

MICHIGAN STATE UNIVERSITY
PSY860 INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY
Fall 2020
Tuesday 2-5 pm
Zoom Meeting ID: 947 0202 9404; Passcode: 811309

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REQUIRED READING

Please see the assigned materials list for each week.

RECOMMENDED TEXT (For a general background of the topics covered)

Levy, P. E. (2016). *Industrial/Organizational Psychology: Understanding the Workplace* (5th edition).
New York: Worth.

COURSE DESCRIPTION

This course is designed to be an advanced survey of the industrial and organizational psychology field. It will cover a wide range of topics in the field. Industrial psychology is concerned with human resource functions such as analyzing jobs, recruiting, selecting, training, and appraising employees, and issues related to diversity. Organizational psychology explores topics such as employee attitudes, work behaviors, perceptions of various aspects of the workplace, motivation, and leadership.

COURSE OBJECTIVES

By the end of this course, students should be able to:

- (1) Explain and critically evaluate major concepts and theories in the I-O psychology field;
- (2) Discuss the roles of I-O psychologists play in industry, government, and academia;
- (3) Perform basic human resource functions for an organization;
- (4) Apply principles of I-O psychology to understand people's behaviors at work.

GRADING CRITERIA

1. *Discussion Questions (10%)*

You are expected to read all assigned material prior to coming to class. You will prepare a short list of questions (1 per assigned reading) each week, which will be used to generate discussion. These questions should aim at stimulating the critical thinking and evaluation of the materials covered in the reading (e.g., What implications do the finding have for the field? What are the unanswered questions? What should be the next step for empirical study?), rather than seeking descriptive answers (e.g., What methodology did this study use? What's the primary finding?), or affective reactions (e.g., Did you like the article?) from the class. The questions will be turned in each week at the beginning of the class.

A good way to test whether a question is a good one: If you can answer it with yes/no, list of things, numbers, and such, it's very likely that it's NOT a good question. But if your answer tends to start with "it depends" or "I disagree with this because..." then the question is likely to be a good one.

2. *Weekly activities (10%)*

Each week, there is an assigned class activity that is based on your understanding and reflection of the readings. Each activity should generate about 3-5 page (double-spaced, Times New Roman 12 point font) write-up. The activity write-up should be turned in each week at the beginning of the class.

3. *Participation (20%)*

During class, you should be prepared to discuss the reading materials based on the discussion questions generated by yourself and your classmates. For some weeks, I have also posted specific questions/activities for you to think about before coming to class. We will focus the discussion on identifying the underlying themes across readings and the utility of the content for I/O researchers and practitioners. A portion of your grade reflects your active, high-quality participation and discussion of the articles in class.

4. *Examinations (60%)*

There will be two take-home exams during the course of the semester. They will consist of 2-4 essay questions, aiming at testing your understanding of and ability to integrate the literature. Each exam will cover about half of the materials. You will get the questions for the first exam on **3rd November 2020**, and the second exam on **8th December 2020**. For each exam, you will have one week to complete the questions and turn it in the next time we meet. Each exam is worth 30% of your grade.

Final Grades will be determined as follows:

Grade	Percentage
A (4.0)	90% and above
B+ (3.5)	85 - 89%
B (3.0)	80 - 84%
C+ (2.5)	75 - 79%
C (2.0)	70 - 74%
D (1.0)	60 - 69%
F (0.0)	59% and below

MAKE-UP POLICY

All assignments and exam must be completed when scheduled. Unless *prior permission* has been obtained, **NO** late or makeup assignments or tests will be accepted or given. Permission may be granted for those who contact the instructor *prior* to the scheduled date, and provided her with valid documentation related to the absence either before or after the absence.

ATTENDANCE

Attendance is not mandatory but strongly encouraged, and it will influence your participation grade. You are expected to be aware of any changes in dates of assignment or tests. Ignorance will not be accepted as an excuse.

RELIGIOUS HOLIDAY

The official university policy is as follows:

It has always been the policy of the University to permit students and faculty to observe those holidays set aside by their chosen religious faith.

