Psychology 260: Introduction to Organizational Psychology
The University of Michigan

Course Time and Location: TBA

GSI: Melanie Henderson
Office: 3256 East Hall
Email: melmarie@umich.edu
Mailbox: 3242 East Hall
Office hours: Thursday 2pm-3pm; Friday 11am-12pm (or by appointment)
Course Tools (CTools) website: https://ctools.umich.edu/portal

Contact Policy
EMAIL: Email is the best way to contact me. Please include the course number ("Psych 260") in the subject line of all emails so that I can recognize you and your email address. I will typically respond to emails within 24 hours, although a response may take longer during weekends and scheduled academic breaks. Please email me a second time if you have not received a response within 48 hours.

OFFICE HOURS: I enjoy meeting and conversing with students during office hours! I am glad to answer questions regarding course materials or to discuss your endeavors in Psychology, including research, graduate studies, or career aspirations. Please feel free to email me to set up an appointment if you are unable to attend my office hours.

Teaching Philosophy
As a social/personality psychologist, my goal is to be in touch with the students’ perspective and keep that vantage point in mind while attempting to elaborate upon course materials. I believe that the most successful teachers are those who are not only extremely knowledgeable in their respective fields, but also have the ability to convey that knowledge to students effectively. I hope to not only serve as a knowledge base for my students, but also to impart knowledge to students in a way that accommodates different needs and learning modalities. My goal is to make this class as useful to students as possible. Therefore, I will be obtaining your feedback on class activities throughout the course of the semester in an attempt to ensure student needs and objectives are addressed. Please feel free to make suggestions or constructive criticisms, and I will attempt to incorporate ongoing student feedback into our course routine whenever possible.

Course Format
This course is designed with a particular structure in mind. This is a 4-credit gateway course, which introduces the Organizational Psychology discipline. Class will meet twice per week for two hours. Lecture and active learning exercises will comprise this 2-hour timeslot. Each class period will consist of a 45-minute lecture pertaining to the readings and relevant research on a given topic within Organizational Psychology. The purpose of these lectures is to provide clarification and elaboration of
the information covered in the readings and assigned materials. Course lectures will be supplemented with active learning exercises, which will consist of hands-on, practical applications of course topics and concepts. The lecture will be followed by an hour of group activity and discussion, which will apply the course concepts to new scenarios and case studies in order to provide experiential learning and engagement with the materials. This course format will allow students to discuss issues related to Organizational Psychology in greater depth with respect to their own experiences and examples, which will provide students with a more thorough understanding of course material.

**Course Learning Objectives**

The main objective of this course is to provide insight into the field of Organizational Psychology—the study of human behavior in groups and organizations. Organizations are complex networks of social relationships between individuals, within groups, and between groups. In this course, we will examine individual, interpersonal, group and cultural behaviors in organizations. We will show that leaders are effective managers of these different types of social relationships and its complex effects at the individual, interpersonal, group, and organizational levels. The course will examine the ways in which organizational psychology has been studied in the social sciences, focusing upon empirical research across various Psychology disciplines. Students will build knowledge foundations in the specific subfield of Organizational Psychology by learning the basic principles that inform the analysis and understanding of human behavior (e.g., group decision-making and communication styles; managing group processes and team design; leadership and power strategies within groups; and networking and negotiation within and across groups and organizations).

**Guidelines for Class Discussion**

- Please refrain from using electronic devices during class (e.g., laptops, cell phones, etc.).
- Respect others’ potentially differing opinions and their right to express them. Questions/comments should be directed at ideas rather than people and should not be expressed as judgments.
- Please keep interruptions to a minimum, and use them only as a means of clarification. Everyone should have an equal opportunity to finish expressing his/her thoughts and opinions without being interrupted.
- Attempt to relate your comments to course material and readings; provide a rationale for your thoughts and base comments on evidence and supporting materials.
- Participate, but self-regulate. Everyone should and will have the chance to contribute to discussions.

**Special Accommodations**

Students who need special accommodations for a disability need to work with the Office of Services for Students with Disabilities to determine appropriate accommodations. You must notify your instructors if you need accommodations at least two weeks before you need them. I ask that you please email me or come to office hours during the first week of the semester if you have any special circumstances that might affect your attendance, participation and/or comfort in class (e.g., a certified disability, involvement in religious observances, or special familial or other responsibilities).

