



**Department of Psychology**  
**Psychology 739-14 – Employee Attitude & Work Behaviour**  
**Fall 2010 – Course Outline**

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<b>Instructor:</b>	Kibeom Lee	<b>Lecture Location:</b>	TBA
<b>Phone:</b>	403-220-9469	<b>Lecture Days/Time:</b>	Monday 2:00 – 5:00
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### **Course Description and Goals**

This seminar course is designed to familiarize students with theory and research on work attitudes and behaviour. The course is designed to provide a background for the understanding of attitudinal and motivational constructs. In addition we will shift attention to discussion of how work attitudes and motivational constructs, among other factors, can help to explain important forms of work behaviour such as absenteeism, turnover, organizational citizenship behavior, and counterproductive behavior. Throughout the course, emphasis will be placed on the critical evaluation of theory and research, as well as on their implications for practice in applied settings.

Because the class size is small, we all must be prepared every week to actively talk about each topic. To this end, we will do the following. First, there will be a discussion leader each week who will be responsible for keeping the discussion going, having questions ready, etc. I will be covering some weeks as a discussion leader. Other than these weeks, students will be responsible for serving as discussion leaders. You must select 1 week that you are willing to serve as a discussion leader. You can structure the class you lead however you would like as long as a substantial amount of class time will be devoted to discussion and questions about issues or details from the readings. My evaluation of you as a discussion leader will be based on the amount of learning that occurs in your session.

Second, each student will be responsible for bringing two questions and one research idea to class each week. The questions should be thought provoking and discussion generating (not ones of clarification), integrating or differentiating ideas across readings. The research ideas must be ones that you think would really increase our knowledge on a topic, not just a minor modification or replication of an existing study. Keep in mind, research and theory in the area of work attitudes and motivation is such that reasonable people can be expected to disagree on the nature of the constructs and processes proposed by the theorists/researchers and on interpretation of the data. Students should expect to form their own opinions regarding the works and to defend them in class.

Because the class is relatively small, classes will be conducted in an informal manner. This can

be a fun and exciting seminar if we all chip in.

### **Required Text**

No requirement textbook

### **Evaluation**

#### **The Paper and presentation (60 %)**

- (1) Paper (40 %): Each student will be required to write either a full paper or a research proposal. A hard copy of the paper/proposal must be handed in to me in the last class (in the week of December 6<sup>th</sup>). Pick a topic you find of interest and write a 15 - 20 page proposal (this excludes references, figures, appendices). You may choose the topic of your paper or proposal, but it is probably in your interest to clear the topic with me. *In addition, the topic that you choose should not be the same as the topic of the week that you will be leading (see below).* A paper may be empirical (i.e., like those papers published in the Journal of Applied Psychology), theoretical (i.e., like those papers published in the Academy of Management Review), or a critical literature review. If you choose to write a proposal, it should concern a research project you would like to undertake, and would include a detailed literature review, discussion of the research question(s) to be investigated, hypotheses with proper support (if applicable), and a section discussing ways in which the research question(s) could be tested. The thing about proposals is that you can sort of assume that various resources (time, money, help) and necessities (materials, subjects, willing organizations) are available. In order to complete a high-quality paper or proposal by the due date, you will need to work on the project throughout the semester. It is your responsibility to manage your time so as to meet the submission deadline on time.
- (2) In-class presentation (20 %): The final 2 weeks of the course have been reserved for student presentations. These presentations will normally be based on research conducted for the above mentioned term paper. Students are responsible for assigning at least one article one week in advance of their presentations and should consult at least once with the instructor prior to their presentation to discuss the topic.

#### **Discussion Leader (25 %)**

There are six weeks that do not have any readings (see course schedule below). Each of the students will choose one of these topics and read widely about it. And then **each of the students must provide 4 journal articles in advance (at latest one week before leading the class) that he or she believes to provide a good overview of the topic and to facilitate productive in-class discussions.** The person will be the discussion leaders of the topic in the given week, whose role is to provide an overview of the topic, to introduce any debate/controversies, and to lead the discussions using the assigned articles. Therefore, a discussion leader is expected to read beyond the articles that he or she assigned.

One of the assigned readings must provide an overview of the topic (e.g., a literature review piece). The assigned readings must be the ones published in mainstream journals of I/O

psychology (not from internet sites, not from obscure journals). Mainstream I/O journals include *Journal of Applied Psychology*, *Personnel Psychology*, *Academy of Management Journal*, *Academy of Management Review*, *Organizational Behaviors and Human Decision Processes*, *Journal of Management*, *Journal of Organizational Behavior*, *Journal of Occupational and Organizational Psychology*, *Human Performance*, etc.

You must consult with me first about the readings that you will assign for the class.

**Class Participation (15 %)**

Your grade for weekly class participation will be determined by my evaluation of your preparation, involvement in class discussions, and attendance for each class throughout the semester.