The faculty and staff should be sensitive to the observance of these holidays so that students who absent themselves from classes on these days are not seriously disadvantaged. It is the responsibility of those students who wish to be absent to make arrangements in advance with their instructors. It is also the

responsibility of those faculty who wish to be absent to make arrangements in advance with their chairpersons, who shall assume the responsibility for covering their classes.

As Michigan State University has become increasingly multicultural, the incidence of conflicts between mandatory academic requirements and religious observances has increased. In the absence of a simple and dignified way to determine the validity of individual claims, the claim of a religious conflict should be accepted at face value. Be aware that some degrees of observance may have a more extensive period of observance. Instructors may expect a reasonable limit to the number of requests by any one student. Some instructors attempt to cover all reasons for student absences from required academic events such as quizzes or exams with a blanket policy, e.g., allowing the student to drop one grade or two quizzes without penalty. If this is meant to extend to religious observances, the instructor should state this clearly at the beginning of the term. If instructors require make-up exams, they retain the right to determine the content of the exams and the conditions of administration, giving due consideration to equitable treatment.

MISCONDUCT

Cheating, plagiarism, or other forms of academic dishonesty will result in failure of the course.

The official university policy is as follows:

The principles of truth and honesty are fundamental to the educational process and the academic integrity of the University; therefore, no student shall:

1. *claim or submit the academic work of another as one's own.*
2. *procure, provide, accept or use any materials containing questions or answers to any examination or assignment without proper authorization.*
3. *complete or attempt to complete any assignment or examination for another individual without proper authorization.*
4. *allow any examination or assignment to be completed for oneself, in part or in total, by another without proper authorization.*
5. *alter, tamper with, appropriate, destroy or otherwise interfere with the research, resources, or other academic work of another person.*
6. *fabricate or falsify data or results.*

INCOMPLETE POLICY

The official university policy is as follows:

The I-Incomplete may be given only when: the student (a) has completed at least 6/7 of the term of instruction, but is unable to complete the class work and/or take the final examination because of illness or other compelling reason; and (b) has done satisfactory work in the course; and (c) in the instructor's judgment can complete the required work without repeating the course.

Provided these conditions are met, the instructor electing to give an I-Incomplete files an Agreement for Completion of (I) Incomplete at the time course grades are due. This agreement specifies what the student must do, and when, to remove the I-Incomplete. The department or school office gives a copy to the student, and retains a copy for at least one year.

TENTATIVE COURSE SCHEDULE AND REQUIRED READINGS (Subject to Change)

