San José State University  
Department of Psychology  
Psychology 270  
Seminar in Industrial/Organizational Psychology  
Section 01 Fall 2019

Course and Contact Information

Instructor: Dr. Megumi Hosoda  
Office Location: DMH315  
Telephone: (408) 924-5637  
Email: megumi.hosoda@sjsu.edu  
Office Hours: Mon & Wed 12:00 – 1:00 p.m. or by appointment  
Class Days/Time: M W 4:30 – 5:45 p.m.  
Classroom: DMH308

Course Description

Psychological theory, research and practice in organizations. Topics emphasized include motivation, job satisfaction, communication, leadership, group processes, decision-making, conflict, cooperation, power and organization development and change. 
Prerequisite: Instructor consent.

I/O Psychology has two main sides: the 'I' and the 'O'. This course introduces you to the “O” side: Organizational Psychology. The purpose of this class is to present you an in-depth introduction to the field of Organizational Psychology. Examples of the topics covered include work attitudes, motivation, organizational justice, leadership, work engagement, organizational citizenship behaviors, and leadership.

The class format will be a combination of lectures on scheduled topics, discussions of assigned readings, and several in-class activities. The lectures are designed to place topics in perspective. The assigned readings will be discussed following the lectures, and they will supplement and expand on the perspectives I offer in class.

The group project is designed to improve your team work skills by giving you the opportunity to work with other students, as well as improve your understanding of organizational behavior principles by examining how these principles are applied to the workplace.
The literature review paper provides you with an opportunity to understand a topic of interest in depth and appreciate how psychologists use research to generate knowledge and/or solve problems.

**Course Goals and Learning Outcomes**

The major goal of this course is to provide you with an opportunity to enhance your understanding of how psychology helps better understand our behavior in the workplace, both from a basic and an applied perspective.

**Goal 1:** Students of the program will acquire a base of knowledge about the principles of psychology as they are applied to industrial and organizational settings.

Upon successful completion of course, students will be able to:

- **CLO1** - Understand various theories pertaining to organizational psychology  
  - This objective is met through lectures and assigned readings

- **CLO2** - Apply organizational theories to solve problems in organizations  
  - This objective is met through a group project

- **CLO3** - Critically evaluate empirical studies reported in scholarly journals  
  - This objective is met through assigned readings and a literature review

- **CLO4** - Integrate materials from a variety of sources in a coherent manner and write clearly about theoretical and practical issues.  
  - This objective is met through a literature review and exams

- **CLO4** - Develop team work skills  
  - This objective is met through a group project

**Goal 2:** Students of the program will acquire a base of knowledge about the practice of I/O psychology by applying the concepts of I/O psychology to the functioning of organizations

This goal is met through a group project

**Required Texts/Readings**

**Textbook**

There will be no textbook for this course. A reader will be provided to you.

**Library Liaison**

Christa Bailey ([christa.bailey@sjsu.edu](mailto:christa.bailey@sjsu.edu)) for library research questions.
Course Requirements and Assignments

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Course requirements include exams, article summaries, discussion of assigned articles, a group project, and a literature review. Tentative course calendar includes exam dates, article summary due dates, a date for a group presentation, a due date for a literature review paper, and a date for a final exam.

NOTE that University policy F69-24, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Grading Information

Determination of Grades

Your course grade will be based on your performance in the following categories of the coursework.

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
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<tbody>
<tr>
<td>Three take-home exams</td>
<td>180 pts (26.3%)</td>
</tr>
<tr>
<td>Literature Review Paper</td>
<td>240 pts (35.0%)</td>
</tr>
<tr>
<td>Applied group project paper</td>
<td>100 pts (14.6%)</td>
</tr>
<tr>
<td>Applied group project presentation</td>
<td>30 pts (4.4%)</td>
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<tr>
<td>Summaries of empirical studies</td>
<td>105 pts (15.3%)</td>
</tr>
<tr>
<td>Class participation</td>
<td>30 pts (4.4%)</td>
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<tr>
<td><strong>Total Point Possible</strong></td>
<td>685 pts</td>
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</table>

Your final grade will be calculated by summing your scores on the categories above and a letter grade will be assigned based on the following grading distribution.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>100-98%</td>
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<tr>
<td>A</td>
<td>97-93%</td>
</tr>
<tr>
<td>A-</td>
<td>92-90%</td>
</tr>
<tr>
<td>B+</td>
<td>89-88%</td>
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<tr>
<td>B</td>
<td>87-83%</td>
</tr>
<tr>
<td>B-</td>
<td>82-80%</td>
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<tr>
<td>C+</td>
<td>79-78%</td>
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<tr>
<td>C</td>
<td>77-73%</td>
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<tr>
<td>C-</td>
<td>72-70%</td>
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<tr>
<td>D+</td>
<td>69-68%</td>
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<tr>
<td>D</td>
<td>67-63%</td>
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<tr>
<td>D-</td>
<td>62-60%</td>
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<tr>
<td>F</td>
<td>59-0%</td>
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</tbody>
</table>

