwaterloo.ca/~regadmin/regparticipant/>

Option 2: Article Review as an alternative to participation in research

Students are not required to participate in research, and not all students wish to do so. As an alternative, students may opt to gain research experience by writing short reviews (1½ to 2 pages) of research articles relevant to the course. The course instructor will specify a suitable source of articles for this course (i.e., scientific journals, newspapers, magazines, other printed media). *You must contact your TA to get approval for the article you have chosen before writing the review.* Each review article counts as one percentage point. To receive credit, you must follow specific guidelines. The article review must:

- **Be submitted before the last lecture. Late submissions will NOT be accepted under ANY circumstances.**
- Be typed
- Fully identify the title, author(s), source and date of the article. A copy of the article must be attached.
- Identify the psychological concepts in the article and indicate the pages in the textbook that are applicable. Critically evaluate the application or treatment of those concepts in the article. If inappropriate or incorrect, identify the error and its implications for the validity of the article. You may find, for example, misleading headings, faulty research procedures, alternative explanations that are ignored, failures to distinguish factual findings from opinions, faulty statements of cause-effect relations, errors in reasoning, etc. Provide examples whenever possible.
- Clearly evaluate the application or treatment of those concepts in the article.
- Keep a copy of your review in the unlikely event we misplace the original.

TENTATIVE COURSE SCHEDULE

Days	Topic	Readings
Jan 9	Introduction to Organizational Psychology	Chapter 1 and Appendix (P. 603-618)
Jan 16	Personality and Learning	Chapter 2
Jan 23	Perception	Chapter 3 NOTE: Students will be assigned to their teams this week
Jan 30	Attitudes	Chapter 4
Feb 6	Midterm # 1 Chapters 1, 2, 3, 4 & Appendix (P. 603-618)	
Feb 6	Decision Making	Chapter 11
Feb 13	Motivation	Chapters 5 & 6
Feb 20	READING WEEK	
Feb 27	Leadership and Power	Chapters 9 & 12
Mar 6	Midterm # 2 Chapters 11, 5, 6, 9, 12	
Mar 13	Communication and Culture	Chapter 8 and 10 Guest Lecturer: Zhaleh Semnani
Mar 20	Negotiation/conflict/Stress	Chapter 13 NOTE: Team Assignment 1 (Organizational Analysis) due at the start of class
Mar 27	Groups and Teams	Chapter 7 NOTE: Team Assignment 2 (Reflection Piece) due at start of class
Apr 3	Midterm # 3 Chapters 8, 10, 13 & 7	

Accommodations, Academic Integrity, Academic Offences**Accommodations for Students with Disabilities**

The AccessAbility Services office, located in Needles Hall Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

Academic Integrity, Academic Offenses, Grievance, and Appeals

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline.

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4.

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals.

Other sources of information for students:

Academic Integrity website (Arts):

http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

Academic Integrity Office (UW): <http://uwaterloo.ca/academicintegrity/>

Accommodation for Course Requirements

Students who are requesting accommodation for course requirements (*assignments, midterm tests, final exams, etc.*) due to illness should do the following:

- seek medical treatment as soon as possible and obtain a completed UW Verification of Illness Form:
http://www.healthservices.uwaterloo.ca/Health_Services/verification.html
- submit that form to the instructor within 48 hours.
- (preferably) inform the instructor by the due date for the course requirement that you will be unable to meet the deadline and that documentation will be forthcoming.

In the case of a missed final exam, the instructor and student will negotiate an extension for the final exam which will typically be written as soon as possible, but no later than the next offering of the course.

In the case of a missed assignment deadline or midterm test, the instructor will either:

1. waive the course component and re-weight remaining term work as he/she deems fit according to circumstances and the goals of the course, or
2. provide an extension.

In the case of bereavement, the instructor will provide similar accommodations to those for illness. Appropriate documentation to support the request will be required.

Students who are experiencing extenuating circumstances should also inform their academic advisors regarding their personal difficulties