

Syllabus for the course "Work and Organizational Psychology"

Approved

MP Academic Council

Protocol №01 01/09/2017

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|---------------------|------------------------|
| Author | A. Eliseenko |
| Number of credits | 6 |
| Class work (hours) | 72 |
| Self study (hours) | 156 |
| Year of study | 2 |
| Format of the study | Without online courses |

I. GOAL, RESULTS AND PREREQUISITES OF THE COURSE

Goal

The course provides a basic understanding of most influential theories of industrial / organizational psychology, their development and application of the nature and limits of this science. Students will learn basic concepts and approaches to research and practical management of organizational phenomena. This course provides an overview of individual, group, and organizational issues that enhance the understanding of the world of business and research findings involved in the study of how people behave, think about, influence, and interact with each other at work, with an emphasis on factors that affect job performance. Course covers the hottest topics in the organizational psychology field to promote critical thinking about challenges that workers and organizational psychologists are facing in the 21st century.

This course is designed to achieve the following goals:

- a. To introduce major topics and subspecialties including critical theory and research finding that have defined the field of organizational psychology
- b. To increase the understanding of the complicated systems of individual and group psychological processes involved in the world of work
- c. To connect the basic principles of organizational psychology to personnel and human resources management within the organization
- d. To allow participants to explore the ways in which individual career choices and work-life success can be improved through the benefits of organizational psychology

Results

By the end of this course, students will be able to demonstrate the following:

- a. Describe major topics and subspecialties including critical theory and research finding that have defined the field of organizational psychology
- b. Describe the complicated systems of individual and group psychological processes involved in the world of work
- c. Connect the basic principles of organizational psychology to personnel and human resources management within the organization
- d. Describe the ways in which individual career choices and work-life success can be improved through the benefits of organizational psychology

Pre-requisites

English for psychologists, understanding of basic concepts of social psychology, psychology of work.

II. COURSE CONTENTS

Topic 1. Industrial and organizational psychology as a science.

Course goals and objectives. The history of organizational psychology and its search for identity. Key OP institutions and journals. Changes in contemporary organizations and new problems of organizational behavior. Current research trends in the OP.

Topic 2. Person in I/OP. Personnel selection, motivation and performance management.

Employees' personal traits and their influence on organizational performance. Predictors used for personnel selection. Talent management: current theories. Job Characteristics and Performance management. Performance appraisal and feedback. Core theoretical perspectives on work motivation: expectancy theory, equity theory, goal-setting theory, job design, and self-determination theory.

Topic 3. Teams and communities in organization.

Types of teams in organization. Team development interventions. Motivation losses and gains in groups. Emotions in teams. Psychological safety and trust. Employee voice and silence. Diversity in teams and its effects on the team effectiveness. Facing the challenges of a multiage workforce. Distributed work groups and teleworking. Communities of practice. Formal and informal communications. Social networks in organization. Psychological perspectives on crowdsourcing.

Topic 4. Leadership, power and decision making in organization.

Defining leadership in organization. Contingency theories of leader's behavior. Leader-member exchange model. Theory of transformational leadership. Substitutes for and neutralizers of leadership. Social identity approach towards leadership. Prototypicality of leader. Shared leadership. Top management team and strategic decisions. Future vision and time perspective. Perspectives on leadership and decision making in the VUCA world.

Topic 5. Learning, knowledge management and creativity.

Psychological determinants of learning and development. Organizational memory and critical knowledge retention. Group mental models and transactional memory. Psychological determinants of knowledge sharing. Group reflexivity. Collective creativity at work. Fostering creativity and innovations in organization.

Topic 6. Organizational culture. Change management and organizational development.

Defining organizational culture and its manifestations. OC and sensemaking in organizations. Measuring OC. Types of OC. The impact of OC on organizational effectiveness. Models of organizational change. Organizational development interventions. Facilitation and team coaching.

III. GRADING

Homework assignments.