**Course Website Policy**

This course has a corresponding Course Tools (CTools) website, for which you will receive access upon official enrollment in the course. Course announcements, assignments, handouts, and Powerpoint
presentations will be posted on the Ctools site. It is your responsibility to check the website regularly in order to keep up-to-date with the progress of the course and to ensure that you do not miss any important announcements.

**Reading Materials**


2. CTA: CTools Articles. These can be downloaded from the course CTools site, under “Resources”, under “Articles”. (Copies are also on reserve at the Undergraduate Library).

* The course textbook is a compilation of three different texts in Organizational Psychology. The text provides an overview of many topics that will be covered in this course, and assigned pages correspond to these specific topics. However, the remainder of the textbook that does not comprise the assigned readings is suggested as optional reading. It is intended to provide foundational reading and to supplement the required course readings with additional detail and context. I will point you toward various chapters in this book throughout the semester.

**Course Evaluation and Grading**

Grades will be based on the following course components, which are described in detail below:

- 2 Midterm Exams (40% total)
  - Midterm 1 (2/22) 20%
  - Midterm 2 (4/19) 20%
- “In-lecture” Exams (10%)
- Group Project (25% total)
  - Project Proposal (due 2/4 by 5pm): 2.5%
  - Midpoint report (due 3/16 by 5pm): 2.5%
  - Final report (due 4/15 by 5pm): 20%
- Discussion (25% total)
  - Attendance: 5%
  - Homework Assignments: 10%
  - Participation: 10%

Grades will be assigned in accordance with the following system:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tr>
<td>A</td>
<td>94 - 100%</td>
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<td>A-</td>
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<td>B+</td>
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<td>B</td>
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<td>B-</td>
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<td>C+</td>
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<td>C</td>
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<td>D-</td>
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**For all written work, the evaluation criteria are as follows:**

- Meeting requirements: submission date, length, and format (APA style, etc.)
- Quality of insight: level of originality present in your analysis
- Quality of execution: thoroughness of your synthesis of course information and how competently that information is analyzed
Course Requirements and Expectations

• Exams (50%)
  - Half of your course grade will be determined by 2 non-cumulative mid-term exams and “in-lecture” exams.
  - In-class mid-terms (20% each; 40% total): February 22\textsuperscript{nd} and April 19\textsuperscript{th}
  - “In-lecture” exams (10% total): conducted at the conclusion of each lecture. During each lecture, you will be given one multiple choice or short answer question relating to the lecture and reading material. You can only receive these points if you attend class. Therefore, no make-ups will be given if you miss a lecture for any reason (the 2 lowest-graded questions will be dropped).
  - Reviews for midterm exams will take place in class the week prior to the exam.

• Group Project (25%)
  This project is a very important and time-consuming aspect of this course. The group project requires you to observe and analyze the interpersonal relations within an organization of your choice. You will choose 2 course topics to analyze in the context of your organization.

Students will construct an empirical research paper of their own, in which they study their chosen organization through the lens of Organizational Psychology by diagnosing organizational strengths and problems and generating potential maintenance suggestions and solutions. This group research project gives students the opportunity to experience their own mini-organization from an insider’s perspective and to observe course principles as they unfold in their own project group as well as in their chosen organization. The interim project assignments are structured to fit into the larger, integrative structure of the course, so students can have first-hand experience with course topics in their project group as they learn about these topics in course lectures and readings. Students experience group decision-making and communication, managing group processes and team design, leadership and power strategies within groups, and networking and negotiation within their project group and with their chosen organization. Experiencing these course principles from the perspective of their own mini-organization helps students to see how each of the course components interact to influence the functioning and effectiveness of an organization as a whole and informs their written analysis of other organizations.

