Instructor: Clair Kueny, PhD
Time & Location: Monday 4:00-6:30 pm, HSS 105
Phone: 573-341-4732
E-mail: kuenyc@mst.edu
Office Hours: HSS 106; Monday & Thursday 2-3:30 pm, & by appointment

Required Readings

Textbook available online through Missouri S&T Library proxy:

Additional articles and readings provided on Canvas.

Useful text (strongly recommended):
See also https://owl.english.purdue.edu/owl/section/2/10/

Required Materials
We will be using R frequently throughout the semester. R is a freely available statistics program, and can be downloaded to any computer (Mac or Windows) using the following link:
https://www.r-project.org/

Course Description & Learning Objectives
This course will provide you with an advanced understanding of human behavior at work. More specifically, theory and research surrounding employee attitudes, emotions, and behaviors beyond performance will be covered. An emphasis will be placed on antecedents and outcomes of key employee attitudes including job satisfaction, engagement, organizational justice, etc; key employee emotions including trait and state positive and negative affect; and key employee discretionary behaviors including organizational citizenship, counterproductive work, and proactive behaviors, etc. Implications of each of these areas for both the employee and the organization will be a major focus. Students will be expected to practically and theoretically apply what they learn in class through class discussion questions, article facilitations, and a final paper involving analysis of a related dataset. Prerequisite: Psych 5010

After completing this course, students will:
- Describe and explain the historical foundation and main content areas of employee emotions, attitudes, and behaviors
- Analyze theory and research, and apply concepts to main content areas of employee emotions, attitudes, and behaviors
• Synthesize and integrate main content areas and theories surrounding employee emotions and behaviors.
• Critique literature, methodological, results, and conclusion arguments in lecture material and research articles.
• Develop and explain unique hypotheses surrounding variables in a dataset and appropriately test the hypotheses

Course Structure & Content

Weekly Discussion Questions
Class sessions will be seminars in which common readings will be discussed and critiqued. To facilitate these discussions, I will provide discussion questions each week and these questions will be used to guide weekly discussions of the readings. Students are expected to come prepared to class each week with thoughtful responses to each question. You will be randomly selected to start a conversation for each question by providing your insight/answer first and then allowing other students to comment back and continue the conversation. Distance students are encouraged to attend class live if possible, but are certainly not required.

To incorporate the views and insight from all students, all students will need to post their answers to the discussion questions each week on Canvas. These posts will need to be done by 12 pm (noon) on Monday each week. Each week, I will incorporate distance student posts into the class discussion. Additionally, all students will be expected to comment on at least one student’s post to the weekly questions. Students should read through the thoughts and responses of a fellow student’s post and then provide your own thoughts in response. The response should be at least a moderate-length paragraph (e.g., 7-8 sentences) but comments can be as long as necessary. Pick a different peer’s post to comment on each week. Responses to peer’s posts on Canvas are due by 5 pm on the Wednesday following the Monday class.

Weekly discussion questions will not begin until the 5th week of class – so the first post answering instructor provided DQs is due by 12 pm on Monday, 9/17. The first comment on a peer’s post is due by 5 pm on Wednesday, 9/19.

Article Facilitations
Every student will also be required to find an external article for two different class sessions. You will choose the weeks you would like to find an additional article (first come-first serve basis). For those two weeks, you will present your article to the class. In the presentation, you should discuss how the article fit with the week’s readings. For example, did it present an alternative viewpoint? Did it expand on one of the ideas in the readings? How so?
Since more than one student will probably be presenting an additional article each week, make sure to coordinate with any other students that are also presenting that week so that you do not choose the same article.

Please use a short powerpoint to help with the presentation so that it is easy for everyone to follow. Powerpoints should be submitted on Canvas by 12 pm (noon) on the Monday you are presenting on. Presentations should be no more than 15 minutes.

Distance students are encouraged to pick weeks to present that they think they can log-in live. Notably, distance students can work with me if they think they can only log-in for a specific time within the longer class time or if they are not certain they will be able to log-in at all. If you are not able to log-in live for the article facilitation, distance students can use the voice thread function embedded in Canvas – I can then play the voice thread presentation in class.