Exams

There will be three take-home exams and they will consist of essay questions. Exams are designed to measure your knowledge and understanding of the concepts. Your answers to exam questions should be the integration of all the materials from lectures, assigned readings, and class discussions.
Literature review paper (due Monday, December 16th)
You will be asked to conduct a literature review on a topic of your interest in the field of Organizational Psychology. This review paper needs to be done individually. Your literature review should be an original paper (i.e., not written for another class taken during the same semester). Your paper must be typed, double-spaced and in standard American Psychological Association (APA) format (refer to the Publication Manual for details, paying particular attention to Chapter 5) (“Manuscript Preparation and Sample Paper”). The paper should be 13-20 pages long. The paper should not exceed more than 20 pages long. This paper will fulfill the writing competency requirement for the Master’s degree (see Graduate Student Handbook or Graduate Studies website for details).

Late work will result in the reduction of 10 points for each day after the due date. To receive complete credit on your paper, you must pay careful attention to grammar, spelling, sentence construction, etc. Spell and grammar checkers do not catch all errors – you must proofread it. Even better, have someone else proofread it. Papers that contain spelling and grammatical errors will result in point reduction.

Group project “In Search of Excellent Companies”
An important component of Industrial and Organizational Psychology is taking information gathered from empirical studies and applying it to workplace settings in order to improve the workplace. You will be divided into a small number of teams and each team will conduct an organizational assessment at a local organization (in a broader sense). The team will be responsible for all the tasks associated with conducting an organizational assessment. The main tasks are as follows: (1) conducting interviews with a small number of employees to address critical issues at the organization that are related to the topics covered in class, (2) analyzing their responses, (3) summarizing the findings, (4) presenting them to the organization (if so desired), (5) presenting them to the class, and (6) writing a summary of the project. When your team presents the group project to the class, the use of handouts, Powerpoint, or any other materials that may enhance the quality of your work team’s presentation is encouraged.

Summaries of empirical studies
You will be asked to briefly summarize several assigned empirical articles (see Course Schedule). The major purposes of these assignments are to improve your ability to critically evaluate empirical studies reported in scholarly journals and to understand how others conduct research. In addition to written summaries, you will be expected to discuss your insights in class. A summary of an article should be single-spaced and about one page long at most. Summary questions will be provided to you later. There will be a total of 21 summaries (tentative).

Class participation
Since this class uses a seminar format with assigned readings and classroom discussion, the quality of the class will depend, in part, how well each of you contributes to the work you do in the classroom. I expect you come to class prepared to have an intelligent discussion about the assigned readings. I also expect that you will ask questions, offer insights and ideas, and critically evaluate readings and ideas presented in class. Your participation will be evaluated based on (a) the level of preparedness for class (e.g., read articles, be ready to discuss) and (b) the quality of participation (e.g., contribution to discussion, insight, questions to a discussion leader, not using too much of your own personal experience, not dominating a discussion). Two
assigned discussion leaders will facilitate class discussions. **You need to list your questions of assigned articles to discussion leaders on a google doc by 9:00p.m. on the night before they discuss them.**

**Classroom Protocol**

In an effort to create a classroom environment conducive to learning, I expect you to follow the following classroom etiquette:

- Be polite and respectful to other people in the class.
- Do not carry on conversations with others during class.
- Please turn off your cell/smart phone.
- Laptops are permitted in the classroom for **NOTE-TAKING PURPOSES ONLY.** Use of laptops for any other purpose (e.g., non-class related activities like emailing friends, or surfing the web) will not be permitted. Students not abiding by these guidelines will be asked to turn off their laptop and will not be allowed to bring it into the classroom in the future.

**University Policies**

The Office of Graduate and Undergraduate Programs maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.” You may find all syllabus related University Policies and resources information listed on GUP’s Syllabus Information web page at [http://www.sjsu.edu/gup/syllabusinfo/](http://www.sjsu.edu/gup/syllabusinfo/)

**SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at [http://www.sjsu.edu/writingcenter](http://www.sjsu.edu/writingcenter). For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

**SJSU Counseling and Psychological Services** The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos Street, in Room 300B, Student Wellness Center (across the Event Center). Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling).
Literature Review Paper (due December 16th, Monday)

The purposes of the literature review paper are to have you explore a topic addressed in this course in greater detail, help you develop the ability to think critically, integrate materials from a variety of sources, and write clearly about theoretical and/or practical issues. Accordingly, this paper consists of the following major sections. The minimum length of the paper should be 13 pages long, including a title page.

