

# INP 4313.W: Organizational Psychology

Department of Psychology, College of Sciences

3 Credit Hours

**Office:** OTC 600, Rm 281N in Research Park

**Office Hours:** By Appointment, please contact using Webcourses

**Phone:** Webcourses is strongly preferred, but if needed, please call XXX-XXX-XXXX

## Instructor Information

- Instructor: Dr. Michael H. Chetta
- Office Location: OTC 600, Room 281N in Research Park
- Office Hours: By Appointment, please contact using Webcourses
- Phone: Webcourses is strongly preferred, but if needed, please call XXX-XXX-XXXX
- Digital Contact: [michael.chetta@ucf.edu](mailto:michael.chetta@ucf.edu) or Webcourses @UCF messaging

## Teaching Assistants

- GTA(s): Xin Peng (pronounced Shin)
- Email: [xin.peng@knights.ucf.edu](mailto:xin.peng@knights.ucf.edu)

## Course Information

- Term: Fall 2019
- Course Number & Section: INP4313.W
- Course Name: Organizational Psychology
- Credit Hours: 3 Credit Hours
- Class Meeting Days: ONLINE
- Class Meeting Time: ONLINE
- Class Location: ONLINE
- Course Modality: W (Completely Online)

## Enrollment Requirements

Course Prerequisites: PSY 2012

Course Co-requisites: NONE

Other Enrollment Requirements: An interest in theories, principles, and practical applications of psychology to the workplace

# Course Description

Organizational Psychology is an overview and analysis of the psychological principles underlying individual and group behavior in organizational settings. Topics include group dynamics, leadership and participation, intergroup behavior, and organizational development. In this course, students will be exposed to a variety of theories and project areas in organizational psychology.

We will consider best practices for applying theory to challenges that modern organizations face. We will review select areas of I/O (Industrial-Organizational) Psychology such as diversity and inclusion, job attitudes and emotions, personality at work, employee motivation, work teams, leadership, conflict at work, the impact of organizational structure and culture on how work gets done, and how to diagnose problems and implement organizational change. Also, we will discuss specific procedures used when working with the business community to collect, analyze, and interpret data and present employment-related recommendations.

# Course Materials and Resources

## Required Materials/Resources

- Jex, S. M., & Britt, T. W. (2014). *Organizational psychology: A scientist-practitioner approach* (3<sup>rd</sup> ed.). John Wiley & Sons. ISBN-13: 978-1118724071

## Optional Materials/Resources

- None at this time

# Student Learning Outcomes

1. Critically evaluate common workplace challenges (through case study assignments and consulting projects) and hypothesize how Organizational Behavior theories can be applied to address them.
2. Demonstrate understanding of ethical and legal considerations regarding employment practices and dealing with individuals and groups in the workplace through both exams, case studies, and consulting projects
3. Display understanding of research and applications in the I/O area and be able to identify important concepts and results through performance on exams and quizzes
4. Describe (compare & contrast) individual differences, as well as general psychological principles, that influence employee behavior, attitudes, motivation, decision making and interactions at work through case study assignments
5. Produce and discuss organizational research results, craft interpretations of the data, and generate recommendations in a style and format that would be acceptable to upper-level organizational members utilizing presentation materials

# Course Activities

Before describing the exams and assignments, I will note that:

1. Students should plan on logging into the course at least twice each week to ensure they do not miss any announcements or deadlines
2. Students should plan on an average of three hours' worth of homework/assignments outside of the modules each week.

## Exams/Quizzes

Five exams will be administered. Exams will cover required readings as well as PowerPoints and other material provided and are not cumulative. Each exam will contain approximately 50 multiple choice questions and is worth 75 points (1.5 points each). You will be allowed to drop one exam (the best 4 grades out of 5 are kept). If you miss an exam, that exam is the one that will be dropped. No makeup exams will be given without documented medical emergency. If it is necessary for you to miss an exam, you must notify the instructor immediately (e-mail preferably, but phone if necessary).

