



PSY 661 Organizational Change and Improvement  
COURSE SYLLABUS: Fall 2015

Professor: Dr. Stephen Reysen  
Class Location: Online  
Office Location: Binnion 213  
Office Hours: M 8:00AM to 1:00PM, and by appointment  
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### COURSE INFORMATION

**Course Description:** In this course we will cover the fundamental theories and research conducted in industrial organizational (I/O) psychology. We will cover both classic and modern psychological research. There is no textbook for this class. Instead we will read journal articles and book chapters each class. I will have these available on eCollege. The purpose of the readings is to give you an understanding of (1) early I/O research, (2) modern I/O research, and (3) how I/O research is conducted. Due to the breadth of the research that has been conducted in I/O psychology it is impossible to cover every theoretical contribution. Therefore, I have selected what I believe to be key writings in the field.

### COURSE REQUIREMENTS

**Grading:** Grades will be based on reaction papers (11 reaction papers in total) and a final research proposal paper. Reaction papers (1/2 page single-spaced) are due by Sunday at 11:59PM for that week (feel free to work ahead). You can write about one article or all the articles in a given week. There is no specific requirement for these reaction papers except to show that you have thought about the concepts presented in the class readings. The reaction papers should be written in a word document (to catch spelling and grammar errors). The text should then be copied and pasted into the discussion section of eCollege. The final research proposal is a serious proposal of research. This paper should not exceed 15 pages (double spaced, times new roman 12-point font, .rtf or .doc or .docx format). In the proposal you will review some relevant literature, state a hypothesis, and then propose a study that directly tests your hypothesis. The research proposal can be on any topic you wish to write about (does not have to be an I/O topic). Please discuss this paper with me before beginning.

**Assessment:**

Reaction papers: 110 points  
Research proposal: 80 points

### TECHNOLOGY REQUIREMENTS

You will need access to a computer with internet to access eCollege.

## COMMUNICATION AND SUPPORT

### **Interaction with Instructor:**

Please feel welcome to contact me in person during office hours, before or after class, online through University email or schedule an appointment to meet with me. All email should receive a response within 48 hours. If you have not received a response then assume your email did not go through and please try again to make contact. All email should include student's last name, first name, course name and brief description of the reason for contact.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

**Student Behavior:** My expectations in this area should be very simple to fulfill. (1) Immaturity will NOT be tolerated! (2) Respect: Given the nature of this course, we may discuss issues that some of you may find embarrassing, uncomfortable, and/or even "inappropriate." To remain in this class, you must be respectful of others and maintain a mature and professional manner at all times. Failure to do so will result in your expulsion from the course. (3) The Student's Guidebook addresses the issues of academic cheating and plagiarism. These are a breach of conduct, and students are subject to disciplinary actions. It's simple. Do NOT cheat (to cheat is to act dishonestly or unfairly in order to gain an advantage) or plagiarize (to plagiarize is to take the work or idea of someone else and pass it off as one's own)!

**Recording:** Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. On request, the instructor will usually grant permission for students to audio tape lectures, on the condition that these audio tapes are only used by the individual making the recording. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

**University Closing Due to Inclement Weather:** University closing information will be posted on the web at <http://web.tamuc.edu>. Information will be forwarded to radio station KETR (88.9 FM); Dallas-area television stations KDFW (Channel 4), KXAS (Channel 5), and WFAA (Channel 8); and, Tyler/Longview-area television station KLTV (Channel 7).

**Changes to Class:** Minor changes may be made to this schedule; modifications will be announced in class. Students that do not attend class are responsible for the alterations made to the syllabus.

### **Students with Disabilities:**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce  
Gee Library - Room 132  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148  
StudentDisabilityServices@tamuc.edu

## COURSE OUTLINE / CALENDAR

### **Week 1: Aug. 31 to Sept. 6**

Introduction, Syllabus

### **Week 2: Sept. 7 to Sept. 13**

Edwards, J. R., Cable, D. M., Williamson, I. O., Lambert, L. S., & Shipp, A. J. (2006). The phenomenology of fit: Linking the person and environment to the subjective experience of person-environment fit. *Journal of Applied Psychology, 91*, 802-827.