Week	Topic	Recommended Textbook
1: 8 th September	Introduction, History of I-O	Chapter 1
<p>Cascio, W. F. (1995). Whither industrial and organizational psychology in a changing world of work? <i>American Psychologist</i>, 50, 928-939.</p> <p>Ryan, A. M., & Ford, J. K. (2010). Organizational psychology and the tipping point of professional identity. <i>Industrial and Organizational Psychology</i>, 3, 241-258.</p> <p>Kozlowski, S. W. J. (2012). The nature of organizational psychology. In S. W. J. Kozlowski (Ed.), <i>The Oxford handbook of organizational psychology</i> (Vol. 1, pp. 3-21). New York: Oxford University Press. [Focus on the front end of this chapter: you don't have to go through the overview of the book.]</p> <p>Rynes, S. L., Bartunek, J. M., & Daft, R. L. (2001). Across the great divide: Knowledge creation and transfer between practitioners and academics. <i>Academy of Management Journal</i>, 44, 340-355.</p> <p>Latham, G. P. (2001). The reciprocal transfer of learning from journals to practice. <i>Applied Psychology: An International Review</i>, 50, 201-211.</p> <p>Assigned activity: What is your professional identity or identity under development? What potential connections do you see between this course and your professional identity?</p>		
2. 15 th September	Theory, Research, and Practice	Chapter 2
<p>Lundberg, C. C. (1999). Finding research agendas: Getting started Weick-like. <i>The Industrial-Organizational Psychologist</i>.</p> <p>Colquitt, J. A., & George, G. (2011). Publishing in AMJ – Part 1: Topic choice. <i>Academy of Management Journal</i>, 54, 432-435.</p> <p>Grant, A. M., & Pollock, T. G. (2011). Publishing in AMJ – Part 3: Setting the hook. <i>Academy of Management Journal</i>, 54, 873-879.</p> <p>Sparrowe, R. T., & Mayer, K. J. (2011). Publishing in AMJ – Part 4: Grounding hypotheses. <i>Academy of Management Journal</i>, 54, 1098-1102.</p> <p>Kozlowski, S. W. J. (2009). Editorial. <i>Journal of Applied Psychology</i>, 94, 1-4.</p> <p>Chen, G. (2015). Editorial. <i>Journal of Applied Psychology</i>, 100, 1-4.</p> <p>George, G. (2014). Rethinking management scholarship. <i>Academy of Management Journal</i>, 57, 1-6. (You can skip the introduction of all the associate editors)</p> <p>Shaw, J. D., Tangirala, S., Vissa, B., & Rodell, J. B. (2018). New ways of seeing: Theory integration across disciplines. <i>Academy of Management Journal</i>, 61, 1-4.</p> <p>Nadkarni, S., Gruber, M., DeCelles, K., Connelly, B., & Baer, M. (2018). New ways of seeing: Radical theorizing. <i>Academy of Management Journal</i>, 61, 371-377.</p> <p>Assigned activity: Come up with one research idea and develop at least two hypotheses related to your research idea/question. Think about the advice given by AMJ editors and critically evaluate your research idea and hypotheses (What is the hook? Are your hypotheses grounded? What's new? Where is the contribution?) Also consider the advice put forth by the JAP editorials in 2009 and 2015. Finally, think about the new ways of thinking questions raised by the recent AMJ editorials, how does your idea fit with these questions?</p>		

3: 22 nd September	Job Analysis	Chapter 3
<p>Brannick, M. T., Levine, E. L., & Morgeson, F. P. (2002). Chapter 2: Work-oriented methods. <i>Job and work analysis: Methods, research, and applications for human resource management</i> (pp. 23-60).</p> <p>Brannick, M. T., Levine, E. L., & Morgeson, F. P. (2002). Chapter 3: Worker-oriented methods. <i>Job and work analysis: Methods, research, and applications for human resource management</i> (pp. 61-90).</p> <p>Sanchez, J. I., & Levine, E. L. (2009). What is (or should be) the difference between competency modeling and traditional job analysis? <i>Human Resource Management Review</i>, 19, 53-63.</p> <p>Morgeson, F. P., & Dierdorff, E. C. (2010). Work analysis: From technique to theory. In S. Zedeck (Ed.), <i>APA handbook of industrial and organizational psychology</i> (Vol. 2: Selecting and developing members for the organization; pp. 3-41). Washington: American Psychological Association.</p> <p>Assigned activity: Based on the readings, generate a list of questions that you would use if you were to conduct interviews with SMEs to perform a (a) work-oriented job analysis and (b) worker-oriented job analysis. Work with a senior graduate student, and conduct a job analysis and generate a job description for the job of "graduate student."</p>		
4: 29 th September	Employee Performance	Chapter 4
<p>Austin, J. T., & Villanova, P. (1992). The criterion problem: 1917-1992. <i>Journal of Applied Psychology</i>, 77, 836-874.</p> <p>Organ, D. W., Podsakoff, P. M., & Podsakoff, N. P. (2010). Expanding the criterion domain to include organizational citizenship behavior: Implications for employee selection. In S. Zedeck (Ed.), <i>APA handbook of industrial and organizational psychology</i> (Vol. 2: Selecting and developing members for the organization; pp. 281-324). Washington: American Psychological Association.</p> <p>Rotundo, M., & Sackett, P. R. (2002). The relative importance of task, citizenship, and counterproductive performance to global ratings of job performance: A policy-capturing approach. <i>Journal of Applied Psychology</i>, 87, 66-80.</p> <p>Spector, P. E., Bauer, J. A., & Fox, S. (2010). Measurement artifacts in the assessment of counterproductive work behavior and organizational citizenship behavior: Do we know what we think we know? <i>Journal of Applied Psychology</i>, 95, 781-790.</p> <p>Sonnentag, S., & Frese, M. (2012). Dynamic performance. In S. W. J. Kozlowski (Ed.), <i>The Oxford handbook of organizational psychology</i> (Vol. 1, pp. 548-575). New York: Oxford University Press.</p> <p>Jundt, D. K., Shoss, M. K., & Huang, J. L. (2015). Individual adaptive performance in organizations: A review. <i>Journal of Organizational Behavior</i>, 36, S53-S71.</p> <p>Anderson, N., Potočník, K., & Zhou, J. (2014). Innovation and creativity in organizations: A state-of-the-science review, prospective commentary, and guiding framework. <i>Journal of Management</i>, 40, 1297-1333.</p> <p>Assigned activity: How would you define the construct of job performance? (no dimensions please...) What are some key issues that you think we should consider when it comes to the measurement of your job performance construct?</p>		

