SYLLABUS (short version)
Fall 2012
Psychology 639-001
SURVEY OF ORGANIZATIONAL PSYCHOLOGY
George Mason University

Instructor: Reeshad S. Dalal, Ph.D.
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Office Location: David King 3077
Office Hour: Thursday, 3 PM – 4 PM and by appointment
Class Day, Time, and Location: Thursday, 4:30 PM – 7:10 PM, Innovation Hall Room 136

COURSE WEBPAGE:
The course webpage is hosted on Blackboard 9.1. Log in at https://mymasonportal.gmu.edu
Please check the “Discussion Board” section in Blackboard on a regular basis to keep up-to-date on class-related announcements.

COURSE OVERVIEW AND OBJECTIVES:
This is a graduate-level survey of research in organizational psychology. One of the major, and most obvious, objectives of this course is to introduce students to the primary areas of research in the field. The focus is on basic scientific research, and an attempt has been made to include some highly cited papers as well as some papers that are models of good research design or broad interdisciplinary interest. However, an attempt has also been made to discuss how the research might inform practice in organizations—thereby furthering the nascent “evidence-based management” movement. In addition, an attempt has been made to introduce students to topics they are not likely to encounter in subsequent courses (e.g., decision-making and negotiation/conflict) as well as unique aspects of topics that are typically covered in subsequent courses. Finally, an attempt has been made to choose readings that will provoke the reader and provide ample fodder for discussion. Overall, the course aims to help students become good consumers, developers, and appliers of research.

ATTENDANCE AND PARTICIPATION:
It is important for every student to read all the assigned articles, attend all class sessions, and contribute to the class discussion because the quality of this course will be influenced significantly (p < 0.01) by the quality of the discussion.

One absence is permitted without any penalty as long as the student summarizes his/her reactions to the week’s readings in some depth on the Blackboard discussion board. A second or third absence will automatically result in a one-grade penalty (e.g., an “A” becomes a “B”) to the participation/attendance portion of the course grade unless the student not only provides reactions to the readings (see previous sentence) but also performs an additional in-class presentation (please see me to discuss this). Barring truly exceptional circumstances (as adjudged by me), a fourth absence will automatically result in a failing grade in the overall course. Frequent instances of late arrival to and/or early departure from class will also result in grade penalties to the participation/attendance portion of the course grade.

Every student is expected to contribute to the class discussion during each course session. Students who do not voluntarily contribute will be “encouraged” to contribute by the professor. In other words, I may have to put you on the spot. Contributions via the online (Blackboard) discussion board are encouraged, but cannot completely substitute for in-class participation. Repeated failure to participate will result in grade penalties to the participation/attendance portion of the course grade.

SCHEDULE AND TOPICS STUDIED:
Note #1: The list of readings associated with each topic is available in the complete (long) version of the syllabus.
Note #2: For the current semester, the last date to add a course is September 4 and the last date to drop a course is September 28.

- August 30: FIRST CLASS MEETING
- September 6: INTRODUCTION
- September 13: MOTIVATION – I (GOAL-SETTING, CONTROL/SELF-REGULATION, EXPECTANCY AND COMPENSATION)
- September 20: MOTIVATION – II (EQUITY AND JUSTICE)
- September 27: JOB ATTITUDES – I (JOB EVALUATIONS AND AFFECT)
- October 4: JOB ATTITUDES – II (OUTCOMES)
- October 11: STRESS, HARASSMENT/DISCRIMINATION, AND DIVERSITY
- October 18: ORGANIZATIONAL CLIMATE, ORGANIZATIONAL CULTURE, AND SOCIETAL CULTURE
- October 25: LEADERSHIP
- November 1: WORK GROUPS/TEAMS
- November 8: DECISION-MAKING AND NEGOTIATION/CONFlict
Your task is to propose an original research project explicitly related to the topic of organizational psychology. Note that a topic within categories such as

APPLIED PROJECT: WIKIPEDIA ENTRY:

This is a group project. You will be working in pairs.

Your task is to create a Wikipedia entry. The entry should, in effect, be a brief (equivalent to 5-8 double-spaced pages using 12-point font in MS Word—excluding the table of contents, references, and any tables or figures) introduction to a particular topic, written at a level accessible to an educated layperson (i.e., you should keep jargon to a minimum, avoid acronyms, etc.).