Schaffer, B. S., & Riordan, C. M. (2003). A review of cross-cultural methodologies for organizational research: A best-practices approach. *Organizational Research Methods, 6*, 169-215.

Podsakoff, P. M., MacKenzie, S. B., Lee, J.-Y., & Podsakoff, N. P. (2003). Common method biases in behavioral research: A critical review of the literature and recommended remedies. *Journal of Applied Psychology, 88*, 879-903.

### **Week 3: Sept. 14 to Sept. 20**

Cascio, W. F., & Aguinis, H. (2008). Research in industrial and organizational psychology from 1963 to 2007: Changes, choices, and trends. *Journal of Applied Psychology, 93*, 1062-1081.

Anderson, N., Lievens, F., van Dam, K., & Ryan, A. M. (2004). Future perspectives on employee selection: Key directions for future research and practice. *Applied Psychology: An International Review, 53*, 487-501.

Tharenou, P., Saks, A. M., & Moore, C. (2007). A review and critique of research on training and organizational-level outcomes. *Human Resource Management Review, 17*, 251-273.

### **Week 4: Sept. 21 to Sept. 27**

Steel, P. (2007). The nature of procrastination: A meta-analytic and theoretical review of quintessential self-regulatory failure. *Psychological Bulletin, 133*, 65-94.

Colquitt, J. A., Conlon, D. E., Wesson, M. J., Porter, C. O. L. H., & Ng, K. Y. (2001). Justice at the millennium: A meta-analytic review of 25 years of organizational justice research. *Journal of Applied Psychology, 86*, 425-445.

Judge, T. A., Thoresen, C. J., Bono, J. E., & Patton, G. K. (2001). The job satisfaction-job performance relationship: A qualitative and quantitative review. *Psychological Bulletin, 127*, 376-407.

### **Week 5: Sept. 28 to Oct. 4**

Paulus, P. B. (2007). Fostering creativity in groups and teams. In J. Zhou & C. E. Shalley (Eds.), *The handbook of organizational creativity* (pp. 159-182). Boca Raton, FL: Taylor & Francis Group.

Karau, S. J., & Williams, K. D. (1993). Social loafing: A meta-analytic review and theoretical integration. *Journal of Personality and Social Psychology, 65*, 681-706.

Kompier, M. A. J. (2006). The “Hawthorne effect” is a myth, but what keeps the story going? *Scandinavian Journal of Work Environment and Health*, 32, 402-412.

**Week 6: Oct. 5 to Oct. 11**

Tajfel, H., & Turner, J. C. (1979). An integrative theory of intergroup behaviour. In S. Worchel & W. G. Austin (Eds.), *The social psychology of intergroup relations* (pp. 33-47). Monterey, CA: Brooks-Cole.

Hogg, M. A., Abrams, D., Otten, S., Hinkle, S. (2004). The social identity perspective: Intergroup relations, self-conception, and small groups. *Small Group Research*, 35, 246-276.

Ashmore, R. D., Deaux, K., McLaughlin-Volpe, T. (2004). An organizing framework for collective identity: Articulation and significance of multidimensionality. *Psychological Bulletin*, 130, 80-114.

**Week 7: Oct. 12 to Oct. 18**

Hogg, M. A., & Terry, D. J. (2000). Social identity and self-categorization processes in organizational contexts. *Academy of Management Review*, 25, 121-140.

Ellemers, N., de Gilder, D., & Haslam, S. A. (2004). Motivating individuals and groups at work: A social identity perspective on leadership and group performance. *Academy of Management Review*, 29, 459-478.

Haslam, S. A., & Platow, M. J. (2001). The link between leadership and followership: How affirming social identity translates vision into action. *Personality and Social Psychology Bulletin*, 27, 1469-1479.