The topic you choose must be related to Organizational Psychology and needs to be approved by me. A paragraph describing your topic is due in class on Wednesday, October 16th (or sooner if you already have a topic). Be aware that reviewing literature is time-consuming. It is a process: You need to identify the topic you are interested in. Once you identify it, you need to search for articles and this search could be ongoing. After you search enough articles, you need to read them and write a paper by integrating these articles. This whole process usually takes more than a month. Please do not even think that you could write a literature review paper in two weeks. You need to start thinking about your topic early in the semester and keep working on the paper continuously throughout the semester.

Components of paper
1. Title page (1 page)

2. Introduction/Literature review (10 - 15 pages or more)
   a. The introduction serves to provide the rationale for your topic, as well as to introduce the background information necessary for the reader to follow and believe your rationale.
   b. As you outline your introduction, you should consider the four objectives below (Creswell, 2003) and critically evaluate how well you are achieving each with your words, content, and organization.
      ▪ State and introduce the research problem (1 – 2 pages)
         o Write an opening sentence that will stimulate the reader’s interest as well as convey an issue to which a broad audience can relate.
         o Stay away from idiomatic expressions or trite phrases.
         o Consider numeric information for impact (like statistical information).
         o Clearly identify the research problem.
         o Indicate why the problem is important by citing references that justify the need
         o So by the end of the second or third page, readers will know what you are proposing to review and why it is important to review.
      ▪ Review the studies that have addressed the problem/variables
         o The review of the literature provides the background and context for the research problem. It should establish the need for research.
         o Find recent literature to summarize (e.g., last 10 years or so) unless an older study exists that is very relevant and/or heavily cited by others.
         o This section should summarize existing writings about your topic. Your paper should not be a series of ‘mini-book reports’ in which you discuss the series of articles one after another. Rather, you should focus on similarities (e.g., common findings, themes) and differences (e.g., conflicting findings, different focus) among the articles.
      ▪ Discuss the deficiencies and/or importance of these studies (Gap analysis)
         o If possible, cite several deficiencies (or limitations) to make the case even stronger for your study.
         o Identify specifically the deficiencies of other studies (e.g., methodological flaws, overlooked variables).
         o Write about areas overlooked by past studies, including topics.
Summary
  o Based on your literature review, what we know about the topic and what needs to be addressed in future research?

3. References (2 - 4 pages)
   You should read a representative sample of articles, enough to allow you to feel that you have adequately covered your topic. In other words, there is no minimum or 'right' number of articles to read.

When conducting a literature search on your topic of interest
Tip: Your initial searches should be done using PsycInfo. This is the most comprehensive catalog of articles and books in psychology.
Tip: When doing a search, enter search terms such as “review,” “meta-analysis” to get current articles that summarize the literature on your topic of interest.
Tip: Once you have your idea, immerse yourself in the literature. Find as many articles on the relevant topic as possible.
Tip: Read the discussion section thoroughly, especially when they discuss ideas for future research.
Tip: If you find that an article is cited many times in the literature, that means that the paper is important, so be sure to read that article and find other articles that cite it.
Tip: Search the references pages of the articles you are already using. There are many good cites to be found.
Tip: Record relevant information from each article using Reading Empirical Articles as a template. This will help you out tremendously during the writing stage.
Tentative Grading Criteria and Checklist for an APA-style Literature Review Paper
(Refers to the 6th edition of the APA Publication Manual for reference)

1. Title Page
   - Title: Capitals, informative, concise
   - Author, institution, and date
   - Page header (running head) and page numbers (on every page)

2. Introduction and Literature Review (70% of grade)
   - Exposition of research topic (what will you be examining and why?)
     - Providing a rationale and background, leading to a thesis.
   - A comprehensive literature review
     - Are relevant articles summarized in detail and integrated? (what did others study, why, and what did they find, what were the implications of their findings)
     - Coherence (not long winded), clarity (express ideas clearly, defining major concepts), and organization (easy to follow, sequential flow, “outline” of paper presented early in the paper and the order is followed)
   - Is the literature evaluated?