Choose a topic that is explicitly related to organizational psychology, and on which no Wikipedia entry (or at best a “stub”) currently exists. Also, your topic should be “notable”: avoid choosing an overly specific topic, or one on which research has been conducted primarily by a single individual or research team. Keep in mind that your topic does not need to be a psychological construct (e.g., “Sexual Harassment”); it could instead be a theory (e.g., “Illinois Model of Sexual Harassment”) or a real-world application (e.g., the “Reasonable Woman” legal standard) or a topic that melds two areas (e.g., “Sexual Harassment Prevention Training”). It may be a good idea to run your proposed topic by me before you begin work on it. You may also want to share your proposed topic with the rest of the class: despite the odds of this being miniscule, in a previous semester it just so happened that two groups wanted to do the same topic! Your Wikipedia entry should include relevant readings from the syllabus plus other sources obtained by you. Citations should be included in the following style: Cite at least 15 sources in total.

As an example, an entry on a particular psychological construct should include sections like: table of contents (quite important to the “Wikipedia police,” apparently), definition(s), operationalization(s), antecedents, consequences, implications for practice, methodological problems with existing research (if any), and brief descriptions of closely-related constructs (if any). With regard to the last of these topics: If the closely-related constructs have their own existing Wikipedia entries, your article should link to these other entries, and you should also edit those other entries in order to link them to your own entry. Of course, depending on the specific topic chosen, not all the aforementioned sections will be relevant; moreover, additional sections (unmentioned above) may be relevant.

For further information, please refer to the following Wikipedia pages:


The reasons for requiring students to create Wikipedia entries are threefold. First, in the process of creating such articles, students will gain in-depth knowledge about a particular topic. Second, the creation of such articles is intended to contribute to the dissemination and popularization of industrial/organizational psychology research to a broader audience—one that is interested in the topics we study, but that does not necessarily view the Journal of Applied Psychology as appropriate bedtime reading. The creation of such articles is therefore consistent with the Association for Psychological Science (APS) Wikipedia Initiative: http://www.psychologicalscience.org/index.php/members/aps-wikipedia-initiative (Note: You do not need to formally join this initiative). Third, regardless of whether a student intends to go into academia or the applied world, he or she will need to be able to communicate with laypersons. The current assignment will hopefully aid in the development of such skills.

Note that Wikipedia changes rapidly: it is conceivable that, within a matter of hours, your entry may be amended by the "Wikipedia police"—or even recommended for deletion! (Fortunately, in previous semesters, none of the Wikipedia articles created by students was ultimately deleted outright, but this remains a possibility.) Thus, please print out your entry (or save a pdf version of it) as soon as you have submitted it. Although I will look at the version on the web, and although I will ask you to make an attempt to save an entry that has been recommended for deletion by the “Wikipedia police,” I will not hold you accountable if your entry is ultimately deleted. In other words, my primary focus will be the content of the material you submitted.

Please note that, after you have submitted your Wikipedia entry to me, I may ask you to make some improvements. Students who submit entries that are near-perfect the first time around, or who make a good-faith effort to incorporate the improvements suggested by me (or explain cogently why my suggestions are not actually “improvements”), will receive an “A” on the project.

I am personally open to receiving some other form of applied project. Students who wish to do something different should prepare a brief (e.g., 1-page) proposal regarding the type of alternative they desire, and should discuss their proposal with me at least two weeks prior to the due date for the applied project.

Applied Projects are due in class on Thursday, October 18.

RESEARCH PROPOSAL (BULLETED OUTLINE + IN-CLASS PRESENTATION + TERM PAPER):

This is a group project. You will be working in pairs.

Your task is to propose an original research project explicitly related to the topic of organizational psychology. Note that a topic within categories such as

November 15: STUDENT-SELECTED READINGS – I
November 22: THANKSGIVING BREAK
November 29: CLASS PRESENTATIONS
December 6: STUDENT-SELECTED READINGS – II
December 13 (Thursday): TERM PAPERS DUE VIA EMAIL BY 4:30 P.M.
employee selection, training, or job analysis falls under industrial psychology and is therefore inappropriate. In practical terms, the end product will essentially be the “introduction” section of an empirical journal article. That is, you will first review the literature on a particular topic and then propose your own hypotheses. Each hypothesis should be preceded by a sound rationale.

