

Psychology 455 (W): Advanced Topics in Organizational Psychology

Spring 2020

Dr. Ann Marie Ryan

[ryanan@msu.edu](mailto:ryanan@msu.edu)

517-353-8855

333 Psychology Building

Office hours: M and W from 10-10:30

Objectives:

- To examine core topics in industrial/organizational psychology in light of current trends in society and the workplace
- To apply psychological principles to understanding and addressing changes in the workplace
- To enhance skills in critically evaluating research in I/O psychology
- To develop novel hypotheses grounded in psychological research that speak to current workplace trends
- To enhance skills as a writer in the discipline through a variety of writing tasks and feedback (Tier II writing course)

Readings and Assignments:

All readings and assignment instructions are available on D2L. There is no textbook purchase required. It is expected that you will complete readings before class and come to class prepared to discuss. Some readings will be the basis of assignments; others will be the basis of in-class activities that are also graded. Thus, preparation is important.

Check your D2L account and university email regularly for information and updates. Grades are posted on D2L in a timely manner; please be sure to alert me of any concerns within one week of posting.

All assignments will be turned in through drop boxes on D2L. Assignments are due at the start of class on the date due. Assignments turned in late will automatically be deducted 30% if turned in within 24 hours, but not accepted at all thereafter (unless accompanied by documentation, such as that indicated by MSU's grief absence policy).

Assessments of learning:

- |   |            |
|---|------------|
| • Reflections (5 @ 25 points each)        | 125 points |
| • Research Critiques (7 @ 30 points each) | 210 points |
| • Participation (25 @ 5 points each)      | 125 points |
| • Prognostication paper                   |            |
| ○ Presentation                            | 40 points  |
| ○ Final paper                             | 100 points |
| TOTAL                                     | 600 points |

There are no extra credit opportunities. There are multiple means of assessment in the course that provide you with the chance to demonstrate your capabilities. You may turn in additional reflections or critiques and I will drop the lowest grade (i.e., there are 6 Reflection opportunities and you need to do 5; there are 10 critique opportunities and you need to do 7; there are 29 participation opportunities and you need to do 25 to receive maximum credit).

The aim of Reflection assignments is for you to think about the applicability of a workplace trend to I/O topics and also to your own life, as well as to formulate a viewpoint based on news/opinion pieces. The aim of Critique assignments is to assist you in reading and critically evaluating research in I/O psychology (they are critiques, not just summaries). The aim of the Prognostication paper is to allow you to do a more in-depth examination of a topic of interest to you while developing your critical thinking, research and writing skills.

Grade cutoffs:

550 points and above	4.0
515-549 points	3.5
490-514	3.0
450-489	2.5
420-449	2.0
390-419	1.5
360-389	1.0
Below 360	0.0

Attendance and Participation

This is an upper level class so the expectation is not just that you will attend but that you will **participate**. In-class participation in various activities and thought exercises does count toward grades. Calculation of participation points does consider that you may miss classes due to illness and other emergencies, so there are ample opportunities throughout the term to gain participation points. There are 29 classes where participation credit might be earned and one could potentially get full credit from 25 class periods – this is a very generous policy. Note that credit is based on the quality of participation not just attendance – points are deducted if you are present but are not contributing/are inattentive/put in only cursory effort. There are no opportunities to make up for missed participation, although all in class activities are posted on D2L for your reference after classes. Grief absence information is available at <http://splife.studentlife.msu.edu/regulations/selected/grief-absence-policy>.

Class Schedule (subject to change)

Reading assignments by date and full references for readings are at the end of this syllabus. If a link does not work on D2L, you should access the reading through free library database resources by looking up the reference. That is, there is no excuse for not doing a reading.

## Miscellaneous policies

*Academic Integrity:* Please refer to <https://ombud.msu.edu/academic-integrity/index.html#integrity> for details on academic integrity and your rights and responsibilities. Specific to this course, a penalty grade of 0 points is given on any assignment where an individual claims or submits work of another as one's own (including plagiarism of whole or part of another's work), completes or attempts to complete in-class work for someone not in attendance, or in any way misrepresents one's completion of assignments or in-class work.