Term Paper and Presentations
A key component of the course will be a final research paper testing theory-driven hypotheses using a provided dataset. Students will team up into pairs for this assignment. There are two key components to this assignment:

1) Each pair will develop hypotheses based on the variables available in the dataset and then test these hypotheses using R (or the statistical program they are most comfortable with). All components will be written up in a final term paper, including the following sections: introduction, theory and hypothesis development, methods/proposed analyses, results, and brief discussion. The paper will likely be more than 15 pages of content (excluding title page and references) but there is no page limit or requirement. Students should write to ensure all components are appropriately addressed. The term paper will be due on Wed. 12/5 at Midnight.

2) Each pair will also present two presentations over the course of the semester. One presentation will be over the theory and hypothesis development and the methods and proposed analyses. This is so that pairs can be sure they are thinking about testing their hypotheses in the best way. The second presentation will be at the end of the semester and will be over the results found and discussion of these results. This presentation is to help students gain experience and become more comfortable with presenting and discussing research findings. It will be important in this second presentation to remind the audience of the hypotheses, but the main focus should be on the results and discussion sections. The first presentation will be on 10/22 and the second presentation will be on 11/26.

More information on the paper and presentations will be provided in class and on Canvas.
Grading

Article Facilitation (25 pts/class)  50 pts
Final Paper (pair grade)  85 pts
Presentation 1 (pair grade)  60 pts
Presentation 2 (pair grade)  60 pts
Weekly discussion questions/participation  120 pts

Grading scale:
A  90% - 100%  (≥ 337.5 pts)
B  80% - 89.9%  (300-337.4 pts)
C  70% - 79.9%  (262.5-299.9 pts)
F  < 70%  (< 262.5 pts)

Course Policies

Attendance & Participation
Full attendance to each class session is required. Since class only meets once a week, it is crucial that you can attend each class for the full time. Absences are only excused if you are absent for a religious holiday, a funeral, or a medically-related emergency. In the case of the religious and funeral-related absences, you will need to notify me ahead of time (in the case of the religious holiday, I would prefer if you could let me know at the beginning of the semester so that we can plan accordingly). In the case of a medical emergency, I will need some form of documentation confirming the emergency occurred the next time you attend class. Please feel free to come to me if you have any questions or concerns about this policy or a potential absence. Active participation in class is also important and is factored into the course grade. It is expected that you will contribute to class discussions and actively participate in any in-class activities.

Distance students, if you are unable to attend class, please make sure you to watch the course lectures to see the discussion that occurred. If you have anything to contribute after watching the lecture, feel free to post on Canvas in the appropriate weekly discussion forum section.

Late Assignments
Late assignments will not be accepted. All late assignments will receive a score of 0. In the case of extreme circumstances, feel free to talk to me separately. Assignments include weekly discussion questions posts and comments on peer’s posts, article facilitations, and the term paper and associated presentations.
Student Conduct & Academic Honesty

From the Missouri S&T Student Academic Regulations (2014): “A student enrolling in the University assumes an obligation to behave in a manner compatible with the University's function as an educational institution and voluntarily enters into a community of high achieving scholars. Consequently, students assume new privileges along with new responsibilities in accordance with the University’s mission and expectations.” See academic regulations for more information on appropriate and unacceptable student actions (http://registrar.mst.edu/media/administrative/registrar/documents/academicregulations/academic%20regulations%202014-2016.pdf). Additionally, find more information about appropriate conduct as laid out by the Missouri S&T student council: http://stuco.mst.edu/about/honor.shtml.

Part of the student code of conduct is to maintain academic honesty. Academic dishonesty including plagiarism and cheating in any form will not be tolerated. Violations of the academic honesty policy will result in an automatic 0 on the assignment. Repeated violations will result in an F in the course as well as possible administrative action.

Instructor Expectations and Requirements:

I will respond to course e-mail within 24 hours on weekdays and within 48 hours on the weekend, unless otherwise noted.

I will provide timely feedback on all assignments.

For distance students: I will be available to meet with students via phone to address possible issues outside of class. Please feel free to contact me via email first to discuss any issues about the course or to set-up a phone meeting.

Additional University Policies

Disability Support Services

Any student inquiring about academic accommodations because of a disability should be referred to Disability Support Services so that appropriate and reasonable accommodative services can be determined and recommended. Disability Support Services is located in 204 Norwood Hall. Their phone number is 341-4211 and their email is dss@mst.edu. Instructors may consider including the following statement on their course syllabus as a means of informing students about the services offered:

"If you have a documented disability and anticipate needing accommodations in this course, you are strongly encouraged to meet with me early in the semester. You will need to request that the
Disability Services staff send a letter to me verifying your disability and specifying the accommodation you will need before I can arrange your accommodation."