5: 6 th October	Performance Appraisal and Feedback	Chapter 5
<p>DeNisi, A. S., & Sonesh, S. (2010). The appraisal and management of performance at work. In S. Zedeck (Ed.), <i>APA handbook of industrial and organizational psychology</i> (Vol. 2: Selecting and developing members for the organization; pp. 255-279). Washington: American Psychological Association.</p> <p>Schleicher, D. J., Baumann, H. M., Sullivan, D. W., Levy, P. E., Hargrove, D. C., & Barros-Rivera, B. A. (2018). Putting the system into performance management systems: A review and agenda for performance management research. <i>Journal of Management</i>, 44, 2209-2245.</p> <p>Rynes, S. L., Gerhart, B., & Parks, L. (2005). Personnel psychology: Performance evaluation and pay for performance. <i>Annual Review of Psychology</i>, 56, 571-600.</p> <p>Wildman, J. L., Bedwell, W. L., Salas, E., & Smith-Jentsch, K. A. (2010). Performance measurement at work: A multilevel perspective. In S. Zedeck (Ed.), <i>APA handbook of industrial and organizational psychology</i> (Vol. 2: Selecting and developing members for the organization; pp. 303-341). Washington: American Psychological Association.</p> <p>Atwater, L. E., Brett, J. F., & Charles, A. C. (2007). Multisource feedback: Lessons learned and implications for practice. <i>Human Resource Management</i>, 46, 285-307.</p> <p>Johnson, R. E., Howe, M., & Chang, C.-H. (2013). The importance of velocity, or why speed may matter more than distance. <i>Organizational Psychology Review</i>, 3, 62-85.</p> <p>Assigned activity: Think back to your definition of “job performance” that we discussed last week. Do you think the practices that we discussed today adequately manage all the aspects of your “job performance” construct? What’s missing, if any, and how can we do better?</p>		
6: 13 th October	Individual Differences and Validity	Chapter 6
<p>Binning, J. F., & Barrett, G. V. (1989). Validity of personnel decisions: A conceptual analysis of the inferential and evidential bases. <i>Journal of Applied Psychology</i>, 74, 478-494.</p> <p>Chernyshenko, L. S., Stark, S., & Drasgow, F. (2010). Individual differences: Their measurement and validity. In S. Zedeck (Ed.), <i>APA handbook of industrial and organizational psychology</i> (Vol. 2: Selecting and developing members for the organization; pp. 117-151). Washington: American Psychological Association.</p> <p>Van Iddekinge, C. H., Roth, P. L., Raymark, P. H., & Odle-Dusseau, H. N. (2012). The criterion-related validity of integrity tests: An updated meta-analysis. <i>Journal of Applied Psychology</i>, 97, 499-530.</p> <p>Ones, D. S., Viswesvaran, C., & Schmidt, F. L. (2012). Integrity tests predict counterproductive work behaviors and job performance well: Comment on Van Iddekinge, Roth, Raymark and Odle-Dusseau (2012). <i>Journal of Applied Psychology</i>, 97, 537-542.</p> <p>Van Iddekinge, C. H., Roth, P. L., Raymark, P. H., & Odle-Dusseau, H. N. (2012). The critical role of the research question, inclusion criteria, and transparency in meta-analyses of integrity test research: A reply to Harris et al. (2012) and Ones, Viswesvaran, and Schmidt (2012). <i>Journal of Applied Psychology</i>, 97, 543-549.</p> <p>Sackett, P. R., & Schmitt, N. (2012). On reconciling conflicting meta-analytic findings regarding integrity test validity. <i>Journal of Applied Psychology</i>, 97, 550-556.</p> <p>Chen, G. (2018). Editorial: Supporting and enhancing scientific rigor. <i>Journal of Applied Psychology</i>, 103, 359-361.</p> <p>Assigned activity: Given the recent debate about the validity of integrity test, and what you know so far about the criterion problem and performance management system, how would you evaluate the validity evidence reported in Chernyshenko et al. (2010)?</p>		