3. References (10% of grade)
   - Enough to support ideas and arguments (on average, 15-20 empirical articles)
   - APA format? (punctuation, spacing)
   - All citations referenced, all references cited (give credit where credit due)

4. APA Format and Overall Form (20% of grade):
   - Correct tense; noun-verb agreement
   - Grammar/Spelling/Typing Errors
   - Punctuation
   - Conciseness
   - Cleanliness
   - Quotations (correctly used in paper)
   - Heading format
   - Page numbers
   - Staple on upper left corner of paper
   - 1 inch margins all around, 12 point font, Times New Roma, Double Spacing, left justification (except title page, headers)
Group Project
“In Search of Excellent Companies”

1. **Purpose:** Your team will choose one organization in any industry, examine its management practices, and report on results. The learning objectives for this project are:
   - Improve your understanding of organizational behavior practices and concepts through experience and observation with a real-life organization.
   - Improve your team facilitation skills by working with your group members on this project.
   - Improve your oral and written communication skills.

2. **Methods:** How do you collect information? Written documents available from the organization (e.g., mission statement), interviews about 10 workers and managers, questionnaires, and personal observations from on-site visits.

3. **What type of information should you collect?:** The focus of the project is on organizational behavior concepts and practices. Each team will select four issues (three questions for each issue). The following page contains a list of issues that could be used by your team. Feel free to include the topics that are not covered in the list. The issues and questions that your team will address need to be approved by me before you start interviewing people.

4. **Outputs:** Each team is responsible for producing a brief presentation (about 20 minutes) and a paper. The paper should be about 10 pages in length, double spaced, and carefully proofread (the paper can go more than 10 pages in length). The paper will be graded on thoroughness, organization, and thoughtfulness. The presentation is a summary of your findings. The presentation will be graded on content, organization, and professionalism. Please note that each group member must present meaningful information.

The paper should include the following:

**Group part**
- **Cover page** with names of students and organization.
- Introduce the organization. Provide a brief overview of the organization (one to two paragraphs) describing the type of business, mission, values, size, structure, etc. Following, describe the methods your team used in collecting data (e.g., interview, survey questionnaire, # of participants, their demographic info).
- Address the issues (i.e., what questions were asked) and their results (how did people respond, both qualitative and quantitative responses)
- **Conclusion.** Is the company considered an excellent company by your team? What are the strengths and weaknesses of the organization? What recommendations would you make for improvements for the organization in terms of its Organizational Psychology practices?

**Individual part (individually written)**(1-2 paragraph -- less than one page)(additional pages)
- What did you learn from this project?
- Any constructive feedback or suggestions about the group project?

- **Attach the questionnaire** (interview questions)
Examples of organizational issues to be addressed

- Describe how employees are rewarded. What motivational approaches are used?
- Are employees satisfied with their jobs and/or committed to the organization? Why/why not? What does the company do to make its employees satisfied or committed?
- Describe the style(s) of leadership.
- How are conflicts resolved?
- What strategies does the organization use to reduce stress among its employees?
- What strategies does the organization offer to its employees to balance family-and-work demands?
- Are employees treated fairly in the company? What does the company do to make sure that its employees are treated fairly?
- Do employees engage in counterproductive behavior? Why do they engage in counterproductive behavior? How does the organization deal with such employees?
- Are employees engaged with their jobs? How do employees demonstrate that they are engaged? How does the company deal with the employees who are not engaged?
- Do employees feel that they are empowered? What does the organization do to empower its employees?
- Does the company value diversity? In what way is the valuation of diversity manifested?

General suggestions:

1. Keep in mind that all members of the group will receive the same grade for the group project. I strongly encourage groups to work together on all activities. In particular, it is critical to check the quality of the paper before handing it in to me. However, it is just as important that the data collection efforts for an organization are done thoroughly and carefully.

2. Before collecting data from the organization, be sure to develop a careful plan to ensure that you are able to obtain all of the necessary information (e.g., when/how interview 10 people).

3. Communication is critical to the success of your project. If problems arise that are not discussed, it could affect the quality of your project. Also, do not hesitate to share ideas or discuss differing points of view. This will increase your learning and will improve your project.

4. Remember that everyone in the group has something unique to offer. Try to help your group as effective as possible by understanding each person’s strengths and weaknesses.
Reading Empirical Articles

The goal of reading an empirical article is to identify critical elements in each of the major sections of the paper (i.e., introduction, method, results, and discussion). To begin, read the title and abstract carefully so that you have a general sense of the article’s purpose. It is also good to read the first and last few paragraphs of the introduction and the discussion sections, which will give you a much better insight into the core idea. Then, as you read the article, focus on identifying the following key points.

From the Introduction:
1. What is the general purpose/research question/problem being addressed?
2. What is the rationale/importance of the study?
3. What theoretical foundations and/or key previous research findings are being used as the basis for the study?
4. What is/are the hypotheses of the proposed study?
5. What are the key constructs/variables being examined?

