

MASTER OF SCIENCE in
Applied PSYCHOLOGY

PSYC 565 SYLLABUS

Subject to change – Students are expected to follow Blackboard Announcements/Assignments

PSYCHOLOGY 565 Section 1
Organizational Psychology
Fall 2017 (4 units)

Instructor:

Samantha Broitman, Ph.D.

Contact: sbroitma@usc.edu (818) 209-5001

Office Hours: Thursdays 1:00pm – 3:00pm. Appointments recommended.

Class Time/Location: Thursdays, 4:00pm- 7:50pm VKC 211

Course Description:

This course is designed as a graduate level course in Organizational Psychology, providing an overview of the field and how psychology is incorporated in three interacting levels, the individual, group and organization. The course begins at the macro, organizational level - an overview of what an organization is in terms of how an organization is generally defined, structured and studied. Additionally we will explore how an organization as a whole develops a culture. The structure, design and culture of an organization permeates into groups and teams who develop their own climate based on psychological constructs of human behavior and dynamics. Organizations and groups are influenced and impacted by leadership. The psychological concepts that predict and explain individual behavior in organizations for both leadership effectiveness and development as well as all employees (human capital, human resources) will be studied. We will explore the talent management life cycle of human capital from workforce planning, job analysis and design, talent acquisition through recruitment and development, career development and planning, and talent and performance management. Finally, this course examines applying psychology in organizations to improve organizational effectiveness through organizational development, change management, and employee well-being. Employee well-being will further explore, work stress, work-life balance, diversity and inclusion, productivity, job burnout and retention.

Students will be exposed to a varied curriculum of scientific journals, contemporary research, trending topics in organizational psychology, case studies and several applied examples of the relevance of psychology in the workplace.

Applied Psychology Overall Program Learning Outcomes:

We expect our graduates to gain a sound understanding of psychological principles and research methodologies that are at the intersection of theory, research, and practice in business settings. They will be able to identify key theories and apply them to a wide variety of challenges facing contemporary organizations, their employees, teams and business units, and consumers. They will be astute consumers of research used to inform organizational decisions, and will be able to credibly design, conduct, analyze and present research that will assist in corporate decision-making to constituencies both internal and external to the organization. They will be able to use both theory and data to further organizational goals

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and solve organizational problems, and will persuasively use written, oral and social media communication. Finally, they will approach their own career development broadly and creatively, prepared to apply psychology in new ways as the diverse worlds of work and human endeavor evolve.

Specifically, our graduates will:

Outcome 1: Learn and be able to apply key psychological theories and concepts to issues facing contemporary organizations, their employees, teams and consumers.

Outcome 2: Be able to design, conduct, analyze and present to a business audience both qualitative and quantitative research that is responsive to business needs and credibly informs business decisions. They will be astute consumers of such research.

Outcome 3: Be able to advance organizational goals to internal and external constituencies using written, oral and social media communication channels.

Outcome 4: Seek new opportunities to apply psychology in the ever-changing worlds of work and human endeavor and be prepared to think broadly and creatively about potential career applications.

Psych 565 Course Objectives:

1. To understand, critique and utilize the theories, concepts, and research in Organizational Psychology.
2. To further develop your understanding of the complexities and dynamics of organizations from the perspective of organizational psychology.
3. To apply the course material to real world problems and issues in the work place supporting individuals, teams and groups and organizational effectiveness.

Psych 565 Required Readings to Purchase/Obtain:

1. Bock, L. (2015). *Work Rules!: Insights from inside Google that will transform how you live and lead*. New York: Twelve.
2. Northouse, P. G. (2016). *Leadership: Theory and practice (7th Ed.)*. Los Angeles: Sage. ISBN – 978-1-4833-1753-3.

Course Format:

A key to success is to be able to learn from your own experience and from your peers. The goal is to provide an environment where all of us will be sharing and learning from each other. Therefore, each of us must take responsibility not only for our own learning, but also for the learning of the group. It is imperative that you participate in all classroom discussions after being prepared (having done required readings). You will be graded on your preparation and the quality of your contribution to all discussions and group and individual assignments.