Exams will be available through Webcourses from Friday at 12:01am until Monday at 11:59pm for the dates noted in the syllabus. In other words, you have from Friday morning until late Monday night to access an exam, but once you access it you cannot stop or come back later. Online exam duration is 60 minutes. You are allowed to take each exam only once. Students will be able to see online exam results after the availability period has ended. Feedback will include the student's answers and the correct answers. Students who prefer to take an on-campus pencil and paper version of the exam are encouraged to make arrangements in advance with the professor.

## Case Studies/Incidents

You will sign up online for case study/incident groups of up to six students. Your group will work on four different case/incident assignments over the course of the semester and present your group views and solutions by submitting a single post to an online discussion board that has been set up for each of the case study/incident assignments in Webcourses. All students will be asked to rate (confidentially) the different groups' ideas by linking to a Qualtrics rating form. The contributing members of each group will receive the average points awarded to their group by the class members who responded to the rating form. Also, students who do not actively contribute to their group's submission will not be awarded assignment points. More information will be provided in Assignments and Discussions.

## Consulting Projects

You will be randomly assigned to a different "consulting" group for each of these two assignments exactly 4 weeks before each assignment is due . The class will be presented with the organizational challenge (online, see Assignments TO BE POSTED)

and all groups will discuss online and plan their solutions among themselves. Your group can either use the group tools provided through Webcourses to do this or can find your own methods of communication, as long as everyone is in agreement about how communication, file sharing, etc. will occur and that all members are kept fully informed at all times. Please consider all students' schedules, workloads, and locations as needed.

Based on text readings, online and library research you conduct, and your own ideas, your group will submit a quick (5-7 slide) PowerPoint overview of your organizational solution in the Webcourses Assignment. These presentations will be rated by the professor and Graduate Teaching Assistant, and group rubric/feedback will be delivered with the grade. A second component of these grades, however, is the average peer rating of each group member (accounting for approximately 40% of the individual assignment grade). This component means that those who do not contribute as much will not receive as many points as those who work harder and contribute better ideas. Any group member who receives all or nearly all F ratings from their peers will receive a zero for that Consulting Challenge. Individual peer ratings will be confidential. More information will be provided in Assignments. I may select some group presentations to be shared with the class online as examples for the future.

## Extra Credit

Up to 18 extra credit points can be earned for Sona research participation and other extra credit opportunities. Students and professors conducting research often use the Sona System to ask for volunteers for their research studies. Some opportunities are online, some may be on campus. You will earn 1.5 points of extra credit for each .25 Sona point (or 6 course points for a full Sona point, up to a maximum of 3 Sona pts.=18 course points) gained by participating in these studies. **Extra credit points will be added to your total number of points at the end of the semester.** The online opportunities may be hard to find, so start looking early and do not rely much on extra credit. Sona administrators will let me know how many points you have earned for my course at the end of the semester. When I have posted the extra credit points, I will make an announcement so that you can review them for accuracy before the term ends. See <https://ucf.sona-systems.com> for research participation opportunities. Alternative extra credit opportunities are available and posted if you would rather not participate in Sona research studies.

Please see this link and REQUEST AN ACCOUNT: <https://ucf.sona-systems.com/Default.aspx?ReturnUrl=%2f> (Links to an external site.)  
(additional info at: <https://sciences.ucf.edu/psychology/undergraduate/research-participation/> )

## Attendance/Participation

Participation in this course is necessary to earn the highest grade possible as noted above in the case studies and consulting projects. Since much of the work in this class involves peer evaluations of your own contributions to the work, all students should communicate with the other members of their groups and contribute as much as needed

to ensure they are helping the group towards its goals. If you are unable to participate in group work, please reach out me to discuss.

Note: The Undergraduate Catalog states, “Reasons for acceptable absences may include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligations, severe weather conditions, and religious holidays.”

## Make-up Exams and Assignments

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for authorized university-sponsored activities, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. In the case of an authorized university activity, it is your responsibility to show me a signed copy of the Program Verification Form for which you will be absent, prior to the class in which the absence occurs. In any of these cases, please contact me ahead of time to notify me of upcoming needs.