7: 20 th October	Test Biases and Applications	
<p>Nguyen, H.-H. D., & Ryan, A. M. (2008). Does stereotype threat affect test performance of minorities and women? A meta-analysis of experimental evidence. <i>Journal of Applied Psychology, 93</i>, 1314-1334.</p> <p>Shapiro, J. R., Williams, A. M., Hambarchyan, M. (2013). Are all interventions created equal? A multi-threat approach to tailoring stereotype threat interventions. <i>Journal of Personality and Social Psychology, 104</i>, 277-288.</p> <p>Sackett, P. R., Borneman, M. J., & Connelly, B. S. (2008). High-stakes testing in higher education and employment. <i>American Psychologist, 63</i>, 215-227.</p> <p>Aguinis, H., Culpepper, S. A., Pierce, C. A. (2010). Revival of test bias research in preemployment testing. <i>Journal of Applied Psychology, 95</i>, 648-680.</p> <p>Derous, E., & Ryan, A. M. (2018). When your resume is (not) turning you down: Modelling ethnic bias in resume screening. <i>Human Resource Management Journal, 29</i>, 113-130.</p> <p>McGrath, R. E., Mitchell, M., Kim, B. H., & Hough, L. (2010). Evidence for response bias as a source of error variance in applied assessment. <i>Psychological Bulletin, 136</i>, 450-470.</p> <p>van Hooft, E. A. J., & Born, M. P. (2012). Intentional response distortion on personality tests: Using eye-tracking to understand response processes when faking. <i>Journal of Applied Psychology, 97</i>, 301-316.</p> <p>Assigned activity: What's next for examining biases in testing? (Think in terms of new theoretical grounds, research design/methodology, and context).</p>		
8: 27 th October	Selection and Personnel Law	Chapter 7
<p>Ployhart, R. E., Schmitt, N., & Tippins, N. T. (2017). Solving the Supreme Problem: 100 years of selection and recruitment at the Journal of Applied Psychology. <i>Journal of Applied Psychology, 102</i>, 291-304.</p> <p>Kristof-Brown, A., & Guay, R. P. (2011). Person-environment fit. In S. Zedeck (Ed.), <i>APA handbook of industrial and organizational psychology</i> (Vol. 1: Building and developing the organization; pp. 3-50). Washington: American Psychological Association.</p> <p>Cascio, W. F., & Aguinis, H. (2008). Staffing twenty-first-century organizations. <i>The Academy of Management Annals, 2</i>, 133-165.</p> <p>Hausknecht, J. P., Day, D. V., & Thomas, S. C. (2004). Applicant reactions to selection procedures: An updated model and meta-analysis. <i>Personnel Psychology, 639-683</i>.</p> <p>Wessel, J. L., Hagiwara, N., Ryan, A. M., & Kermond, C. M. Y. (2015). Should women applicants “man up” for traditionally masculine fields? Effectiveness of two verbal identity management strategies. <i>Psychology of Women Quarterly, 39</i>, 243-255.</p> <p>Chamorro-Premuzic, T., Winsborough, D., Sherman, R. A., & Hogan, R. (2016). New talent signals: Shiny new objects or a brave new world? <i>Industrial and Organizational Psychology, 9</i>, 621-640.</p> <p>Tambe, P., Cappelli, P., & Yakubovich, V. (2019). Artificial intelligence in human resources management: Challenge and a path forward. <i>California Management Review, 61</i>, 15-42.</p> <p>Assigned activity: How do selection issues that we discussed today relate back to the performance construct that you generated a few weeks ago? What are the implications of your construct when you consider testing, selection, and performance management issues as a system?</p>		