A textbook is not used in this class.

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On a weekly basis, students are to:

- Read ALL weekly readings that provide insight into various perspectives and concepts related to the weekly topic. Readings have been chosen to give students an introduction into the wide range and complexity of issues related to the topic. Students are to review each reading in terms of how it relates to the functioning of organizations while considering the relative value of the particular reading in terms of its theoretical underpinnings and research design. The challenge at hand is to be able to assess the reading and determine how one might be able to apply it as an applied psychologist and just as importantly, communicate it to folks who have not been trained in applied psychology. The goal is to be able to effectively translate often complex readings into the organizational setting. During the course of the semester scholarly articles as well as those taken from more popular publications will be reviewed. PLEASE don't be intimidated by weeks that have a large collection of reference material, often the contemporary sources are quick reads/reviews of websites.

If you would like additional resources on any of the topics covered please let your instructor know.

Methods of Evaluation:

Method of Evaluation	Percentage of Final Grade
1. Discussions/Participation	20%
2. Mid-Term	25%
3. Case Analysis	10%
4. Individual Assignments	20%
5. Group Final Project	25%

Class Discussions/Participation (20%)

All students are expected to contribute to class discussions. The expectation is that the student will be fully prepared to engage in active learning through discussion and interaction both individually and as a member of a team.

Attendance in class is mandatory and you will be graded based on attendance. Be sure to let your instructor know as soon as you can of any emergencies that arise that will keep you from being able to attend a class.

Case Analysis (10%)

Students will be asked to respond to assigned cases in writing (two to four pages of notes) throughout the semester. Case preparation will give the student the opportunity to fully develop his/her own understanding of the concepts learned and enrich the classroom discussion as we integrate case analysis and theory.

Midterm (25%)

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A midterm will be distributed in Week 7 for students to demonstrate the ability to apply the content covered in Weeks 1 – 6.

Other Assignments/Papers (20%)

There will be several small/individual assignments throughout the semester that make up 20% of your grade. The topics covered in these papers include Organizational Culture, Leadership, Job Descriptions, and Diversity. Additionally, students will be asked to select a business book based on an organization, organizational psychology topic (e.g. leadership), and then asked to present a book review and critique during class.

Final Group Project/Presentation (25%)

This is a group project. Students will submit a written white paper exploring a trending topic in Organizational Psychology. Topic selection is provided and ideally students are also able to fully explore an area of personal interest. Presentations will be scheduled beginning the 14th week of the semester.

Policies and Procedures

Grade Ranges

Grade	Range
A	93.0% or higher
A-	90.0%-92.9%
B+	87.0%-89.9%
B	83.0%-86.9%
B-	80.0%-82.9%
C+	77.0%-79.9%
C	73.0%-76.9%
C-	70.0%-72.9%
D	60.0%-69.9%
F	59.9% or lower

Paper Guidelines

- All documents should be in Microsoft Word format (unless PowerPoint is specified).
- Papers must be type-written, double-spaced, with 12 point font.
- Make sure you keep a copy of all submitted papers.
- If specified, please ensure that each paper is written in APA style. Refer to the APA manual (6th Edition), or a useful reference online is: <https://owl.english.purdue.edu/owl/section/2/10/>
- Finally, typos and spelling errors are unforgivable at this level and reflect poorly on you. PLEASE PROOFREAD!!

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Lateness

Late assignments will be marked down, unless previous arrangements have been made.

Group work

This course has frequent group work. You will be expected to seek out classmates to engage in activities outside of class. Failure to complete group assignments will affect your grade as well as negatively impact the learning for other students.

Statement for Students with Disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. Website and contact information for DSP:

http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html, (213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX) ability@usc.edu.

Statement on Academic Integrity

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, (www.usc.edu/scampus or <http://scampus.usc.edu>) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.