**Week 8: Oct. 19 to Oct. 25**

Vora, D., & Kostova, T. (2007). A model of dual organizational identification in the context of the multinational enterprise. *Journal of Organizational Behavior*, 28, 327-350.

Crisp, R. J., Stone, C. H., & Hall, N. R. (2006). Recategorizing and subgroup identification: Predicting and preventing threats from common ingroups. *Personality and Social Psychology Bulletin*, 32, 230-243.

van Dick, R., Wagner, U., Lemmer, G. (2004). Research note: The winds of change—Multiple identifications in the case of organizational mergers. *European Journal of Work and Organizational Psychology*, 13, 121-138.

**Week 9: Oct. 26 to Nov. 1**

Gagné, M., & Deci, E. L. (2005). Self-determination theory and work motivation. *Journal of Organizational Behavior*, 26, 331-362.

Hogg, M. A., & Reid, S. A. (2006). Social identity, self-categorization, and the communication of group norms. *Communication Theory*, 16, 7-30.

Bauer, T. N., Bodner, T., Erdogan, B., Truxillo, D. M., & Tucker, J. S. (2007). Newcomer adjustment during organizational socialization: A meta-analytic review of antecedents, outcomes, and methods. *Journal of Applied Psychology*, 92, 707-721.

**Week 10: Nov. 2 to Nov. 8**

Adams, G., Biernat, M., Branscombe, N. R., Crandall, C. S., & Wrightsman, L. S. (2008). Beyond prejudice: Toward a sociocultural psychology of racism and oppression. In G. Adams, M. Biernat, N. R. Branscombe, C. S. Crandall, & L. S. Wrightsman (Eds.), *Commemorating Brown: The social psychology of racism and discrimination* (pp. 215-246). Washington, DC: APA Books.

- Hirch, C. E., & Kornrich, S. (2008). The context of discrimination: Workplace conditions, institutional environments, and sex and race discrimination charges. *American Journal of Sociology, 113*, 1394-1432.
- Rosenthal, H. E. S., & Crisp, R. J. (2006). Reducing stereotype threat by blurring intergroup boundaries. *Personality and Social Psychology Bulletin, 32*, 501-511.

**Week 11: Nov. 9 to Nov. 15**

- Dahlsrud, A. (2008). How corporate social responsibility is defined: An analysis of 37 definitions. *Corporate Social Responsibility and Environmental Management, 15*, 1-13.
- Wood, D. J. (2010). Measuring corporate social performance: A review. *International Journal of Management Reviews, 12*, 50-84.
- Sklair, L., & Miller, D. (2010). Capitalist globalization, corporate social responsibility and social policy. *Critical Social Policy, 30*, 472-495.

**Week 12: Nov. 16 to Nov. 22**

- Eisingerich, A. B., Rubera, G., Seifert, M., & Bhardwaj, G. (2011). Doing good and doing better despite negative information?: The role of corporate social responsibility in consumer resistance to negative information. *Journal of Service Research, 14*, 60-75.
- Raman, K. R. (2007). Community-Coca-Cola interface: Political-anthropological concerns on corporate social responsibility. *Social Analysis, 51*, 103-120.
- Lai, C.-S., Chiu, C.-J., Yang, C.-F., & Pai, D.-C. (2010). The effects of corporate social responsibility on brand performance: The mediating effect of industrial brand equity and corporate reputation. *Journal of Business Ethics, 95*, 457-469.

**Week 13: Nov. 23 to Nov. 29: THANKSGIVING**

[No Reaction Paper]

**Week 14: Nov. 30 to Dec. 6**

[No Reaction Paper: Work on Final Research Proposals]

**Week 15: Dec. 7 to FRIDAY Dec. 11**

[No Reaction Paper: Work on Final Research Proposals]

**Final Research Proposal Papers are DUE on Friday December 11<sup>th</sup> on eCollege dropbox (you may also want to email me a copy just in case).**