Note that this is a proposal for basic research. It should focus on psychological constructs and their inter-relationships. Hypotheses should ideally be derived from psychological (or other social science) theories. A paper discussing an applied research problem (e.g., a consulting project—“Here is a description of a project I conducted for ‘Elegantly Wasted Winery,’ Inc., comparing levels of employee engagement across the winery’s Production and Sales departments”) is completely inappropriate and will receive a failing grade. If you are unsure about whether your proposal meets the basic research criterion, please talk to me ahead of time.

The topic should be specific. For example, whereas “leadership” or even “leader-member exchange” are too broad, something like “ecological momentary assessment of the temporal development of leader-member exchange” would be more appropriate. You should propose original research: though our field should have a place for replications, the current paper is designed in part to assess your creativity—therefore, replications are not suitable here. It is incumbent upon you to demonstrate, even at the outline stage (see below), that your paper topic is novel.

The idea is for students to use this opportunity to develop research proposals in areas relevant and interesting to them. In the past, some students have gone on to conduct the studies they proposed for this course—and I would urge you to try to do the same. Therefore, **please put a considerable amount of thought into whom to pick as a partner for this endeavor, and then which topic to pick for your research proposal.**

Papers should be formatted in American Psychological Association style, as exemplified by the latest edition of the APA Publication Manual. Alternately, Academy of Management style is acceptable.

For both your sanity and mine, the term paper will be fairly short: 8-10 pages of text. This page limit does not include the title page, references, or any tables or figures you may have. The paper must make use of what you learned in class regarding how to write an introduction section, what constitutes good paragraph structure, how to use transitions, and so forth. In almost all cases, it is a good idea to include a “boxes-and-arrows” model (as a figure) that summarizes your hypotheses. You do not need an abstract, and you do not need a method, results, or discussion section. Note, however, that a good introduction section will foreshadow the method and results sections. Thus, although the method and results sections are not included in the paper, they do need to be given some thought. You will need at least 18 references in the final paper.

The short length of the paper does not obviate the necessity of thoroughness.

To facilitate viable research proposals, the submission of the paper will be preceded by:

- **A bulleted outline.** The text portion of the outline should be 3-5 double-spaced pages in length, plus a references section (you should have at least 12 references at this stage). The outline, like the ultimate paper as a whole, must make use of what you learned in class regarding how to write an introduction section, what constitutes good paragraph structure, how to use transitions, and so forth. The outline should include a descriptive title. An example of a good title is “Ecological Momentary Assessment of the Temporal Development of Leader-Member Exchange” and an example of a bad title is “Jane and John’s Excellent Organizational Psychology Term Paper.” It is important to provide enough detail regarding the extant literature to demonstrate that your paper topic is unique/novel (and interesting!). Make sure to include formal hypothesis statements in your outline, and to carefully justify each hypothesis with a rationale that precedes the hypothesis. In almost all cases, it is a good idea to include a “boxes-and-arrows” model (as a figure) that summarizes your hypotheses. Bullets of text do not always need to be complete sentences; however, please make sure every bullet is comprehensible to the reader!

- **An in-class PowerPoint (or equivalent) presentation.** You should have at least 16 references at this stage. This will be a group presentation: both members of the pair should play an approximately equal role. In addition to the requirements for the outline (descriptive title, formal hypotheses, “boxes-and-arrows” model, References section, etc.–yes, you need a References section here too!), please make sure that all slides are numbered. Each presentation should be 10-12 minutes long, and will be followed by a brief (no more than 4 minutes) question-and-answer session. Please do not put a lot of text on each slide: instead, use more slides with less text per slide. Please do not use animation for its own sake; rather, use animation judiciously to break up large chunks of text, to illustrate portions of figures/models, etc. Additional details regarding the presentation will be provided at a later date.

I will, of course, provide feedback on outlines and class presentations. The other class members will also provide feedback on the presentations. Additionally, I will provide feedback on the term papers within 7 days of receiving them. The purpose of providing such feedback is to assist students with their writing/framing skills in general, and to suggest areas for improvement as well as “next steps” in the event that they wish to pursue their projects further (beyond the end of the semester).