*Electronic devices:* We often access online materials during class for activities so plan to have a device with you (laptops and tablets are easier to read from than phones!) However, when we are not using them for class purposes, you should seriously consider putting them away especially your phone. No matter what you think, research has consistently shown how disruptive electronic interruptions are to our concentration and to our social relationships (I'd be happy to share many references with you, or perhaps you can bring some of that research into your class paper!) So get in the habit of turning on site-blocking browser add-ins and/or shutting off your phone completely during class. I have put a document with info on various blockers on D2L (e.g., you can block Facebook/Instagram/Snapchat between 8AM and 10AM only). See <https://freedom.to/blog/8-website-blockers-for-studying-productivity-focus/> for suggestions. Do yourself a favor and make this a more focused semester! Finally, I reserve the right to ask you to shut down a device or to confiscate a device (yes, just like you are in high school) if your inattention is disruptive to me or others.

*Instructor Availability:* While I do have set office hours, I am available to meet with students at other times by appointment. I check my email regularly and respond in a timely manner; however, I will not answer after 9PM so send any questions about assignments that are due before that time.

*Recording/photographing others.* As members of a learning community, you are expected to respect the intellectual property of others as well as the ability of others to discuss topics freely within the confines of the classroom. Students may record lectures for their own course-related purposes *with instructor permission*. Students may not share those recordings without the advance written permission of the instructor *and* any students whose voice or image is included in the recording. Posting a photo/video or other recording of anyone in the class to social media without their written consent is a violation of this policy, and may result in a penalty up to a 0.0 as a course grade, as well as other academic disciplinary sanctions as described by university policy.

*Civility.* We may engage in discussions of topics where individuals have different opinions. It is important for you to recognize distinctions between opinions and facts, but also to in all cases show courtesy and respect for others. Please refrain from using language that others might find offensive, and express disagreements and counterarguments in diplomatic and civil ways. Uncivil behavior in the classroom may result in a 0.0 for participation points for an activity, as well as further sanctions and restrictions.

*Accommodations.* If you have a disability that will require accommodations, please see me within the first week of class to privately discuss your needs. If you will miss class or an assignment because of a religious observance, please let me know in advance.

*Emergency Procedures.* Please take time the first day of class to familiarize yourself with the classroom surroundings and multiple exits from the building. Think through your own plans for handling various emergencies that might arise during class. If an emergency occurs that would require class cancellation, I will send a notification via D2L.

*Limits to confidentiality.* Students should be aware that I am unable to maintain confidentiality when it conflicts with my responsibilities as a mandatory reporter within the university. That is I must report to other University offices any information you share with me regarding (1) suspected child abuse/neglect, even if this happened when you were a child, (2) allegations of sexual assault or harassment involving MSU students, faculty or staff, and (3) credible threats of harm to oneself or others. These reports may trigger contact from a campus official; in almost all cases, it will be your decision if you wish to speak to that individual. If you would like to talk about any of the above in a setting that is confidential and not bound by mandatory reporting, please make an appointment with the MSU Counseling Center.

Date	Topic	Reading	Assignments
1/6	Introduction		
1/8	Reading & critiquing research	SIOP I/O overview chapter	
1/13	What are workplace trends? How do they connect to I/O?	SIOP top 10 Schwabel top 10 HR institute top 12 Kohnke	Reflection #1
<b>Technology And Work</b>			
1/15	How is technology changing the workplace and the work lives of employees?	Cascio & Montealegre Metz O'Brien Scheiber Shellenbarger <a href="#">Seyulkh 4:52</a>	
1/20	MLK Day	No Class	
1/22	What do we know about interactions between people and technology in the workplace? Guest lecture: Jenna VanFossen	Scheiber Kamping-Carder Seo et al (critique)	Critique #1
1/27	How is technology influence interactions among people at work?	Hassell & Cotton (critique)	Critique #2
1/29	How is technology influencing how we manage, reward and motivate people at work?	Cardador, et al. Partnoy	
2/3	How has technology changed how we recruit and hire people?	Tippins; McIlvaine Shellenbarger	
2/5	How has technology influenced how we train and develop people?	Mast et al. Noguchi 4:00	
<b>Alternative Work Arrangements</b>			
2/10	What new forms of work arrangements have emerged?	George & Chattopdohyay Spreitzer et al Rosenblat Noguchi 6:14	Reflection #2
2/12	How do new forms of work arrangements change time at work, workload, and work-life balance?	Allen et al. Windeler (critique) Npr telework 3:28	Critique #3
2/17	How do alternative work arrangements affect employee attitudes and motivation?	Rockmann & Ballinger (critique) Petriglieri et al. Noguchi 4:38	Critique #4
2/19	Tools for writing/paper planning session		Topic Due
<b>Transparency</b>			
2/24	How are trends regarding transparency and privacy affecting people at work?	Parris, Dapko, Arnold & Arnold Deteret & Burris Gallagher et al.	Reflection #3
2/26	How does transparency affect performance management and employee selection?	Bamberger & Belogolvosky (critique)	Critique #5
3/2	Spring Break	No Class	
3/4	Spring Break	No Class	