Library Access

As a USC student, you have access to all the library resources and the Psychology Subject Librarians:

Holly Ann Burt
Behavioral Sciences Librarian
Leavey Library, LVL 113
213-740-2654
hburt@usc.edu

Lead Instructor Information

Dr. Samantha Broitman is a full-time faculty member at USC in the Masters in Applied Psychology Program and an Organization Development / Change Management consultant. Dr. Broitman has almost 20 years of experience as both an internal Learning and Organization Development leader and external

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management consultant. Her specialties are partnering with leaders to assess their organizational needs, implement talent management processes and leadership development programs to facilitate change and improve team and individual effectiveness in support of business goals. Dr. Broitman has particular expertise in organizational change management, communications, performance management, leadership development, and organizational learning.

Prior to joining USC and consulting independently, Dr. Broitman served as Manager of Organization Development at Warner Bros. Entertainment. She previously worked as an HR Business Partner and internal consultant for the Jet Propulsion Laboratory and has been a consultant for several boutique external consulting firms, as well as PricewaterhouseCoopers. Over the years, she has supported clients across high-tech, entertainment, utility, healthcare, and hospitality industries. She has taught at Alliant International University and is also the founding member and current leader of the Organization Development in Los Angeles (OD in LA) learning and networking group.

Dr. Broitman earned her MS and PhD degrees in Organizational Psychology from Alliant International University (formerly CSPP). She also holds a MA in Clinical Psychology from Pepperdine University and a BA in East Asian Studies and Business Administration from UCLA.

Please feel free to connect via LinkedIn for more information:

<https://www.linkedin.com/pub/samantha-broitman/0/b60/198>

Course Outline:

SUBJECT TO CHANGE, PLEASE FOLLOW BLACKBOARD ANNOUNCEMENTS/ASSGINMENTS

August 21 – August 27

Week 01: An Introduction to and History of Organizational Psychology

Readings:

- Pursuing a Career in Industrial and Organizational Psychology
- Pfeffer J. & Veiga, J.F. (1999). Putting people first for organizational success. *Academy of Management Executive*, 13, 2, 37-48.
- How Putting People First Drives Profits.
- Katzell, R. A. & Austin, J. T. (1992). From Then to Now: The Development of Industrial-Organizational Psychology in the United States. *Journal of Psychology*, 77, 6,803-835.
- American Psychological Association. How to Be A Wise Consumer of Psychological Research.
- Bock L.(2015). *Work Rules! Insights from Inside Google that will Transform how you Live and Lead*. Pages 1 – 28.

August 28 – September 3

Week 02: Organizational Theory and Design

Readings:

- Landy, F. & Conte, J. Work in the 21st Century. An Introduction to Industrial and Organizational Psychology. Fourth Edition. 2013. Chapter 14.1, The Organization of Work Behavior.

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- Daft, R. L. Organization Theory & Design, Eleventh Edition. 2013. South-Western, Cengage Learning. pp 5-40.
- Davison, B. (2003). Management Span Of Control: How Wide Is Too Wide? *Journal of Business Strategy*, 24(4), 22-29.
- Goold, M. and Campbell A. (2002). *Do You Have a Well-Designed Organization?* Harvard Business Review.

Assignment 01: Case Analysis – Cisco

September 4 - 10

Week 03: Organizational Culture and Climate

Readings:

- Landy, F. & Conte, J. Work in the 21st Century. An introduction to industrial and organizational psychology. Fourth Edition. 2013. Chapter 14.2, Some Social Dynamics of Organizations
- Heritage B, Pollock C, Roberts L (2014) Validation of the organizational culture assessment instrument. PLoS ONE 9(3): e92879. doi:10.1371/journal.pone.0092879
- Has, Daniela, (2012), Considerations on the intercultural management models of work teams in the context of globalization, *CrossCultural Management Journal*, issue 2, p. 13-20.
- Grant, A. (2016). How to Build a culture of originality. Harvard Business Review.
- McGregor, L. and Doshi, N. (2007). How company culture shapes employee motivation. Harvard Business Review.
- Cancialosi, C. (2015). 5 Myths about Organizational culture every CEO should know.
- Parr, S. (2012). Culture eats strategy for lunch. Fast Company.
- Rosenbaum, S. (2010). The happiness culture: Zappos isn't a company — it's a mission. Fast Company.
- Gelade, G., Ivery, M. (2003). The impact of human resource management and work climate on organizational performance. *Personnel Psychology*; Summer 2003; 56.
- PwC.(2014). A perspective on organizational culture.
- Matouson, F. (2012). Measure your company culture ROI.
- Bock, L.(2015). *Work Rules!: Insights from Inside Google That Will Transform How You Live and Lead.*
 - Chapter 2 – Pgs. 29-53.

