

2017

MGMT 644-01 Organizational Psychology: Motivation and Behavior in Organizations

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Organizational Psychology/Motivation and Behavior in Organizations
PSYC 644-01/MGMT 644-01 (3.0 Credit Hours)

Spring, 2017
Meetings: 1:00 - 3:30, Thursdays
Office Hours: 3:30 – 4:30 Tuesdays & Thursdays,
and by appointment.

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Readings: Reading list and assignments are detailed below. Readings are to be retrieved via the electronic library provided by Xavier University.

Catalog Entry: Concepts attempting to explain the motivation and behavior of employees in organizations. Topics include job satisfaction, work motivation, absenteeism, turnover, organizational commitment, organizational citizenship behaviors, and job design with a strong emphasis on current research and literature.

Objective/Goal: The primary objective of this course is to integrate scientific findings with real world application. Some people can do science, and some people can do application. But the most successful people are those that can identify when a particular scientific finding/approach is appropriate for a given situation.

<u>Date</u>	<u>Topic</u>
Jan	12 Introduction/Overview
	19 General Overview and Cognitive Issues of Job Satisfaction
	26 Genetics vs. Personality: Person-Environment Fit
Feb	2 Job Satisfaction: How to Measure It
	9 NO CLASS: Society of Consulting Psychology Meeting
	16 Job Satisfaction: What to Expect from It
	23 Absenteeism & Turnover
Mar	2 **** EXAM 1 ****
	9 SPRING BREAK
	16 Organizational Commitment & Organizational Citizenship Behaviors
	23 Different Approaches to Motivate Employees
	30 Characteristics of Jobs
Apr	6 Perceptions of Fairness: Organizational Justice & Downsizing
	13 NO CLASS: EASTER BREAK
	20 Project Presentations
	27 NO CLASS: SIOP in Orlando, FL
May	4 **** Final Exam: May 4, 2017; 1:00 p.m. ****

Organizational Psychology/Motivation and Behavior in Organizations
PSYC 644-01/MGMT 644-01 (3.0 Credit Hours)

Assignments: Reading assignments represent material that must be covered *before* attending class. You may retrieve all of the reading assignments by accessing the articles using Xavier University's Electronic Journal Locator, which is accessed from the library menu on the University's website.

Exams: The midterm and the final exam will be in essay format. The mid-term exam will be taken without notes and articles, whereas the final exam will allow the use of all notes and articles. **In the event of school cancellation, exams will take place during the next class meeting.**

Project: During the final week of class, a group project will be due. This project will consist of assigned groups presenting a particular strategy for implementing nearly all of the topics discussed during the semester, and will be an activity a typical management consultant might engage in. The assignment of groups and more detail on this project will be presented on March 16. The group project is worth 50 points, which is 25% of the final grade.

Presentations: I will present some background material covering the weekly topics for about 45 minutes. Then, one student will present a summary of each article in the area as well as direct class discussion. The presentations will be assigned during the first week of class. The presentations should attempt to generate classroom discussion, thought, and should focus on the *applied* aspects of the article. In addition, the presentations should review and critique the article and should contain three questions that will facilitate discussion.

Participation: Participation consists of contributing to class discussion and giving reasonable answers when called upon. We *all* learn when others participate. Finally, being absent in class will adversely influence your participation grade.

Grades: Grades will be determined by adding the scores attained on the exams, the group project, class presentations, attendance and class participation. Grades will be assigned as follows:

Midterm Exam:	30%	(60 points)
Group Project:	20%	(40 points)
Final Exam:	30%	(60 points)
Presentations:	15%	(30 points)
Participation:	5%	(10 points)
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Total Points:	100%	(200 points)

Grading Scale: Grades will be assigned as follows:

180 - 200 points==>	A
160 - 179 points ==>	B
140 - 159 points==>	C
120 - 139 points==>	D
0 - 119 points==>	F

School of Psychology Mission Statement: In keeping with the Jesuit, Catholic, liberal arts tradition, the School of Psychology educates students in the science of behavior and mental processes with sensitivity toward the diversity of all people so students may use psychological knowledge and insight to address human concerns.

General Overview and Cognitive Issues: 1/19

Scarpello, V., & Campbell, J. P. (1983). Job satisfaction: Are all the parts there? *Personnel Psychology*, 36(3), 577-600.

Feldman, J. M., & Lynch, J. G. (1988). Self-generated validity and other effects of measurement on belief, attitude, intention, and behavior. *Journal of Applied Psychology*, 73(3), 421-435.

Genetics vs. Personality: Person-Environment Fit: 1/26

Levin, I., & Stokes, J. P. (1989). Dispositional approach to job satisfaction: Role of negative affectivity. *Journal of Applied Psychology*, 74(5), 752-758.