The group project can be somewhat daunting when considered as a whole. Therefore it is helpful to consider the timing of the various components and to break the project down into 4 monthly objectives. During the month of January, your goal is to choose an organization and to establish contacts/affiliations within the organization. During the month of February, your goal should be to decide upon your project design and methodology, and to create whatever materials you will need to collect your data. During the month of March, your goal is to complete all data collection for your organization. For the final month of April, your goal is to prepare the write-up of the final project report. The group project proposal and midpoint reports will help you to plan the components of your project accordingly. A separate handout with group project details will be provided.
• **Attendance (5%)**: You are expected to attend every class. Because class exercises and discussions will be highly interactive in nature, it will not be possible to replicate this experiential learning when classes are missed. Any absences will require the relevant documentation (e.g., doctor’s certificate) in order to be considered excused absences. Please let me know in the first two weeks of class if you will be absent due to religious observation or regular participation in athletic competition. I realize that absences are sometimes unavoidable (e.g., illness, death in the family), but **assignments/homework should still be turned in on time**. You are responsible for catching up on any material you miss. Furthermore, please notify me 24 hours in advance if you are unable to attend a class.

  o **Punctuality**: You are expected to arrive to each class on time and remain there for the entirety of class, as tardiness is disruptive to student learning. Perpetual tardiness will impact your attendance and participation grade. Again, I understand that there are circumstances that may affect your ability to arrive on time. However, please try to keep these instances of tardiness to a minimum.

  o **Preparation**: The readings listed for lecture each week should be completed **before** class. Please keep in mind that preparation is necessary for effective participation. While doing the readings and attending to lectures, critique the course material carefully and make note of any questions or thoughts that might provoke group discussions. This will help you to adequately prepare for class exercises and discussion.

• **Homework Assignments (10%)**: Homework will be assigned throughout the course of the semester. It is absolutely necessary that you complete homework assignments on time. Assignments are a crucial component of class participation, as engagement in these activities contributes to your experiential learning in this course. Therefore late assignments will **NOT** be accepted. Homework will be graded on a Credit/No credit basis.

• **Informed Participation (10%)**: You are expected to actively participate in each class. Be prepared to discuss the materials and concepts presented during lectures and readings in an engaged and informed way, to ask questions, and to listen and learn from each other. The participation grade will take into account the quality of your contributions, not merely the quantity. Be awake and responsive. The purpose of the meetings is to deepen your understanding of the materials, address questions and gaps in your knowledge, assist you in applying the information to life experiences, and to help you prepare for exams. This requires you to actively interact with me, and with your fellow students, throughout each class. I understand that some of you may not be particularly comfortable with public speaking. To ensure that all students have an equal opportunity to earn credit for participation, students should contact me if they are having difficulty participating so we can discuss alternative ideas.

  o **WAYS TO PARTICIPATE**: You can ask questions, suggest answers, raise new topics for discussion, lead a small group, serve as the reporter for the small group to the class, volunteer for demonstrations, serve as group scribe recording your conclusions, write down your own answers to questions, and enrich the group by suggesting links to outside experiences, groups, movies and television, web sites, campus activities, and courses. Please do everything you can to make sure that you benefit as much as possible from being in the class, and that the class will benefit from your presence.
**NOTE:** Engaging in irrelevant or disrespectful activities will not help you perform well in this course and WILL affect your participation grade (e.g., sleeping, texting, talking to those around you at inappropriate times, reading irrelevant materials, etc.).

- **Assignment Submission:** All assignments are to be submitted electronically on the CTools site via the “assignments” folder by 5pm on the due date, and some are due in class the week of the due date. Please see the class schedule for further details. If you experience difficulties with the CTools site and you are unsure as to whether your work was properly uploaded, please send me an email and include the assignment as an attachment.

**Plagiarism**

Cheating, plagiarism and all other forms of academic misconduct are unacceptable and will not be tolerated under any circumstances.

Plagiarism is representing someone else’s ideas, words, statements or other works as one’s own without proper acknowledgment or citation. Examples of plagiarism are:

- Copying word for word or lifting phrases or a special term from a source or reference without proper attribution.
- Paraphrasing using another person’s written words or ideas, albeit in one’s own words, as if they were one’s own thought.

Text above adapted from: [http://www.lsa.umich.edu/saa/international/handbook/conduct.html](http://www.lsa.umich.edu/saa/international/handbook/conduct.html)

For more information see the English Department’s description of plagiarism at: [http://www.lsa.umich.edu/english/undergraduate/plag.htm](http://www.lsa.umich.edu/english/undergraduate/plag.htm)

Should you turn in a plagiarized paper, the appropriate university procedures will be followed.