Assignment 01: Organizational Culture Interview Paper

Assignment 02: Book Review Assignment (Book Selection)

September 11 - 17

Week 04: Organizational Effectiveness: Part I.

Readings:

- McCullough, P. & Faught, S. (2014).Paradoxes of Organizational Effectiveness. *International Journal of Business and Social Science*, 5(9), 264-273.
- Notes on Organizational Effectiveness
- Berger, B, (2008). Employee / Organizational Communications.

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- Neil, M.S.(2016). Trends in Internal Communication: Generational Shifts, Internal Social Media & Engagement

September 18 - 24

Week 05: Organizational Effectiveness: Part II.

Readings:

- What is Organization Development?
- Landy, F. & Conte, J. Work in the 21st Century. An Introduction to Industrial and Organizational Psychology. Fourth Edition. 2013. Chapter 14.3, Organization Development and Change
- Weick, K. E. & Quinn, R. E. (1999). Organizational Change and Development. Annual Review of Psychology, 50, 361-386.
- Lipman, V. (2016). Why does Organizational Change Usually Fail?
- Mahboob, A.K. (N.A.). The Psychology of Change Management

September 25 – October 1

Week 06: Group Dynamics and Team Effectiveness

Readings:

- Bruce W. Tuckman and Mary Ann C. Jensen. (1977) Stages of Small-Group Development Revisited. Group & Organization Management.
- Abudi, G. (2010). Bring out the Best in Your Team. Harvard Business Review.
- Pentland, A. (2012). The New Science of Building Great Teams. Harvard Business Review.
- Brett, J., Behfar, K., & Kern, M.C. (2006). Managing Multicultural Teams. Harvard Business Review.
- Abudi, G. (2010). The Five Stages of Team Development: A Case Study
- Forsyth, D.R. (2006). Group Dynamics. Introduction to group dynamics. Chapter 1. pp 1-31.
- Kanter, R.M. (2010). Four Things Groups Want that Leaders Can't Give — and One They Can. Harvard Business Review.

Assignment 01: Case Analysis – Disney

October 2 - 8

Week 07: Midterm

October 9 - 15

Week 08: Leadership: Part I.

Readings:

- Northouse, P. G. (2016). Leadership: Theory and practice (7th Ed.). Los Angeles: Sage. ISBN – 978-1-4833-1753-3.
 - Chapter 1, Chapter 2 Pages 19-32, Chapter 4 Pages 71-82, Chapter 5 Pages 93-102, Chapter 6 Pages 115-124, Chapter 7 Pages 137-148, Chapter 8 Pages 161-181, Chapter 9 Pages 195-208.

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- Dinh, J. E., Lord, R. G., Gardner, W. L., Meuser, J. D., Liden, R. C., & Hu, J. (2014). Leadership theory and research in the new millennium: Current theoretical trends and changing perspectives. *The Leadership Quarterly*, 25(1), 36-62.

Assignment 01: Begin Leadership Style Analysis (due Week 9)

October 16 - 22

Week 09: Leadership: Part II.