During the course students should review 1 scientific paper chosen from the top journals in the area of organizational psychology. Review should be presented in class as a 10 minutes Power Point presentation or as a 5 pages written report. The paper to review should cover one of the most actual scientific problems or directions of research in the organizational psychology field. See below some examples of topics for paper reviews:

1. Contemporary career management and changing nature of work in the 21st century
2. Psychological Contracts in Employment
3. Emotional intelligence at work
4. Group emotions and their effects in organizational effectiveness

5. Recruitment process: interviewers' impressions and applicant's perspective.
6. Psychological perspective on teleworking
7. Psychological safety at work
8. Voice and silence within organizational behavior
9. Work engagement
10. Organizational culture and organizational effectiveness
11. Organizational trust and distrust
12. Employees' readiness to organizational change
13. The aging workforce and the demands of work in the 21st century
14. Mindfulness at work
15. Positive psychology approach to organizational behavior and wellbeing at work
16. Preventing stress in organizations
17. Psychology of lateness, absenteeism, and turnover
18. Workplace Aggression and Violence
19. Organizational citizenship
20. Self-leadership
21. Shared leadership
22. Future of leadership: discussions among organizational psychologists.
23. Group mental models
24. The social identity approach in the organizational studies
25. Justice in organizations: theory, methods, and applications
26. Political behavior in organizations
27. Organizational memory
28. Sensemaking in organization
29. Critical knowledge retention in organization: what to do with implicit knowledge?
30. E-learning: gaming, simulations, massive open online courses, and social media
31. Managerial intuition
32. Global mindset as organizational behavior phenomenon
33. Leadership in cross-cultural perspective
34. Organizational behavior and neuroscience

Forms of knowledge assessment and grading procedures.

The exams will consist of multiple choice, and true-false questions taken from the text, readings, in-class exercises, lecture and discussion.

Final Grade = Cumulative Grade 10 x 0.6 + Final Exam 10 x 0.4

V.RESOURCES

1.Core literature

1. Argote L., Miron-Spektor E. (2011). Organizational learning: from experience to knowledge. *Organizational Science*, 22, 1123–37
2. Noe R., Clarke A., Klein H. (2014). Learning in the Twenty-First-Century Workplace. *Annual Review of Organizational Psychology and Organizational Behavior*. Vol. 1: 245-275
3. Redirection. *Annual Review of Organizational Psychology and Organizational Behavior*, 1, 333–359.
4. Schein E.H. (2015). Organizational Psychology Then and Now: Some Observations. *Annual Review of Organizational Psychology and Organizational Behavior*, 2, 1–19.
5. Schmitt N. (2014). Personality and Cognitive Ability as Predictors of Effective Performance at Work. *Annual Review of Organizational Psychology and Organizational Behavior*, 1, 45– 65.
6. Zhou J. and Hoever I.J. (2014). Research on Workplace Creativity: A Review and