<b>Globalization, Diversity &amp; Inclusion</b>			
3/9	How has globalization, cultural and language diversity affected people at work?	Wharton podcast Globe website 2014 study Pew demographic trends Branlee	Reflection #4
3/11	How do we recruit/hire given globalization and increased diversity?	Bencharit et al (critique)	Critique# 6
3/16	How does globalization and increased diversity affect how teams work?	Richard & McFadden (critique) Meyer Neeley	Critique #7
3/18	How are organizations addressing inclusion in the workplace? Guest: Lauren Collier-Spruel	Homan Williams & Mihaylo	
3/23	How is age diversity affecting the workplace? What are other emerging trends regarding D&I?	Costanza & Finkelstein Beier & Kanfer Noguchi 4:32 Flanagan	Article links
<b>Accelerating Pace/Agility/Adaptability</b>			
3/25	How has the accelerating pace of work affected the workplace?	Capelli & Tavis Barton et al. Monahan Useem	Reflection #5
3/30	How do acceleration and agility demands affect stress and work-life balance?	Brodsky & Amabile (critique)	Critique #8
<b>Wellness</b>			
4/1	What are trends regarding employee wellness? How well do interventions affect well-being?	Kaplan et al. Anjunwa Margolies	Reflection #6
4/6	How can organizations motivate wellness?	Robbins & Wansink (critique)	Critique #9
4/8	How are changes regarding mental health needs, personality assessment, and emotional regulation affecting workplaces?	Kirsch et al. Kelloway Shellenbarger	
<b>A Few More Trends.....</b>			
4/13	Trend toward activism and social responsibility, or toward apathy and cynicism?	Hejjas et al. All things consider (2:00)	
4/15	Trend toward kindness or incivility?	Chancellor et al.	Critique #10
4/20	Emerging directions in I/O psych practice and research	TBD	Paper Due
4/22	Presentations in Class		Presentation
4/27	Presentations in Class	Final Exam Date Time slot 7:45-9:45 AM	Presentation

### 1/8 : Background on I/O

- SIOP (2017). Industrial-organizational psychology. (optional review reading)

### 1/13: Workplace trends

- SIOP (2019). Top 10 Workplace Trends 2019. <https://www.siop.org/Business-Resources/Top-10-Workplace-Trends> (2020 trends not posted yet so click on link for 2019; you can also watch the video to the right which summarizes the trends).
- Schwabel D (2020) <https://www.linkedin.com/pulse/top-10-workplace-trends-2020-dan-schawbel>
- HR Trend Institute (2020). <https://hrtrendinstitute.com/2019/11/26/12-hr-trends-for-2020/> This is a blog post but if you scroll down there is also a video that summarizes the post.
- Kohnke, R. (2019). <https://www.fastcompany.com/90444541/four-ways-work-will-change-in-2020>

### 1/15: Technology

- Cascio, W.F. & Montealegre, R. (2016). How technology is changing work and organizations. *Annual Review of Organizational Psychology and Organizational Behavior*, 3, 349-375.
- O'Brien (2019). As robots take over warehousing, workers pushed to adapt. *Fortune*, Dec 30.
- Metz, C. (2018). FedEx follows Amazon into the robotic future. *The New York Times*, March 18.
- Scheiber, N. (2018). AI comes into fashion. *The New York Times*, July 8.
- Seyulkh (2018) recording: <https://www.npr.org/2018/01/25/579160550/don-t-think-a-robot-could-do-this-warehouse-workers-aren-t-worried-for-their-job> 4:52
- Shellenbarger, S. (2019). Do you resist new tech? *Wall street Journal* , June 11.

### 1/22: Interactions of people and tech

- Seo, S.H., Griffin, K., Young, J.E., Bunt, A., Prentice, S, & Loureiro-Rodriguez, V. (2018). Investigating people's rapport building and hindering behaviors when working with a collaborative robot. *International Journal of Social Robotics*, 10, 147-161.
- Scheiber, N (2019). At Amazon, humans take on robots' ways. *New York Times*.
- Kamping-Carder, L. (2019). Industrial exoskeletons give workers a lift. *Wall Street Journal*.