Readings:

- Northouse, P. G. (2016). *Leadership: Theory and practice* (7th Ed.). Los Angeles: Sage. ISBN – 978-1-4833-1753-3.
Chapter 13
- Minkov, M. & Hofstede, G. (2011). The evolution of Hofstede's doctrine. *Cross Cultural Management: An International Journal*, 18, 1, 10-20.
- Gatto, K. P. (2015). Innovation, Leadership, and Positive Psychology.
- Giles, S. (2016). Most Important Leadership Competencies, According to Leaders Around the World. *Harvard Business Review*
- Schyns, B., & Schilling, J. (2013). How bad are the effects of bad leaders? A meta-analysis of destructive leadership and its outcomes. *The Leadership Quarterly*, 24(1), 138-158.
- Yee, L. (2015). Fostering Women Leaders: A fitness test for your top team. *The McKinsey Quarterly*.
- Hudea, O. S. (2014). Leadership Development. *Manager*, (20), 110.
- Elliot, J.P. & McCusker, J. (2010). How to Accelerate Leadership Development in Uncertain Times. Gulf Coast Symposium Presentation

Assignment 01: Leadership Style Analysis

October 23 - 29

Week 10: Human Capital and Talent Acquisition

Readings:

Human Capital

- Bersin, J. (2015). *The New World of Work: Leadership and HR Imperatives for 2015 and beyond*.
- SHRM (2015). *Business and Human Capital Challenges Today and in the Future: A Research Report by the Society for Human Resource Management*.

Talent Acquisition

- Bock, L. (2015). *Work Rules!: Insights from Inside Google that Will Transform how You Live and Lead*.
 - Chapters 3, 4 and 5
- Schmitz, A. (2012). *Human Resources Management*. Saylor Academy. pp. 64-161.
- Livingston, J., and DeMita, A. (2013). *Smacking Talent Acquisition, The Future of Work, Cognizant*.
- Abernethy, T. (2014). *Navigating Organizational Change*.
- HR-Guide.Com Personnel Selection
- HR Guide to the Internet: Job Analysis: Overview

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- Weber, L. (2015). Today's Personality Tests Raise the Bar for Job Seekers. *The Wall Street Journal*.
- Cable, D. M. & Parsons, C. K. (2001) Socialization tactics and person-organization fit. *Personnel Psychology*; Spring 2001; 54, 1.
- Review the Personnel Selection Information and Resources available through the following link: <http://www.hr-guide.com/selection.htm>

Assignment 01: Diversity Topic

Assignment 02: Job Description

Assignment 03: Book Review Presentation and Written Submission

October 30 – November 5

Week 11: Talent Development

Readings:

- Bock, L.(2015). *Work Rules!: Insights from Inside Google That Will Transform How You Live and Lead*.
 - Chapter 7,8,9
- n.a. (2014). Adopting a World-Class Talent Management Strategy: A Guide to the Seven Core Components. Talent Management Leaders Network
- Buckingham, M., & Goodall, A. (2015). Reinventing Performance Management. *Harvard Business Review*, 93(4), 40-50.
- Shondrick, S. J., & Neyman, D. A. (2014). Building a Strategy to Identify, Develop, & Retain High Potentials. Society for Industrial and Organizational Psychology, Inc.
- Kraus, A. J., & Wilson, C. N. (2012). Leadership Development for Organizational Success. SIOP White Paper Series. Society for Industrial and Organizational Psychology, Inc.
- Maximizing the Return on Your Talent Investment: The Power of Learning. Sage HRMS
- Martin, K., Jamrog, J., Jamrog, J., Dixon, A. (2014). Global Leadership Development: Preparing Leaders for a Globalized Market. Institute for Corporate Productivity
- Singer, A. (2015). Why You Don't Need To Spend A Dime On Training New Hires. *Fast Company*.
- Silverman, R.E. (2012). So Much Training, So Little to Show. *The Wall Street Journal*.
- Schmitz, A. (2012). Human Resources Management. Saylor Academy. pp.244 – 288 (Optional – Pages 315 - 391)
- Hitt, M.A., Miller, C.C., & Colella, A. (2011). Learning and Perception. Organizational behavior a strategic approach. John Wiley & Sons. Chapter 4.

Assignment 01: Case Study - Chipotle

November 6 - 12

Week 12: Employee Well-Being: Part 1. Employee Engagement

Readings:

- Bock, L.(2015). *Work Rules!: Insights from Inside Google That Will Transform How You Live and Lead*.
 - Chapter 7, 8 and 9
- Medlin, B., & Green, K. (2014). Impact Of Management Basics On Employee Engagement. *Academy of Strategic Management Journal*, 13(2), 21-35.