9: 3 rd November	Training, Learning, and Development	Chapter 8
<p>Allen, T. D., Eby, L. T., Chao, G. T., & Bauer, T. N. (2017). Taking stock of two relational aspects of organizational life: Tracing the history and shaping the future of socialization and mentoring research. <i>Journal of Applied Psychology, 102</i>, 324-337.</p> <p>Allen, T. D., Smith, M. A., Mael, F. A., O'Shea, P. G., & Eby, L. T. (2009). Organization-level mentoring and organizational performance within substance abuse centers. <i>Journal of Management, 35</i>, 1113-1128.</p> <p>Bell, B. S., & Kozlowski, S. W. J. (2008). Active learning: Effects of core training design elements on self-regulatory processes, learning, and adaptability. <i>Journal of Applied Psychology, 93</i>, 296-316.</p> <p>Sitzmann, T., & Ely, K. (2011). A meta-analysis of self-regulated learning in work-related training and educational attainment: what we know and where we need to go. <i>Psychological Bulletin, 137</i>, 421-442.</p> <p>Aguinis, H., & Kraiger, K. (2009). Benefits of training and development for individuals and teams, organizations, and society. <i>Annual Review of Psychology, 60</i>, 451-474.</p> <p>Mathieu, J. E., & Tesluk, P. E. (2010). A multilevel perspective on training and development effectiveness. In S. W. J. Kozlowski & E. Salas (Eds.), <i>Learning, training, and development in organizations</i> (pp. 405-440). New York: Routledge/Taylor & Francis Group.</p> <p>Huang, J. L., Ford, J. K., & Ryan, A. M. (2017). Ignored no more: Within-person variability enables better understanding of training transfer. <i>Personnel Psychology, 70</i>, 557-596.</p> <p>Assigned activity: What are some general themes across the literature concerning socialization, mentoring, and training? How can these areas inform each other?</p>		
10: 10 th November	Motivation	Chapter 9
<p>Gagné, M., & Deci, E. L. (2005). Self-determination theory and work motivation. <i>Journal of Organizational Behavior, 26</i>, 331-362.</p> <p>Lord, R. G., Diefendorff, J. M., Schmidt, A. M., & Hall, R. J. (2010). Self-regulation at work. <i>Annual Review of Psychology, 61</i>, 543-568.</p> <p>Neal, A., Ballard, T., & Vancouver, J. B. (2017). Dynamic self-regulation and multiple-goal pursuit. <i>Annual Review of Organizational Psychology, and Organizational Behavior, 4</i>, 401-423.</p> <p>Scholer, A. A., & Higgins, E. T. (2011). Regulatory focus in a demanding world. In R. Hoyle (Ed.), <i>Handbook of personality and self-regulation</i> (pp. 291-314). Malden, MA: Blackwell Publishing.</p> <p>Shantz, A., & Latham, G. P. (2009). An exploratory field experiment of the effect of subconscious and conscious goals on employee performance. <i>Organizational Behavior and Human Decision Processes, 109</i>, 9-17.</p> <p>Vancouver, J. B., & Purl, J. D. (2017). A computational model of self-efficacy's various effects on performance: Moving the debate forward. <i>Journal of Applied Psychology, 102</i>, 599-616.</p> <p>Ordóñez, L. D., Schweitzer, M. E., Galinsky, A. D., & Bazerman, M. H. (2009). Goals gone wild: The systematic side effects of overprescribing goal setting. <i>Academy of Management Perspectives, 23</i>, 6-16.</p> <p>Locke, E. A., & Latham, G. P. (2009). Has goal setting gone wild, or have its attackers abandoned good scholarship? <i>Academy of Management Perspectives, 23</i>, 17-23.</p> <p>Assigned activity: What is motivation? Think back to your construct of job performance and pick one motivation theory to explain the psychological processes underlying the performance.</p>		