Song, Z., Li, W., & Arvey, R. D. (2011). Associations between dopamine and serotonin genes and job satisfaction: Preliminary evidence from the Add Health Study. *Journal of Applied Psychology*, 96(6), 1223-1233.

Hahn, E., Gottschling, J., Konig, C. J., & Spinath, F. M. (2016). The heritability of job satisfaction reconsidered: Only unique environmental influences beyond personality. *Journal of Business and Psychology*, 31(2), 217-231.

Hardin, E. E., & Donaldson, J. R. (2014). Predicting job satisfaction: A new perspective on person-environment fit. *Journal of Counseling Psychology*, 61(4), 634-640.

Gabriel, A. S., Diefendorff, J. M., & Gregarus, G. J. (2014). The dynamic relationships of work affect and job satisfaction with perceptions of fit. *Personnel Psychology*, 67(2), 389-420.

Job Satisfaction: How to Measure It: 2/2

Dunham, R. B., Smith, F. J., & Blackburn, R. S. (1977). Validation of the Index of Organizational Reactions with the JDI, the MSQ, and Faces Scales. *Academy of Management Journal*, 20(3), 420-432.

Kinicki, A. J., McKee-Ryan, F. M., Schriesheim, C. A., & Carson, K. P. (2002). Assessing the construct validity of the Job Descriptive Index: A review and meta-analysis. *Journal of Applied Psychology*, 87(1), 14-32.

Byrne, Z. S., Peters, J. M., & Weston, J. W. (2016). The struggle with employee engagement: Measures and construct clarification using five samples. *Journal of Applied Psychology*, 101(9), 1201-1227.

Wanous, J. P., Reichers, A. E., & Hudy, M. J. (1997). Overall job satisfaction: How good are single-item measures? *Journal of Applied Psychology*, 82(2), 247-252.

Mueller, K., Hattrup, K., Straatmann, T. (2011). Globally surveying in English: Investigation of the measurement equivalence of a job satisfaction measure across bilingual and native English speakers. *Journal of Occupational and Organizational Psychology*, 84(3), 618-624.

Job Satisfaction: What to Expect from It: 2/16

Fulmer, I. S., Gerhart, B., Scott, K. S. (2003). Are the 100 best better? An empirical investigation of the relationship between being a “great place to work” and firm performance. *Personnel Psychology*, 56(4), 965-993.

Judge & Watanabe (1993). Another look at the job satisfaction-life satisfaction relationship. *Journal of Applied Psychology*, 78, 939-948.

Schleicher, D. J., Smith, T. A., Casper, W. J., Watt, J. D., & Greguras, G. J. (2015). It’s all in the attitude: The role of job attitude strength in job attitude-outcome relationships. *Journal of Applied Psychology*, 100(4), 11259-1274.

Whitman, D. S., Van Rooy, D. L., & Viswesvaran, C. (2010). Satisfaction, citizenship behaviors, and performance in work units: A meta-analysis of collective construct relations. *Personnel Psychology*, 63(1), 41-81.

Bowling, N. A., Khazon, S., Meyer, R. D., & Burrus, C. J. (2016). Situational strength as a moderator of the relationship between job satisfaction and job performance: A meta-analytic examination. *Journal of Business and Psychology*, 30(1), 89-104.

Absenteeism: 2/23

Dalton, D. R., & Mesch, D. J. (1991). On the extent and reduction of avoidable absenteeism: An assessment of absence policy provisions. *Journal of Applied Psychology*, 76(6), 810-817.

Johnson, M. D., Holley, E. C., Morgeson, F. P., LoBonar, D., Stetzer, A. (2014). Outcomes of absence control initiatives: A quasi-experimental investigation into the effects of policy and perceptions. *Journal of Management*, 40(4), 1075-1097.

Falcone, P. (2000). Tackling excessive absenteeism. *HRMagazine*, 45(4), 139-144.

Johns, G. (2011). Attendance dynamics at work: The antecedents and correlates of presenteeism, absenteeism, and productivity loss. *Journal of Occupational Health Psychology*, 16(4), 483-500.

Turnover: 2/23

Trevor, C. O., Gerhart, B., & Boudreau, J. W. (1997). Voluntary turnover and job performance: Curvilinearity and the moderating influences of salary growth and promotions. *Journal of Applied Psychology*, 82(1), 44-61.

Becker, W. J., & Cropanzano, R. (2011). Dynamic aspects of voluntary turnover: An integrated approach to curvilinearity in the performance-turnover relationship. *Journal of Applied Psychology*, 96(2), 223-246.

