PSYCHOLOGY 175: Management Psychology

SPECIFIC DESCRIPTION OF COURSE
Interpersonal effectiveness is about understanding and managing behavior. This course will focus on management behavior and your own behavior in the work or school environment. It is important to understand relationships in the working environment for the success of individuals and for the ultimate contributions to the business bottom line. The key to this course is to ensure you have the understanding and skills to be successful in today's organizations. We will focus on mastering the understanding of human relations.

KEY OBJECTIVES
You will learn how to manage stress, change and personal problems. You will understand how to work with diverse groups of people. You will understand how to conduct conflict resolution and the importance of effective confrontation skills. You will also understand the importance of ethics in the work environment. We will also cover the importance of leadership and what makes someone a successful leader. Individuals will understand the difference between leadership and management. We will also learn how to identify skills, motivate, develop and persuade others.

INSTRUCTOR, OFFICE, AND OFFICE HOURS
I work at Cisco Systems as a change consultant. If you would like to see me at a time, other than my office hours, please let me know during or immediately after class; I can then arrange a time for a conference. My office location is 318 DMH. My phone is 408-569-6074. My email address is Hkpila@pacbell.net

REQUIRED TEXT
There is one required text, available at the bookstore or you can order it on line. The book is called Human Relations in Business: Developing Interpersonal and Leadership Skills.
Authors: Micheal Aamodt and Bobbie Raynes. You will need to bring this book with you to class every week.

COURSE GOALS
Our focus will be three fold. We will look at managing yourself, working successfully with others and managing others. This course will provide you with an overview of managing human relations in the workplace. We will explore how psychologists can help management improve the workplace for the individual, the group, and the organization.

INSTRUCTIONAL PROCEDURES:
Information is presented both in the classroom and throughout the text. Classroom meetings will be in a lecture/discussion format regarding the important materials to be learned. I will not make an attempt to cover all aspects of the text. Rather, I will focus on difficult areas, particularly interesting areas, or on topics of special interest. While class meetings are relatively structured lectures, there is a substantial amount of class time set aside for discussions, questions and answers. Students are encouraged to participate in class and group discussions. We will also spend numerous class periods focused on group work in solving work related management issues.

COURSE REQUIREMENTS:
Students are expected to fulfill these obligations: 1) participate in class discussion, 2) take all exams, 3) Participate on a team project 4) fulfill the writing requirement by completing

Exams: There will be three examinations given through the semester. These exams will consist of approximately 75 multiple-choice items. Students are expected to arrive in class on time, equipped with two No. 2 pencils. The items will come from the text and material covered in class. Test items will assess knowledge of the assigned reading material and class presentations on the following dimensions:
1. Factual information (e.g., knowledge of key terms, methods, research outcomes, theoretical hypotheses and interpretation of research outcomes);
2. Conceptual knowledge (i.e., understanding of the methods, research and theory covered);
3. Actual and/potential "real life" applications of the methods, concepts and principles covered in the course.

Make-Up Exam Policy.
1. In a very real sense, the evaluation procedures used as the basis for assigning grades in any course, are only as fair as those evaluation procedures are uniform. Such uniformity is diminished when some students take the course exams on days other than on those days when the exam is administered to the rest of the class. Just the fact that some students thus have more time to prepare for the exam than do others, creates a situation in which the evaluation procedure may be viewed as inherently unfair.
2. In the interests of maximizing uniformity of the test administration, in fairness to all students in the class who take their exams as scheduled in spite of what are often very difficult and unforeseen life circumstances, the following policy will be implemented:
   (1) The safest assumption here is that there will be no make-up exams given for any missed exams.
   (2) Make-up exams for any exams will be given only under the most extraordinary of circumstances, upon approval by the instructor of a typewritten petition with convincingly official
supporting documentation attached (e.g., a letter from a medical doctor testifying that the student was incapable of attending class on the day the exam was scheduled).

(3) Without the instructor's approval of a petition as described above, a missed exam will be scored as a zero in tabulating the point total on which the student's grade in the course will be based.

(4) If the documented petition is approved by the instructor, the student will be expected to take the exam(s) s/he missed immediately after taking Final on the day and at the time announced for the final exam in this class in the Schedule Of Classes published by the University for the semester in which the course is being taken.

1. TEAM PROJECT PRESENTATION and WRITING REQUIREMENT

1. There are a lot of different ways to try to learn things. Learning by doing is among the most effective ways of developing a lasting, working knowledge and understanding of whatever it is that we're trying to learn. Each team will be given a case study that they must be able to identify 3 problem areas and should utilize the research to solve the presented identified problems. A 20 minute class presentation will be performed by each team.

2. The purpose of this requirement is to give the student an opportunity to develop just such a lasting working knowledge and understanding of particular aspects of management psychology as a social science.