**Late Policy**

Late assignments will NOT be accepted, as assignments are required for class participation and experiential learning exercises. If there are extenuating circumstances, please contact me in advance.

**Grade Dispute Procedure**

If you feel that your work has been graded unfairly, the deadline to submit a written regrade request is one week after the exam or paper has been submitted. Requests for regrades must be accompanied by a written grievance, which should be emailed to me. We will only entertain *written* requests to regrade a question. The request should be a 1-3 page memo detailing the rationale for the regrade (i.e., why more points should have been awarded). The rationale must use course materials (i.e., specific references to reading materials and/or lecture) to substantiate your claims. Please be aware that once the regrading process is initiated, instructors can regrade up or down. Therefore, a regrade may potentially result in a lower grade.

**Writing Tips**

This course is rather writing-intensive and is intended to develop your skills as a psychologist and scientific writer. The Sweetland Writing Center (see contact information below) offers workshops and individual sessions that can be tailored to writing in the social sciences.

- *Always run spell check.* Attempt to avoid spelling and grammatical errors, as they make writing unclear and difficult to understand.
• **Always reread your final paper!** This is the way to catch the errors that spell check overlooks. It is also a good way to catch awkward wording and stylistic problems.
• **Choose your words carefully.**
• **Adhere to standard font size, spacing, and margins.**
• **Read the assignment carefully and be sure to address all elements of the assignment.** Too often grade deductions result from students neglecting to thoroughly address the question/assignment at hand.
• **Analyze/Critique/Raise new questions.** Don’t simply summarize course topics and materials.
• **Choose topics that interest you.** Any time you have the freedom to choose your own paper topic, use it as an opportunity to explore something that you actually find interesting.

### Helpful Campus Resources

- **Undergraduate Psychology Office:**
  
  1343 East Hall, 734-764-2580, psych.undergrad@umich.edu,
  [http://www.lsa.umich.edu/psych/undergrad/](http://www.lsa.umich.edu/psych/undergrad/)

- **Psychology Subject Pool:**
  
  1343 East Hall, 734-764-2580, subject.pool@umich.edu,
  [http://www.lsa.umich.edu/psych/undergrad/research/pool/participation/](http://www.lsa.umich.edu/psych/undergrad/research/pool/participation/)

- **Newnan LSA Academic Advising Center**
  
  1255 Angell Hall, 734-764-0332, [www.lsa.umich.edu/advising](http://www.lsa.umich.edu/advising)

- **Sweetland Writing Center**
  
  1310 North Quad, 734-764-0429, [www.lsa.umich.edu/sweetland](http://www.lsa.umich.edu/sweetland)

- **Services for Students with Disabilities:**
  
  G664 Haven Hall, 734-763-3000, [http://www.umich.edu/~sswd/](http://www.umich.edu/~sswd/)

- **Counseling and Psychological Services (CAPS):**
  

- **The Spectrum Center (organization for the LGBT community):**
  
  3200 Michigan Union, 734-763-4186, [http://spectrumcenter.umich.edu](http://spectrumcenter.umich.edu)

- **English Language Institute (resources for non-native English speakers):**
  
  [http://sitemaker.umich.edu/eli.resources/home](http://sitemaker.umich.edu/eli.resources/home)

- **Undergraduate Research Opportunity Program:** [http://www.lsa.umich.edu/urop](http://www.lsa.umich.edu/urop)
TENTATIVE COURSE SCHEDULE

Organizational Problems: Accurate Diagnosis, Analysis and Intervention
1/6: Understanding Organizational Problems
   Readings: TB Chapter 1 (p. 11-15), CTA Pfeffer & Sutton
1/11: Finding Solutions: Three Organizational Maps
   Readings: TB Chapter 2 (p. 26-33), TB Chapter 11 (p. 307-319)

Individual Differences: Working Together with Similar/Dissimilar Others
1/13: Personality Differences at Work
   Readings: TB Chapter 3 (p. 72-82), CTA Golden
1/18: Demographics: Differences in Gender, Race, and Sexual Orientation
   Readings: CTA Thomas D., CTA Valian, CTA Yoshino
1/20: Managing Differences in Organizations
   Readings: CTA Thomas R., CTA Page