11: 17 th November	Job Attitudes and Affect	Chapter 10
<p>Barsade, S. G., & Gibson, D. E. (2007). Why does affect matter in organizations? <i>Academy of Management Perspectives</i>, 21, 36-59.</p> <p>Beal, D., Weiss, H. M., Barros, E., & MacDermid, S. M. (2005). An episodic process model of affective influences on performance. <i>Journal of Applied Psychology</i>, 90, 1054-1068.</p> <p>Barger, P. B., & Grandey, A. A. (2006). Service with a smile and encounter satisfaction: Emotional contagion and appraisal mechanisms. <i>Academy of Management Journal</i>, 49, 1229-1238.</p> <p>Boswell, W. R., Shipp, A. J., Payne, S. C., Culbertson, & S. S. (2009). Changes in newcomer job satisfaction over time: Examining the pattern of honeymoons and hangovers. <i>Journal of Applied Psychology</i>, 94, 844-858.</p> <p>Johnson, R. E., Chang, C.-H., & Yang, L.-Q. (2010). Commitment and motivation at work: The relevance of employee identity and regulatory focus. <i>Academy of Management Review</i>, 35, 226-245.</p> <p>Klein, H. J., Molloy, J. C., & Brinsfield, C. T. (2012). Reconceptualizing workplace commitment to redress a stretched construct: Revisiting assumptions and removing confounds. <i>Academy of Management Review</i>, 37, 130-151.</p> <p>Klein, H. J., Cooper, J. T., Molloy, J. C., & Swanson, J. A. (2014). The assessment of commitment: Advantages of a unidimensional, target-free approach. <i>Journal of Applied Psychology</i>, 99, 222-238.</p> <p>Assigned activity: Generate a conceptual model that integrates affect and organizational commitment. What research implications can you derive from your model?</p>		
12: 24 th November	Group Processes and Work Teams	Chapter 12: Questions 5, 6
<p>Kozlowski, S. W. J., & Bell, B. S. (2003). Work groups and teams in organizations. In W. C. Borman, D. R. Ilgen, & R. J. Klimoski (Eds.), <i>Handbook of psychology: Industrial and organizational psychology</i> (Vol. 12; pp. 333-375). Hoboken, NJ: John Wiley & Sons Inc.</p> <p>DeShon, R. P., Kozlowski, S. W. J., Schmidt, A. M., Milner, K. R., & Wiechmann, D. (2004). A multiple-goal, multilevel model of feedback effects on the regulation of individual and team performance. <i>Journal of Applied Psychology</i>, 89, 1035-1056.</p> <p>Chen, G., Kanfer, R., DeShon, R. P., Mathieu, J. E., & Kozlowski, S. W. J. (2009). The motivating potential of teams: Test and extension of Chen and Kanfer's (2006) cross-level model of motivation in teams. <i>Organizational Behavior and Human Decision Processes</i>, 110, 45-55.</p> <p>Bachrach, D. G., Lewis, K., Kim, Y., Patel, P., Champion, M. C., Thatcher, S. M. B. (2018). Transactive memory systems in context: A meta-analytic examination of contextual factors in transactive memory systems development and team performance. <i>Journal of Applied Psychology</i>, 104, 464-493.</p> <p>De Dreu, C. K. W. (2007). Cooperative outcome interdependence, task reflexivity, and team effectiveness: A motivated information processing perspective. <i>Journal of Applied Psychology</i>, 92, 628-638.</p> <p>Maznevski, M. L., & Chudoba, K. M. (2000). Bridging space over time: Global virtual team dynamics and effectiveness. <i>Organizational Science</i>, 11, 473-492.</p> <p>Cronin, M. A., Weingart, L. R., & Todorova, G. (2011). Dynamics in groups: Are we there yet? In J. P. Walsh & A. P. Brief (Eds.), <i>The Academy of Management Annals</i>, (Vol. 5, pp. 571-612). Philadelphia, PA: Taylor & Francis.</p> <p>Assigned activity: What is effective team functioning? Based on the literature, what are some key factors that contribute to effective team functioning? Think back to your definition of job performance, how would the construct evolve when you consider team-level issues?</p>		