3. The writing requirement will need to be written up in APA format. Students will write-up a proposal as if they are getting ready to solve one of the problems in their case studies for a company. A handout will be distributed during the second week of the course that can be followed in order to produce an appropriate proposal. An example will be discussed in class. An outline will be given to students the third week of class. All papers will be loaded up by the student into turnitin.com for grading and academic integrity review. More information regarding this will follow.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at [http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html](http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html). Information about late drop is available at [http://www.sjsu.edu/sac/advising/latedrops/policy/](http://www.sjsu.edu/sac/advising/latedrops/policy/). Students should be aware of the current deadlines and penalties for adding and dropping classes.

Assignments and Grading Policy

A. Letter Grades

1. Assignment of final letter grades in the course will be based on the total number of points accumulated on the three counted course exams, with completion of the team project, individual writing requirement for the team project and extra credit assignments counted as bonus points. Correspondingly, the cutoff point totals for final letter grades in the course will be as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 exams at 75 points each</td>
<td>225</td>
</tr>
<tr>
<td>1 final exam at 75 points</td>
<td>75</td>
</tr>
<tr>
<td>Team Analysis Project</td>
<td>100</td>
</tr>
<tr>
<td>Individual Analysis Supporting Paper</td>
<td>100</td>
</tr>
<tr>
<td>Assignments for class</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>550</strong></td>
</tr>
</tbody>
</table>

Psych 175, Spring 2011
A 500 - 550  
B 499 - 450  
C 449 - 400  
D 399 - 350  
F 350 and below

**University Policies**

**Academic integrity**
Students should know that the University's [Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf). Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for [Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of instructors.

**Campus Policy in Compliance with the American Disabilities Act**
If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

**Student Technology Resources**
Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.
A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

**SJSU Writing Center**
The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. [The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/](http://www.sjsu.edu/writingcenter/about/staff/).
**Paper diagnosing the problem**

The general purpose of this paper is to give you the experience of diagnosing the problems of an organization and recommending an appropriate intervention strategy.

General Requirements:

1) Utilize your case study and analyze the questions. Describe both the strengths and weaknesses, as well as any problems that might be solved. You must decide what problem you will focus on.
2) After the problem has been thoroughly described, recommend an intervention strategy that incorporates one or more of the management interventions you discover through the research. Your intervention strategy should be appropriate, given the discovered problem area. It should also show that you have a good understanding of the intervention you are recommending (i.e., back up your plans with citations from at least 5 empirical articles).
3) The paper should be at least 6 double-spaced typewritten pages and follow APA format.
4) In addition to the regular paper, you will be required to include an “executive summary.” This is a one-page summary of the main points of your paper written in language a high school graduate could understand. This is just to get you prepared for the “real world” where you will be writing for managers who are not familiar with behavioral science jargon. Executive summaries belong at the beginning of your document (immediately after the eye-catching title page).

- APA style
- Use your existing case study
- Research should involve solutions
- No more no less than 6 pages
- At least 5 current citations 2002 and beyond
- Load paper into turnitin.com
- I will grade on line

**Additional Guidelines for your Paper**

**PLAGIARISM IS NEVER TOLERATED!**

([http://www.plagiarism.org/faq.html](http://www.plagiarism.org/faq.html) or [http://www.indiana.edu/~wts/wts/plagiarism.html](http://www.indiana.edu/~wts/wts/plagiarism.html))

Do NOT forget:
1. **Staple** your paper prior to turning it in.
2. Make a **second hard copy** of your paper (in addition to more than one copy of the paper on disk (e.g. a copy on a hard disk and a floppy disk back-up)
3. To turn in your paper by the **deadline**, which is the **beginning of the class period** on the due date (including the staple). The “postmark” is the date and time, not merely the date. **We will be utilizing turnitin.com**

**Specific Points**

1. **Proofread** – spell-check does not catch errors, such as “tot he,” when you intended to write “to the.” I encourage students to have someone else read over your work prior to handing it in. Failure to proofread creates, in the mind of the professor, a general negative impression of the paper.
2. **Provide definition** for uncommon words and phrases. A citation from someone else is most appropriate here (as long as you give credit, where credit is due). Do not think the professor knows it all or that he or she is the only one who will one day read your paper.

3. Be careful when using the words “**study versus experiment**”.

4. Be careful with using the words “**true and proven.**” A theory or hypothesis can never be “true” or “proven,” rather they can be “supported” or “disconfirmed.” Null hypotheses, however can be rejected.

5. Be careful with the use of the words “**cause or effect;**” you will read about correlations more often than about causal relations, as they are harder to support.

6. **Numbers** below 10 are **spelled out** (e.g., “nine”). However, sentences should always begin with numbers spelled out (e.g., “Nine hundred fifty-six students responded to the survey.”)

7. Do not use direct verbatim **quotes** except when absolutely necessary, which should be rare. Typically one should **paraphrase** what was written and give credit to whoever wrote it.

8. Only the **last name of authors** should be used. Even when stating that “So and so wrote …” be sure to write only the last name followed immediately by the year (in parentheses).