**Grading Scale**

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

Date	Topic/Activity/Readings/Due Date (revise and add columns & rows as necessary)
Week 1	Organizing meeting
Week 2	Measuring Work Attitudes / Job Satisfaction
Week 3	Job Affect and Emotion
Week 4	Work Commitment
Week 5	Thanksgiving day (no class)
Week 6	Fairness, Equity, and Justice
Week 7	Leadership
Week 8	P-O/P-J fit
Week 9	Organizational Politics, Impression Management At Work
Week 10	Organizational Withdrawal (Turnover, Absenteeism, Tardiness)
Week 11	Citizenship/Contextual Performance and Deviance and Aggression
Week 12	Student presentations
Week 13	Student presentations

**Reappraisal of Grades**

A student who feels that a piece of graded term work (e.g., term paper, essay, test) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within 15 days of being notified about the mark or of the item's return to the class. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the

next 15 days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same. If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within 15 days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

### **Plagiarism and Other Academic Misconduct**

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

### **Academic Accommodation**

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 403-220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than 14 days after the start of this course.

### **Absence From A Test/Exam**

Makeup tests/exams are NOT an option without an official University medical excuse (see the University Calendar). A completed Physician/Counselor Statement will be required to confirm absence from a test/exam for health reasons; the student will be required to pay any cost associated with this Statement. Students who miss a test/exam have 48 hours to contact the instructor and to schedule a makeup test/exam. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. Except in extenuating circumstances (documented by an official University medical excuse), a makeup test/exam must be written within 2 weeks of the missed test/exam.

### **Evacuation Assembly Point**

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at

<http://www.ucalgary.ca/emergencyplan/assemblypoints>

Please check this website and note the nearest assembly point for this course.

### **Important Dates**

The last day to drop this course and **still receive a tuition fee refund** is **Sep 24, 2010**. Last day for registration/change of registration is **Sep 28<sup>th</sup>, 2010**. The last day to withdraw from this course is **Dec 10, 2010**.

## **SCHEDULE**

### **Week 1. Organizing meeting**

### **Week 2. Measuring Work Attitudes / Job Satisfaction**

Ironson, G. H., Smith, P. C., & Brannick, M. T., Gibson, W. M., & Paul, K. B. (1989). Construction of a job in general scale: A comparison of global, composite, and specific measures. *Journal of Applied Psychology, 74*, 193-200.

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

Dorman, C., & Zapf, D. (2001). Job satisfaction: A meta-analysis of stabilities. *Journal of Organizational Behavior, 22*, 483-504.

Judge, T. A., Thoreson, C. J., Bono, J. E., & Patton, G. K. (2001). The job satisfaction-job performance relationship: A quantitative and qualitative review. *Psychological Bulletin, 127*, 376-407.

Harter, J. K., Schmidt, F. L., Hayes, T. L. (2002). Business-unit-level relationship between employee satisfaction, employee engagement, and business outcomes: A meta-analysis. *Journal of Applied Psychology, 87*, 268-279.

### **Week 3. Job Affect and Emotion**

Tellegen, A. Watson, D., & Clark, L. A. (1999). On the dimensional and hierarchical structure of affect. *Psychological Science, 10*, 297-303.

Organ, D.W., & Konovsky, M.A. (1989). Cognitive versus affective determinants of organizational citizenship behavior. *Journal of Applied Psychology, 74*, 157-164.

George, J.M. (1991). State or trait: Effects of positive mood on prosocial behaviors at work. *Journal of Applied Psychology, 76*, 299-307.

Barclay, L. J., Skarlicki, D. P., & Pugh, S. D. (2005). Exploring the role of emotions in injustice perceptions and retaliation. *Journal of Applied Psychology, 90*, 629-643.

Lee, K., & Allen, N. J. (2002). Organizational citizenship behavior and workplace deviance: The role of affect and cognitions. *Journal of Applied Psychology, 87*, 131-142.

Barsky, A., Kaplan, S. A (2007). If you feel bad, It's unfair: A quantitative synthesis of affect and organizational Justice Perceptions. *Journal of Applied Psychology, 92*, 286-295.

### **Week 4. Work Commitment**

Meyer, J.P., Stanley, D. J., Herscovitch, L., & Topolnysky, L. (2002). Affective, continuance, and normative commitment to the organization. *Journal of Vocational Behavior*, 61, 20-52.

Lee, K., Carswell, J. J., & Allen, N. J. (2000). A meta-analytic review of occupational commitment: Relations with person- and work-related variables. *Journal of Applied Psychology*, 85, 799-811.

Diefendorfe, J. M., Brown, D. J., Kamin, A. M., Lord, R. G. (2002). Examining the roles of job involvement and work centrality in predicting organizational citizenship behaviours and job performance. *Journal of Organizational Behavior*, 23, 93-108.

Luchak, A. A., & Gellatly, Ian, R. (2007). A comparison of linear and nonlinear relations between organizational commitment and work outcomes. *Journal of Applied Psychology*, 92, 786-793.

**WEEK 5. Fairness, Equity, and Justice**

**WEEK 6. Leadership (You may choose specific topics in the leadership area if you like)**

**WEEK 7. P-O/P-J fit**

**WEEK 8. Organizational Politics, Impression management At Work**

**WEEK 9. Organizational Withdrawal (Turnover, Absenteeism, Tardiness)**

**Week 10. Citizenship/Contextual Performance and Deviance and Aggression**