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13For certain paper topics, a paper that is slightly shorter or (more often) longer may be warranted. Students should request the instructor’s permission ahead of time if they feel that the length guidelines would unduly interfere with the quality of their research proposal.

**Bulleted Outlines are due via email by class time on Thursday, November 8.**

**Class presentations will be on Thursday, November 29.**

**Term Papers are due via email by 4:30 P.M. on Thursday, December 13.**

**STUDENT-SELECTED READINGS:**

This is an individual project. You will be working independently of the other students.

Each student will individually present a reading of his or her choice. The chosen reading must be closely related to organizational psychology, but there are no other restrictions. For example, the chosen reading could be: quantitative or qualitative or theoretical in orientation, an article or a book chapter or even a video, something intended for researchers or practitioners or both, something from any academic discipline or no particular academic discipline, and so forth. This is your reading: choose something that you believe to be interesting and important—and feel free to be creative in your choice! Once you have chosen something, **please post the original source material (pdf file, url, etc.) to the Blackboard Discussion Board.**
It is the responsibility of the student presenting a particular reading to edify the rest of us because, in all likelihood, neither the other students nor I will have read the reading you are presenting. Thus, each student should prepare a **10-12** minute long **PowerPoint** presentation that includes: his or her name, a full citation for the reading selected (in American Psychological Association or Academy of Management style) on the very first slide, information regarding why that particular reading was chosen and how it fits in with the topics covered in class and the readings in the syllabus, and a summary of the chosen reading (e.g., for an empirical journal article: theoretical framework, hypotheses, methods used, analyses conducted, and conclusions drawn). Please make sure that all slides are numbered and that animation is used judiciously. Each presentation will be followed by a brief (no more than 4 minutes) question-and-answer session.

**Student-Selected Readings will be presented in class on Thursday, November 15, and Thursday, December 6. The order of presentations will be decided in the week or two preceding November 15, on the basis of students' preferences.**

**GRADING SCHEME:**

Assignments will be weighted as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Attendance and Participation (in class and on Blackboard)</td>
<td>30%</td>
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<tr>
<td>Student-selected reading</td>
<td>13%</td>
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<tr>
<td>Applied project</td>
<td>20%</td>
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<tr>
<td>Research proposal: Bulleted outline</td>
<td>7%</td>
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<tr>
<td>Research proposal: In-class presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Research proposal: Term paper</td>
<td>20%</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
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</tbody>
</table>

Letter grades will be assigned as follows:

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<tr>
<th>Grade</th>
<th>Score as %</th>
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<tbody>
<tr>
<td>A+</td>
<td>100.00 – 96.67</td>
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<tr>
<td>A</td>
<td>96.66 – 93.33</td>
</tr>
<tr>
<td>A-</td>
<td>93.32 – 90.00</td>
</tr>
<tr>
<td>B+</td>
<td>89.99 – 86.67</td>
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<tr>
<td>B</td>
<td>86.66 – 83.33</td>
</tr>
<tr>
<td>B-</td>
<td>83.32 – 80.00</td>
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<tr>
<td>C+</td>
<td>79.99 – 76.67</td>
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<td>C</td>
<td>76.66 – 73.33</td>
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<td>C-</td>
<td>73.32 – 70.00</td>
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<td>69.99 – 60.00</td>
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<td>F</td>
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Note that this is not a “blowoff” (i.e., guaranteed “A”) course. Poor work will receive poor grades.

**ACADEMIC INTEGRITY:**

Students are expected to adhere to the university’s Honor Code (see http://academicintegrity.gmu.edu). Ignorance of the honor code is not an acceptable excuse. Consequences of academic dishonesty may include, but are not limited to, receiving a failing grade on the assignment/exam or the course as a whole. Expulsion from the university is also a possibility.

**STUDENTS WITH DISABILITIES:**

If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services at http://www2.gmu.edu/depts/unilife/ods or 709-993-2474. All academic accommodations must be arranged through that office at the beginning of the semester.

**OFFICIAL COMMUNICATIONS VIA MASON E-MAIL ADDRESS:**

George Mason University uses electronic mail to provide official information to students. Examples include communications from course instructors, notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account, and are required to activate that account and check it regularly.

**CHANGES TO THE SYLLABUS:**

I reserve the right to make changes to the syllabus with reasonable advance notice.