9. Note that “e.g.” means “for example” and “i.e.” means “that is.” Use them appropriately.

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**Format Notes for Paper**

- Every page should be numbered
- Header on every page
- Text should be left justified
- Paragraphs are indented 5 spaces (1 default tab)
- 12 point font; Times New Roman or Arial (not **bold** or **italicized**)
- 1-inch margins all around
- Double space (for client single or 1.5 space)
- Consult APA manual (5th ed.)
- Grammar and spell check
- Informative Cover Page (Name of Client’s Company, Title for report, date, your names)

**Format Notes for Executive Summary**

- 1st page after cover page
- No page number necessary
- Text can be justified on both sides
- Single spacing is acceptable, double space between paragraphs (unless indenting paragraphs)
- 12 to 14 point font is acceptable
- Times New Roman or Arial is acceptable (do not **italicize** or **bold**)
- No less than .5 inch margins (border around text is acceptable)
- Grammar and spell check (this is the first and possibly the only text an executive will read)

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**2 Web Resources on Writing an Executive Summary**

[http://www.sba.muohio.edu/sba_home/Centers/hwinew/studentresources/exesummary.asp](http://www.sba.muohio.edu/sba_home/Centers/hwinew/studentresources/exesummary.asp)

**PEER GROUP EVALUATION** (Submit completed form to instructor).

In rating yourself and your peers, provide a percentage within the range you feel describes each teammates’ contribution.

**90-100% = Superior; 80-89% = Above Average; 70-79% = Average; < 70% = below average/weak**

Insert your name in the first column and your peers’ names in the remaining spaces (one name at the top of each column).

| Names | Reliable for meetings *(Were they on time for meetings, did they show up for meetings)*? | Participated in group discussions or meetings | Reliable with meeting deadlines for work in progress and final project | Helped keep the group focused on the task | Contributed useful ideas to the group | Respects each group member’s opinions | Contributes his/her share to discussions | This person took an active role in helping to complete the project | Knowledgeable about assignments and her/his role and fulfills that role | Quantity of work done | Quality of work done | Enter total average of all scores |
---|---|---|---|---|---|---|---|---|---|---|---|---|

Don't base your evaluations on friendship or personality conflicts. Your input can be a valuable indicator to help assess contributions in a fair manner. THESE EVALUATIONS WILL NOT BE SEEN BY YOUR GROUP MEMBERS. Include extra notes here:
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>January 27</td>
<td>Managing Yourself</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Understanding Yourself And Others.</td>
</tr>
<tr>
<td>2</td>
<td>February 3</td>
<td>Managing Stress To Meet The Demands Of Life And Work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1&lt;sup&gt;st&lt;/sup&gt; assignment due on goals (10 pts)</td>
</tr>
<tr>
<td>3</td>
<td>February 10</td>
<td>Managing Time And Demands</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Go through Case Studies in Class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Groups will be randomly selected in this class</td>
</tr>
<tr>
<td>4</td>
<td>February 17</td>
<td>Developing A Sense Of Ethical Professionalism</td>
</tr>
<tr>
<td>5</td>
<td>February 24</td>
<td>Exam 1 Chapter 1-4 in Class 75 multiple choice questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(3 areas to be resolved for group projects due here 5 pts) Listed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Work on class presentations (outline due on March 1 - 10 points)</td>
</tr>
<tr>
<td>6</td>
<td>March 3</td>
<td>Presentation outline due here</td>
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<tr>
<td></td>
<td></td>
<td>Understanding The Diverse Nature Of Others.</td>
</tr>
<tr>
<td>7</td>
<td>March 10</td>
<td>Working With Difficult People In Difficult Situations</td>
</tr>
<tr>
<td>8</td>
<td>March 17</td>
<td>Understanding Interpersonal And Organizational Communication Assignment 10 points due on March 22</td>
</tr>
<tr>
<td>9</td>
<td>March 24</td>
<td>Assignment Due here</td>
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<tr>
<td></td>
<td></td>
<td>Understanding Group Interaction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exam 2 chapter 5-8 75 pts multiple choice</td>
</tr>
<tr>
<td>10</td>
<td>March 28</td>
<td>Spring Break No class</td>
</tr>
<tr>
<td>11</td>
<td>April 1</td>
<td>Getting Other People To Like Us</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Understanding and Applying Leadership Skills</td>
</tr>
<tr>
<td>12</td>
<td>April 14</td>
<td>Employee Satisfaction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Motivating Others</td>
</tr>
<tr>
<td>13</td>
<td>April 21</td>
<td>Exam 3 Chapter 9-12 exam 75 points multiple choice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Developing Others</td>
</tr>
<tr>
<td>14</td>
<td>April 28</td>
<td>Persuading and Influencing Others</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communicating Expectations</td>
</tr>
<tr>
<td>15</td>
<td>May 5</td>
<td>Class time to work on practicing class projects No class here</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Class Projects will be presented groups 1-3 (Assignment due here)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10pts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Class Projects 4-6</td>
</tr>
<tr>
<td>16</td>
<td>May 12</td>
<td>Class Project 7-10 All papers are due here and must be loaded up onto turnitin.com by midnight</td>
</tr>
<tr>
<td></td>
<td></td>
<td>All peer evaluations due here</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final chapters 13-15 75 points multiple choices</td>
</tr>
</tbody>
</table>