Park, T.Y., & Shaw, J. D. (2013). Turnover rates and organizational performance. A meta-analysis. *Journal of Applied Psychology*, 98(2), 268-309.

Butler, T., & Waldroop, J. (1999). Job sculpting: The art of retaining your best people. *Harvard Business Review*, 77(5), 144-152.

Organizational Commitment & Organizational Citizenship Behaviors: 3/16

- Meyer, J. P., Paunonen, S. V., Gellatly, I. R., Goffin, R. D., & Jackson, D. N. (1989). Organizational commitment and job performance: It's the nature of the commitment that counts. *Journal of Applied Psychology, 74*(1), 152-156.
- Valentine, S., & Barnett, T. (2003). Ethics code awareness, perceived ethical values, and organizational commitment. *The Journal of Personal Selling & Sales Management, 23*(4), 359-367.
- Choi, D., Oh, I-S., & Colbert, A. E. (2015). Understanding organizational commitment: A meta-analytic examination of the roles of the five-factor model of personality and culture. *Journal of Applied Psychology, 100*(5), 1542-1567.
- Grant, A. M., Dutton, J. E., Rosso, B. D., (2007). The linkage between profit sharing and organizational citizenship behaviour. *The International Journal of Human Resource Management, 18*(6), 1098-1115.
- Podsakoff, N.P., Whiting, S. W., Podsakoff, P. M., & Blume, B. D. (2009). Individual - and organizational-level consequences of organization citizenship behaviors: A meta-analysis. *Journal of Applied Psychology, 94*(1), 122-141.

Different Approaches to Motivate Employees: 3/23

- Latham, G. P., & Dossett, D. L. (1978). Designing incentive plans for unionized employees: A comparison of continuous and variable ratio reinforcement schedules. *Personnel Psychology, 31*(1), 47-61.
- Sweeney, P. D. (1990). Distributive justice and pay satisfaction: A field test of an equity theory prediction. *Journal of Business and Psychology, 4*(3), 329-341.
- Huseman, R. C., Hatfield, J. D., & Miles, E. W. (1987). A new perspective on equity theory: The equity sensitivity construct. *Academy of Management Review, 12*(2), 222-234.
- Peterson, S. J., Luthans, F. (2006). The impact of financial and non-financial incentives on business-unit outcomes over time. *Journal of Applied Psychology, 91*(1), 156-165.
- Schweitzer, M. E., Ordenez, L., Douma, B. (2004). Goal setting as a motivator of unethical behavior. *Academy of Management Journal, 47*(3), 422-432.

Characteristics of Jobs: 3/30

Campion, M. A., & McClelland, C. L. (1993). Follow-up and extension of the interdisciplinary costs and benefits of enlarged jobs. *Journal of Applied Psychology, 78*(3), 339-351.

Rentsch, J. R., & Steel, R. P. (1998). Testing the durability of job characteristics as predictors of absenteeism over a six-year period. *Personnel Psychology, 51*(1), 165-190.

Holman, D., Axtell, C. (2016). Can job redesign interventions influence a broad range of employee outcomes by changing multiple job characteristics? A quasi-experimental study. *Journal of Occupational Health Psychology, 21*(3), 284-295.

Marinova, S. V., Peng, C., Lorinkova, N. Van Dyne, L., Chiaburu, D. (2015). Change-oriented behavior: A meta-analysis of individual and job design predictors. *Journal of Vocational Behavior, 88*, 104-120.

Oldham, G. R., & Fried, Y. (2016). Job design research and theory: Past, present, and future. *Organizational Behavior and Human Decision Processes, 136*, 20-35.

Perceptions of Fairness: Organizational Justice: 4/6

Goldman, B., & Cropanzano, R. (2015). "Justice" and "fairness" are not the same thing. *Journal of Organizational Behavior, 36*(2), 313-318.

Brockner, J. (2006). Why it's so hard to be fair. *Harvard Business Review, 84*(3), 122-130.

Tekleab, A. G., Barol, K. M., & Liu, W. (2005). Is it pay levels or pay raises that matter to fairness and turnover? *Journal of Organizational Behavior, 26*(8), 899-921.

Garcia-Izquierdo, A. L., Moscoso, S., Ramos-Villagrasa, P. J. (2012). Reactions to the fairness of promotion methods: Procedural justice and job satisfaction. *International Journal of Selection and Assessment, 20*(4), 394-403.

Johnson, R. E., Lanaj, K., & Barnes, C. M. (2014). The good and bad of being fair: Effects of procedural and interpersonal justice behaviors on regulatory resources. *Journal of Applied Psychology, 99*(4), 635-650.