### 1/27: Interactions among people and role of tech

- Hassell, M.D. & Cotton, J.L. (2017). Some things are better left unseen: toward more effective communication and team performance in video-mediated interactions. *Computers in Human Behavior*, 73, 200-208.

### 1/29: Motivate/manage and tech

- Cardador, M.T., Northcraft, G.B & Whicker, J. (2017). A theory of work gamification: something old, something new, something borrowed, something cool? *Human resource management review*, 27, 353-365.
- Partnoy, F. (2018). What your boss could learn by reading the whole company's emails. *The Atlantic*, September.

### 2/3: Tech and selection

- Tippins, N.T. (2015). Technology and assessment in Selection. *Annual Review of Organizational Psychology and Organizational Behavior*, 2, 551-582.
- McIlvaine, A.R. (2018). In the fight against bias, AI faces backlash. Human Resource Executive, hrexecutive.com
- Shellenbarger, S. (2019). Make your application robot proof. Wall Street Journal.

### 2/5: Tech and training

- Mast, M. S., Kleinlogel, E. P., Tur, B., & Bachmann, M. (2018). The future of interpersonal skills development: Immersive virtual reality training with virtual humans. *Human Resource Development Quarterly*, 29(2), 125-141.
- Noguchi, Y. (2019, Oct 8). Virtual reality goes to work, helping train employees. 4:00

### 2/10: AWAs overview

- Noguchi Jan 23, 2018 <https://www.npr.org/2018/01/23/579720874/will-work-for-no-benefits-the-challenges-of-being-in-the-new-contract-workforce> 6:14
- Rosenblat, A. (2018). There's an app for wrecking nannies' lives. *The New York Times*, July 12.
- Spreitzer, GM, Cameron, L & Garrett, L (2017). Alternative work arrangements: Two Images of the New World of Work. *Annual Review of Organizational Psychology and Organizational Behavior*, 473-499.
- George, E. & Chattopadhyay, P (2017). *Understanding nonstandard work arrangements: using research to inform practice*. SHRM-SIOP Science of HR Series.

### 2/12: Where and how we work and tech

- Allen, T.D., Golden, T.D. & Schockley, K.M. (2015). How effective is telecommuting? Assessing the status of our scientific findings. *Psychological Science in the Public Interest*, 16, 40-68.
- <https://www.npr.org/sections/alltechconsidered/2017/07/11/535398716/some-employers-are-rethinking-telework-citing-a-need-for-better-collaboration> 3:28
- Windeler, J.B., Chudoba, K.M. & Sundrup, R.Z (2017). Getting away from them all: managing exhaustion from social interaction with telework. *Journal of Organizational Behavior* 38, 977-995.

### 2/17: AWA and motivation and attitudes

- Noguchi March 26 2018 <https://www.npr.org/2018/03/26/593102978/unequal-rights-contract-workers-have-few-workplace-protections> 4:38
- Petriglieri, G., Ashford, S. & Wrzesniewski, A (2018). Thriving in the gig economy. *Harvard Business Review*, 140-143.
- Rockmann, K.W. & Ballinger, G.A. (2017). Intrinsic motivation and organizational identification among on-demand workers. *Journal of Applied Psychology*, 102, 1305-1316.

### 2/24: Transparency

- Parris, D.L., Dapko, J.L., Arnold, RW & Arnold, D (2015). Exploring transparency: a new framework for responsible business management. *Management Decision*, 51, 222-247



- Deteret, J. R. & Burris, E.R. (2016). Can your employees really speak freely? *Harvard Business Review*, 81-87.
- Gallagher, R, Bergen M. & Bloomberg (2019) With transparency declining at Google, internal conflict is on the rise. *Fortune*.

### 2/26: Transparency in selection, pay and performance management

- Bamberger, P. & Belogolovsky, E. (2017). The dark side of transparency: how and when pay administration practices affect employee helping. *Journal of Applied Psychology*, 102, 658-671.