13: 1 st December	Leadership	Chapter 13
<p>Lord, R. G., Day, D. V., Zaccaro, S. J., Avolio, B. J., & Eagly, A. H. (2017). Leadership in applied psychology: Three waves of theory and research. <i>Journal of Applied Psychology, 102</i>, 434-451.</p> <p>Epitropaki, O., & Martin, R. (2005). From ideal to real: A longitudinal study of the role of implicit leadership theories on leader-member exchanges and employee outcomes. <i>Journal of Applied Psychology, 90</i>, 659-677.</p> <p>Kearney, E., Shemla, M., van Knippenberg, D., & Scholz, F. A. (2019). A paradox perspective on the interactive effects of visionary and empowering leadership. <i>Organizational Behavior and Human Decision Processes, 155</i>, 20-30.</p> <p>Johnson, R. E., King, D. D., Lin, S.-H., Scott, B. A., Jackson Walker, E. M., & Wang, M. (2017). Regulatory focus trickle-down: How leader regulatory focus and behavior shape follower regulatory focus. <i>Organizational Behavior and Human Decision Processes, 140</i>, 29-45.</p> <p>Lin, S.-H., Ma, J., & Johnson, R. E. (2016). When ethical leader behavior breaks bad: How ethical leader behavior can turn abusive via ego depletion and moral licensing. <i>Journal of Applied Psychology, 101</i>, 815-830.</p> <p>Zhou, L., Wang, M., & Vancouver, J. B. (2019). A formal model of leadership goal striving: Development of core process mechanisms and extensions to action team context. <i>Journal of Applied Psychology, 104</i>, 388-410.</p> <p>Gamache, D. L., McNamara, G., Mannor, M. J., & Johnson, R. E. (2015). Motivated to acquire? The impact of CEO regulatory focus on firm acquisitions. <i>Academy of Management Journal, 58</i>, 1261-1282.</p> <p>Assigned activity: How would you define the construct of “leadership”? How would your “leadership” construct relate to your “performance” construct?</p>		
14: 8 th December	Occupational Health Psychology	Chapter 11
<p>Bliese, P. D., Edwards, J. R., & Sonnentag, S. (2017). Stress and well-being at work: A century of empirical trends reflecting theoretical and societal influences. <i>Journal of Applied Psychology, 102</i>, 389-402.</p> <p>Hofmann, D. A., Burke, M. J., & Zohar, D. (2017). 100 years of occupational safety research: From basic protections and work analysis to a multilevel view of workplace safety and risk. <i>Journal of Applied Psychology, 102</i>, 375-388.</p> <p>Sonnentag, S., Venz, L., & Casper, A. (2017). Advances in recovery research: What have we learned? What should be done next? <i>Journal of Occupational Health Psychology, 22</i>, 365-380.</p> <p>Eatough, E., Shockley, K., & Yu, P. (2016). A review of ambulatory health data collection methods for employee experience sampling research. <i>Applied Psychology: An International Review, 65</i>, 322-354.</p> <p>Amstad, F. T., Meier, L. L., Fasel, U., Elfering, A., & Semmer, N. K. (2011). A meta-analysis of work-family conflict and various outcomes with a special emphasis on cross-domain versus matching-domain relations. <i>Journal of Occupational Health Psychology, 16</i>, 151-169.</p> <p>Barling, J., Dupré, K. E., & Kelloway, E. K. (2009). Predicting workplace aggression and violence. <i>Annual Review of Psychology, 60</i>, 671-692.</p> <p>Li, S., McAllister, D. J., Illies, R., & Gloor, J. L. (2019). Schadenfreude: A counter normative observer response to workplace mistreatment. <i>Academy of Management Review, 44</i>, 360-376.</p> <p>Assigned activity: Given all the topics that we have talked about in the semester, pick 3 and discuss how they relate to various indicators of employees’ health and well-being.</p>		
15: 16 th December	Final Exam week	

* The instructor reserves the right to change the content of this syllabus.