**Emergency egress route**
Please familiarize yourself with the emergency egress route for your classroom:
http://designconstruction.mst.edu/floorplan/.

**Title IX**
At Missouri S&T, we are committed to the safety and well-being of all members of our community. Missouri S&T’s Title IX Coordinator is Vice Chancellor Shenethia Manuel. Contact her directly (manuels@mst.edu; (573) 341-4920; 113 Centennial Hall) to report Title IX violations. To learn more about Title IX resources and reporting options (confidential and non-confidential) available to Missouri S&T students, staff, and faculty, please visit http://titleix.mst.edu.

**LEAD Learning Assistance**
If you wish to increase your understanding, improve your skills, and validate your mastery of concepts and content, then please check out the Learning Enhancement Across Disciplines Program (LEAD) which sponsors free learning assistance across a variety of courses. Please see more at http://lead.mst.edu or you can contact the LEAD office at 341-7276 or lead@mst.edu.

**The Burns & McDonnell Student Success Center**
The Student Success Center is a centralized location designed for students to visit and feel comfortable about utilizing the campus resources available. Visit the B&MSSC at 198 Toomey Hall; 573-341-7596; success@mst.edu; facebook: www.facebook.com/SandTssc; web: http://studentsuccess.mst.edu/.
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<thead>
<tr>
<th>Week: Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment/Notes</th>
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<tbody>
<tr>
<td>Week 1: 8/20</td>
<td>Introduction/Syllabus Organizational Science</td>
<td>Roberts et al., 1978*</td>
<td>Instructor Lecture</td>
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<td>Week 3: 9/3</td>
<td>Labor Day – No Class</td>
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<td>Week 5: 9/17</td>
<td>Emotions at Work</td>
<td>Boudens, 2005 George, 2013 Van Katwyk et al., 2000 Burke et al., 1993</td>
<td>Discussion Questions; Article Facilitations</td>
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<td>Week 7: 10/1</td>
<td>Job Satisfaction; Employee Engagement</td>
<td>Harter et al., 2002 Saks, 2006 Judge et al., 2001 J&amp;B Chp. 8</td>
<td>Discussion Questions; Article Facilitations</td>
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<td>Week 8: 10/8</td>
<td>Organizational Commitment; Organizational Trust/Identification</td>
<td>J&amp;B Chp. 8, con’t. Van Knippenberg &amp; Sleebos, 2006 Meyer et al., 2002 Six &amp; Sorge, 2008</td>
<td>Discussion Questions; Article Facilitations</td>
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<td>Week 9: 10/15</td>
<td>Organizational Justice</td>
<td>Colquitt et al., 2013 Colquitt &amp; Zipay, 2015 Schminke et al., 2015</td>
<td>Discussion Questions; Article Facilitations</td>
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<td>Week 10: 10/22</td>
<td>Presentation 1</td>
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<td>All pairs present</td>
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<td>Week 11: 10/29</td>
<td>Organizational Citizenship Behaviors</td>
<td>J&amp;B Chp. 5 Podsakoff et al., 2000 Klotz et al., 2018 Bolino et al., 2012</td>
<td>Discussion Questions Article Facilitations</td>
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<td>Week 12: 11/5</td>
<td>Proactive Behavior; Creativity</td>
<td>Bindl &amp; Parker, 2011 Parker &amp; Collins, 2010</td>
<td>Discussion Questions; Article Facilitations</td>
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<td>Week 13: 11/12</td>
<td>CWBs (including absenteeism &amp; bullying)</td>
<td>J&amp;B Chp. 6</td>
<td>Spector et al., 2006</td>
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<td>Break: 11/18-11/24</td>
<td>Happy Thanksgiving!!</td>
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<td>Week 14: 11/26</td>
<td>Presentation 2</td>
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<td>Week 15: 12/3</td>
<td>No Class</td>
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<td>Week 16: 12/10 Finals Week</td>
<td>No Class</td>
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**The instructor has the right to make changes to this schedule at any time.**

*Students just need to skim this article to complement what is discussed in class. Also, for students who are interested, the first chapter in J&B is also a good introduction and summary of the background of Org. Psych.*