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- Rana, S. (2015). High-involvement work practices and employee engagement, *Human Resource Development International*, 18:3, 308-316
- 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(2), 268-279.
- Return On Employee Investment Increase Competitiveness Through Your Biggest Asset. Sage.
- *The Evolution of Employee Opinion Surveys: The Voice of Employees as a Strategic Business Management Tool*. David L. Van Rooy (Walmart Stores), Ken Oehler (Aon Hewitt) White Paper presented at Society for Human Resource Management.
- The greatness gap: The state of employee disengagement. Achievers 2015 North American workforce survey results.
- Keating, L.A., Heslin, P.A. The potential role of mindsets in unleashing employee engagement. *Human Resource Management Review* 25 (2015) 329–341.
- Grove, H. & Kiron, D.(2014). Tying Customer Engagement to Employee Engagement. *MIT Management Review*. Massachusetts Institute of Technology.
- Martin, J. & Schmidt, C. (2010). How to Keep Your Top Talent. *Harvard Business Review*.

November 13 - 19

Week 13: Employee Well-Being – Part II. Diversity & Inclusion, Workplace Stress, Work-Life Balance

Readings:

- Bock, L.(2015). *Work Rules!: Insights from Inside Google That Will Transform How You Live and Lead*.
 - Chapter 13 and 14
- Marcello Russo, Anat Shteigman & Abraham Carmeli (2016) Workplace and family support and work–life balance: Implications for individual psychological availability and energy at work, *The Journal of Positive Psychology*, 11:2, 173-188, DOI: 10.1080/17439760.2015.1025424

Diversity and Inclusion

- Dobbin, F, and Kalev, A. 2007. “The Architecture of Inclusion: Evidence from Corporate Diversity Programs”. *Harvard Journal of Law & Gender* 30(2): 279-301.
- Hays-Thomas, R., Bowen, A., & Boudreaux, M. (2012). Skills for diversity and inclusion in organizations: A review and preliminary investigation. *The Psychologist-Manager Journal*, 15(2), 128-141.
doi:<http://dx.doi.org.libproxy2.usc.edu/10.1080/10887156.2012.676861>
- Michal e. Mor Barak. The Inclusive workplace. pg. 339-353.
- Allan H. Church and Christopher T. Rotolo (2013). Leading Diversity and Inclusion Efforts in Organizations: Should We Be Standing Behind Our Data or Our Values (or Both)? *Industrial and Organizational Psychology*, 6, pp 245-248 doi:10.1111/iops.12043
- A global perspective on diversity and inclusion in work organisations. Elaine Farndale , Michal Biron , Dennis R. Briscoe , Sumita Raghuram *The International Journal of Human Resource Management* Vol. 26, Iss. 6, 2015.
<http://dx.doi.org/10.1080/09585192.2014.991511>

Stress in the Workplace

- Adams, S. (2013). Stressed Out at Work? It's Getting Worse, Study Shows. *Forbes* Retrieved from:
<http://www.forbes.com/sites/susanadams/2013/04/09/stressed-out-at-work-its-getting-worse-study-shows/>
- Maslach, C., Schaufeli, W.B., & Leiter, M.P. (2001). Job Burnout. *Annual Review of Psychology*, 52, 397-422.
- Sonnentag, S., & Frese, M. (2003). Stress in Organizations. In W. C. Borman & D. R. Ilgen (Eds.), *Handbook of psychology: Industrial and organizational psychology (Vol. 12)* (pp. 453-491). New York: John Wiley & Sons.
- National Institute for Occupational Safety and Health: *Stress... at Work*

November 20 - 26

Week 14: Trending Topics in Organizational Psychology

- Final Group Presentations, Part 1

Assignment 01: Final White Paper (Group Assignment) is due

November 27 – December 3

Week 15: Trending Topics in Organizational Psychology

- Final Group Presentations, Part 2

Assignment 01: Group Member Evaluations

Assignment 02: Course Evaluation