### 3/9: Globalization Overview

- Pew Research – 6 demographic trends shaping the US and the world in 2019
- Brownlee, D. (2019). The dangers of mistaking diversity for inclusion in the workplace. *Fortune*.
- [www.knowledge.wharton.upenn.edu/article/do-global-firms-need-a-common-language/](http://www.knowledge.wharton.upenn.edu/article/do-global-firms-need-a-common-language/)
- [www.globeproject.com/study-2014](http://www.globeproject.com/study-2014)

### 3/11: Globalization and hiring

- Bencharit, L. Z., Ho, Y. W., Fung, H. H., Yeung, D. Y., Stephens, N. M., Romero-Canyas, R., & Tsai, J. L. (2019). Should job applicants be excited or calm? the role of culture and ideal affect in employment settings. *Emotion*, 19(3), 377-401.

### 3/16: Global teams and leaders

- Meyer, E. (2017). Being the boss in Brussels, Boston, and Beijing. *Harvard Business Review*, July-August, 70-77.
- Neeley, T. (2015). Global teams that work. *Harvard Business Review*, 75-81
- Richard, E. M. & McFadden, M (2016). Saving face: reactions to cultural norm violations in business request emails. *Journal of Business and Psychology*, 31, 307-321.

### 3/18: Inclusion

- Williams, J.C. Mihaylo, S (2019) How the best bosses interrupt bias on their team *Harvard Business Review*,
- Homan, AC 2019. Dealing with diversity in workgroups: preventing problems and promoting potential. *Social and Personality Psychology Compass*, 1-15.

### 3/23: Age diversity and other trends

- Costanza, DP & Finkelstein, LM (2015). Generationally based differences in the workplace: is there a there there? *Industrial and Organizational Psychology Perspectives*, 8, 308-323.
- Beier, M. & Kanfer, R. (2015). Generations at work: don't throw the baby out with the bathwater, *Industrial and Organizational Psychology Perspectives*, 9, 387-389.
- Noguchi (2017). Are There Generational Differences When It Comes To Sexual Harassment At Work? <https://www.npr.org/2017/12/12/569181017/are-there-generational-differences-when-it-comes-to-sexual-harassment-at-work> 4:32
- Flanagan C (2019, July). The problem with HR. *The Atlantic*.

### 3/25: Acceleration

- Cappelli, P & Tavis, A (2018). HR goes agile. *Harvard Business Review*, 47-53
- Barton, D., Carey, D. & Charan, R. (2018). One bank's agile team experiment. *Harvard Business Review*, 59-61
- Monahan, T. (2016). The hard evidence: business is slowing down. *Fortune*.
- Useem, J. (2019). At work, expertise is falling out of favor? *The Atlantic*.

### 3/30: Acceleration and stress

- Brodsky, A. & Amabile, T.M. (2018). The downside of downtime: the prevalence and work pacing consequences of idle time at work. *Journal of Applied Psychology*, 103, 496-512.

### 4/1: Wellness

- Margolies, J. (2018). How healthy is your office? *The New York Times*, August 3.
- Kaplan, DeShon & Tetrick (2017). The bigger picture of employee well-being: its role for individuals, families and societies. SHRM-SIOP White paper
- Anjuwa, I. (2017). Workplace wellness programs could be putting your health data at risk. *Harvard Business Review*.

### 4/6: Motivating wellness

- Robbins, R. & Wansink, B. (2016). The 10% solution: tying managerial salary increase to workplace wellness actions (and not results). *Journal of Occupational Health Psychology*, 21, 494-503.

### 4/8: Mental health in the workplace

- Kirsh, B., Krupa, T., & Luong, D. (2018). How do supervisors perceive and manage employee mental health issues in their workplaces? *Work: Journal of Prevention, Assessment & Rehabilitation*, 59(4), 547-555.
- Kelloway, E. K. (2017). Mental health in the workplace: Towards evidence-based practice. *Canadian Psychology/Psychologie Canadienne*, 58(1), 1-6.
- Shellenbarger, S. (2019). The most anxious generation. *Wall Street Journal*

### 4/13: Corporate social responsibility and employee activism

- Heijias, K., Miller, G & Scarles (2019). "It's like hating puppies!" Employee disengagement and social responsibility. *Journal of Business Ethics*, 157, 319-337.
- All things considered (2019). Employees At Ogilvy Ad Agency Confront CEO Over Contract With CBP. 4:00

### 4/15: Kindness or incivility

- Chancellor, J., Margolis, S., Jacobs Bao, K., & Lyubomirsky, S. (2018). Everyday prosociality in the workplace: The reinforcing benefits of giving, getting, and glimpsing. *Emotion*, 18(4), 507-517.