## Assessment and Grading Procedures

<b>Assignment</b>	<b>Points towards grade</b>	<b>Percentage of Grade</b>
Exams/Quizzes (best 4 out of 5)	300 (75 each)	60%
Case Studies (4 total)	100 (25 each, averaged from group ratings points)	20%
Consulting Challenges	100 (50 each, including peer ratings)	20%
<b>Total</b>	<b>500 points</b>	<b>100%</b>

<b>Letter Grade</b>	<b>Points</b>
A	500 – 465 points

A-	464 – 450 points
B+	449 - 435 points
B	434 - 415 points
B-	414 - 400 points
C+	399 - 385 points
C	384 - 365 points
C-	364 -350 points
D+	349 - 335 points
D	334 - 315 points
D-	314 - 300 points
F	299 points & below

Consult the latest Undergraduate or Graduate [catalog](#) for regulations and procedures regarding grading such as Incomplete grades, grade changes, and grade forgiveness.

## Course Schedule

Week	Dates	Topic
Week 1	8/26 - 9/1	Welcome!!! Course Intro, Overview, Introductory Survey
Week 2	9/2 - 9/8	Intro to Org Psych

Week 3	9/9 - 9/15	Research Methods and Statistics
Week 4	9/16 - 9/22	Attraction and Socialization
Week 5	9/23 - 9/29	Productive Behavior in Organizations
Week 6	9/30 - 10/6	The Work-NonWork Interface & Counterproductive Behavior in Organizations
Week 7	10/7 - 10/13	Occupational Stress and Employee Health Well-Being
Week 8	10/14 - 10/20	Beliefs and Attitudes about Work and the Organization
Week 9	10/21 - 10/27	Theories of Motivation
Week 10	10/28 - 11/3	Organizational Applications of Motivation Theory
Week 11	11/4 - 11/10	Leadership and Influence Processes
Week 12	11/11 - 11/17	Team Dynamics & Processes within Organizations

Week 13	11/18 - 11/24	Organizational Theory and Design
Week 14	11/25 -12/1	Organizational Culture & Climate
Week 15	12/2- 12/8	Organizational Change and Development
Week 16	12/9	Exam #5: Chapters 13, 14, 15 & Presented Material

## University Services and Resources

### Academic Services and Resources

A list of available academic support and learning services is available at [UCF Student Services](#). Click on "Academic Support and Learning Services" on the right-hand side to filter.

### Non-Academic Services and Resources

A list of non-academic support and services is also available at [UCF Student Services](#). Click on "Support" on the right-hand side to filter.

If you are a UCF Online student, please consult the [UCF Online Student Guidelines](#) for more information about your access to non-academic services.

## Policy Statements

### Academic Integrity

Students should familiarize themselves with [UCF's Rules of Conduct](#). According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- *Communication to another through written, visual, electronic, or oral means*: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.



- *Commercial Use of Academic Material:* Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- *Falsifying or misrepresenting* the student's own academic work.
- *Plagiarism:* Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- *Multiple Submissions:* Submitting the same academic work for credit more than once without the express written permission of the instructor.
- *Helping another violate* academic behavior standards.

For more information about Academic Integrity, students may consult [The Center for Academic Integrity \(Links to an external site.\)](#).

For more information about plagiarism and misuse of sources, see "[Defining and Avoiding Plagiarism: The WPA Statement on Best Practices \(Links to an external site.\)](#)".

### Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, [The Golden Rule](#). UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.

## Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with [Student Accessibility Services](#) (Ferrell Commons 185, [sas@ucf.edu](mailto:sas@ucf.edu), phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

## Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, everyone needs to work together. Students should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html).
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/workplacesafety.html> (click on link from menu on left).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to [my.ucf.edu](http://my.ucf.edu) and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video. [You CAN Survive an Active Shooter \(Links to an external site.\)](#)



[site.](#))

## Deployed Active Duty Military Students

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

## Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

## Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally

identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.