2.Additional literature

1. Anderson C., Brion S. (2014). Perspectives on Power in Organizations. *Annual Review of Organizational Psychology and Organizational Behavior*, 1, 67 – 97.
2. Avolio, B., Walumbwa, F., & Weber, T. (2009). Leadership: current theories, research, and future directions. *Annual Review Of Psychology*, 60, 421-449.
3. Arvey, R. D., & Zhang, Z. (2015). Biological Factors in Organizational Behavior and I/O Psychology: An Introduction to the Special Section. *Applied Psychology: An International Review*, 64(2), 281-285.
4. Bakker, Arnold B., Albrecht, Simon L. and Leiter, Michael P.(2011). Key questions regarding work engagement, *European Journal of Work and Organizational Psychology*, 20: 1, 4-28.
5. Barsade S.G., Knight A.P. (2015) Group Affect. *Annual Review of Organizational Psychology and Organizational Behavior*, 2, 21-46.
6. Breugh, J. A. (2013). Employee Recruitment. *Annual Review Of Psychology*, 64(1), 389-416.
7. Cappelli P., Keller J.R. (2014). Talent Management: Conceptual Approaches and Practical Challenges. *Annual Review of Organizational Psychology and Organizational Behavior*, 1: 305–331.
8. Côté S. (2014). Emotional Intelligence in Organizations. *Annual Review of Organizational Psychology and Organizational Behavior*, 1, 459–488.
9. Greenhaus J.H., Kossek E.E. (2014). The Contemporary Career: A Work–Home Perspective. *Annual Review of Organizational Psychology and Organizational Behavior*, 1, 361–388.
10. Hough L.M., Oswald F.L., Ock J. (2015). Beyond the Big Five: New Directions for Personality Research and Practice in Organizations. *Annual Review of Organizational Psychology and Organizational Behavior*, 2: 183–209.
11. James L.R., Choi C.C., Ko C.-H.E., McNeil P.K., Minton M.K., Wright M.A., Kim K. (2008). Organizational and psychological climate: A review of theory and research. *European Journal of Work and Organizational Psychology*, 17 (1), 5–32.
12. Kayes A.B., Kayes D.C., Kolb D.A. (2005). Developing teams using the Kolb Team Learning Experience . *Simulation & Gaming*, 36, 3, 355–363.
13. Morris, S. B., Daisley, R. L., Wheeler, M., & Boyer, P. (2015). A Meta-Analysis of the Relationship Between Individual Assessments and Job Performance. *Journal Of Applied Psychology*, 100(1), 5-20.
14. Morriso n E.W. (2014). Employee Voice and Silence. *Annual Review of Organizational Psychology and Organizational Behavior*, 1, 173 – 197.
15. Parker S.K. (2014). Beyond Motivation: Job and Work Design for Development, Health, Ambidexterity, and More. *Annual Review Of Psychology*, 65(1), 661-691.

16. Ployhart R.E., Hale D. Jr. (2014). The Fascinating Psychological Microfoundations of Strategy and Competitive Advantage Work. *Annual Review of Organizational Psychology and Organizational Behavior*, 1, 145–172.
17. Ryan A.M., Ployhart R.E. (2014). A Century of Selection. *Annual Review Of Psychology*, 65(1), 693-717.
18. Saunders, M. N., Dietz, G., & Thornhill, A. (2014). Trust and distrust: Polar opposites, or independent but co-existing? *Human Relations*, 67(6), 639-665.
19. Shaw J.D. (2014). Pay Dispersion. *Annual Review of Organizational Psychology and Organizational Behavior*, 1, 521–544.
20. Schneider, B., Ehrhart, M. G., & Macey, W. H. (2013). Organizational Climate and Culture. *Annual Review Of Psychology*, 64(1), 361-388.
21. Schippers M.C., Den Hartog D.N., Koopman P.L. (2007). Reflexivity in Teams: A Measure and Correlates. *Applied Psychology: An International Review*, 56, 2, 189–211.

3. Software

| № | Name | Access conditions |
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| 1. | Microsoft Windows 7 Professional RUS Microsoft Windows 10 Microsoft Windows 8.1 Professional RUS | <i>From the local network of HSE (agreement)</i> |
| 2. | Microsoft Office Professional Plus 2010 | <i>From the local network of HSE (agreement)</i> |

4. Professional data base, informational referral systems, internet sources (electronic educational resources)

| № | Name | Access conditions |
|---|--|--|
| Professional data base, informational referral systems | | |
| 1. | American Psychological Association (APA) | <i>From the local network of HSE (agreement)</i> <i>URL: https://www.apa.org/</i> |
| 2. | Annual Reviews | <i>From the local network of HSE (agreement)</i> <i>https://www.annualreviews.org</i> |

5. Material and technical support of the discipline

Classrooms for lectures on the discipline enable the use and demonstration of thematic illustrations that correspond with the program disciplines and includes:

- Personal computers with Internet access (operating system, office software, antivirus software);
- Multimedia projector with the remote control.
- Notebook, speakers.

Classrooms for practical and laboratory classes of the discipline have the Internet access to the electronic informational and educational environment of the HSE.