From the Method:
1. Who are the participants of the study?
2. Are there any unique sample characteristics (e.g., age, gender, race/ethnicity, SES)?
3. What are the general design and method facts? (lab vs. field: survey vs. observations)?

From the Results:
1. What was the general analytic strategy (e.g., ANOVA, Regression/Correlations)?
2. What was found? Was a hypothesis supported?
3. What other findings were reported?

From the Discussion:
1. What are the major findings and what are their implications?
2. Why are the study finding important?
3. What do the authors identify as the most important contributions of the study?
4. What are the next steps?

TIPS:
1. Make sure you have a general sense of the article’s purpose before diving into the details.
2. Read the details but do not get bogged down in them – focus on the key points outlined above.
3. Do not get bogged down in the statistics. Understand in general what was found (hypothesis was supported or not supported) but don’t feel you have to understand the nuances of complex statistical analyses. This will come later.
Psy270 Seminar in Industrial/Organizational Psychology Fall 2019

Course Schedule

The schedule is subject to change with fair notice and the notice will be made in class.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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</thead>
</table>
| 8/21 (Wed) | What is I/O Psychology?     | **Lecture**  
Ch. 1 Industrial and organizational psychology: The profession and its history (pp. 3-29).  

**Discussion**  
http://www.siop.org/article_view.aspx?article=1610  

**Summary of Zelin et al. due**

| 8/28(Wed) & 9/4 (Wed) | Personality & Work Attitudes | **Lecture**  
Ch. 11 Job attitudes and emotion at work.  


**Discussion**  

| 9/4 (Wed)    | Labor Day                  | No Class                                                                                           |

Seminar in I/O Psychology, Psyc270, Fall 2019
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>9/9 (Mon)</td>
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<tr>
<td>9/11 (Wed)</td>
<td>Motivation</td>
<td>Lecture</td>
</tr>
<tr>
<td>9/16 (Mon)</td>
<td></td>
<td>Discussion</td>
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</tbody>
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**Summary of any two articles (except SHRM article) due.**
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>9/30 (Mon)</td>
<td>Organizational Citizenship Behavior (OCB)</td>
<td><strong>Summaries of both articles due</strong></td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Topic &amp; Readings</td>
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<tr>
<td>10/9 (Wed)</td>
<td>Lecture</td>
<td>Summaries of any two articles due</td>
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<td><strong>Exam 1 due on 10/9 (Wed)</strong></td>
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<td><strong>Discussion</strong></td>
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<td><strong>Summaries of Welbourne &amp; Sario and Cortina &amp; Magley due</strong></td>
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<td>Date</td>
<td>Topic</td>
<td>Readings</td>
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<tr>
<td>10/28 (Mon) &amp; 10/30 (Wed)</td>
<td>Leadership</td>
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Chapter 10. Leadership at work (pp. 360-391).  |
<table>
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<tr>
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<th>Readings</th>
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<td><strong><a href="http://dx.doi.org/10.1002/hrdq.21366">http://dx.doi.org/10.1002/hrdq.21366</a></strong></td>
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<tr>
<td></td>
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<td><em>Harvard Business Review</em>, 96(4), 63-71</td>
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<tr>
<td><strong>Summaries of any two articles except Rogers due</strong></td>
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<tr>
<td>11/11 (Mon)</td>
<td>Veterans Day</td>
<td>No Class</td>
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<td>11/13 (Wed)</td>
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<td><strong>Discussion</strong></td>
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<td><strong>Summaries of any two articles due</strong></td>
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<td>11/18 (Mon)</td>
<td>Psychological contract</td>
<td>Lecture</td>
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<td>11/20 (Wed)</td>
<td></td>
<td><strong>Discussion</strong></td>
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<td>Date</td>
<td>Topic</td>
<td>Readings</td>
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<tr>
<td>11/25 (Mon)</td>
<td>Person-job fit (P-I) fit</td>
<td><strong>Lecture</strong></td>
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<tr>
<td>11/27 (Wed)</td>
<td>Thanksgiving</td>
<td><strong>No class</strong></td>
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<td>12/2 (Mon)</td>
<td></td>
<td><strong>Discussion</strong></td>
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<tr>
<td>12/4 (Wed)</td>
<td>Diversity</td>
<td><strong>Discussion</strong></td>
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### Readings


### Exam 3 due on 12/4

12/9 (Mon)  | Group project presentation and paper due

12/16 (Mon)  | Literature review paper due

2:45-5:00 p.m.