Getting the Best Out of Yourself and Others
1/25: Social Influence: Getting Others’ Support
   Readings: CTA Cialdini
1/27: Rewards and Reinforcement
   Readings: TB Chapter 4
2/1: Increasing Intrinsic Motivation
   Readings: CTA Kerr; CTA Pfeffer

Interpersonal Dynamics in Organizations: Using Relationships to Get Things Done
2/3: Managing Your Image: The Psychology of Self Presentation
   Readings: CTA Baumeister; CTA Lee

2/4: Project Proposal Due 5pm
2/8: Communication: Getting Your Message Across
   Readings: TB Chapter 5 (p. 138-147), Chapter 11 (p. 328-338)

2/10: Power and Politics
   Readings: TB Chapter 6

2/15: Networks and Networking
   Readings: CTA Baker

**Introduction to Groups**

2/17: Social Identity and Socialization: Why Groups Matter
   Readings: TB Chapter 7 (p. 193-197), Chapter 8 (p. 223-226)

2/22: Exam 1

2/24: 12 Angry Men: A Primer on Groups
   Readings: CTA 12 Angry Men Video-viewing Guide and Worksheet
   *(Worksheet due to your GSI 3/8)*

**2/26-3/6: Spring Break**

**Managing Groups and Teams in Organizations**

3/8: Group Development: How Groups Evolve Over Time
   Readings: CTA Ginnett

3/10: Managing Group Processes In Real Time
   Readings: TB Chapter 8 (p. 226-232, p. 241-249)

3/15: Evaluating and Attaining Group Effectiveness
   Readings: CTA Gersick, CTA Drucker

**3/16: Project Midpoint Report Due 5pm**

**Intergroup Competition and Conflict**

3/17: Intergroup Conflict: Why It Happens
   Readings: TB Chapter 8 (p. 232-241), CTA Fiske

3/22: Diffusing Intergroup Conflict
   Readings: TB Chapter 10 (p. 294-302)
3/24: Negotiation: Tactics and Common Pitfalls
   Readings: TB Chapter 9 (p. 272-276), CTA Sebenius

   Organizational Culture

3/29: Assessing Cultural Values and Fit
   Readings: TB Chapter 11 (p. 325-328), CTA Van Maanen

3/31: Managing People Globally Across National Cultures
   Readings: CTA Sanchez-Burks & Mor Barak

   Leadership

4/5: What Makes a Good Leader?
   Readings: TB Chapter 12

4/7: Emotional Intelligence and Leadership
   Readings: CTA Goleman

4/12: Leadership in Teams
   Readings: CTA Traub

4/14: Effective Leadership: Managing Individuals, Relationships, Groups, and Culture
   Readings: None

4/15: Project Final Report Due

4/19: Exam 2
TENTATIVE COURSE READING LIST


The customized textbook is drawn from the following sources:


ISBN 0-13-641340-4

(2) CTA: Coursetools Articles

The list of articles below is in the order in which they are assigned in the course:

12 Angry Men Video-viewing Guide and Worksheet
<table>
<thead>
<tr>
<th>Week</th>
<th>Classes</th>
<th>Class Topic</th>
<th>Reading Reminder</th>
<th>Homework/Assignments Due</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 14</td>
<td>Introduction to Organizational Psych Ideal Organizations Exercise</td>
<td>TB1 (p11-15); TB2 (p26-33); TB11 (p307-319) CTA: Pfeffer &amp; Sutton</td>
<td>Ideal Organizations Exercise (Completed in Class)</td>
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<tr>
<td></td>
<td>Jan 18</td>
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<td>Due Online: Tues, Jan 18 by 5pm HW1: Personality Survey (in “Assignments”)</td>
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<td>2</td>
<td>Jan 21</td>
<td>Personality and Diversity in Organizations</td>
<td>TB3 (p72-82) CTA: Golden</td>
<td>Group Grading Exercise (Completed in Class)</td>
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<td>Jan 26</td>
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<td>Due Online: Wed, Jan. 26 by 5pm HW2: Group Formation Ideas (in “Assignments”)</td>
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<td>3</td>
<td>Jan 28*</td>
<td>Group Formation</td>
<td>CTA: Thomas, D. CTA: Valian CTA: Toshino CTA: Thomas, R. CTA: Page</td>
<td>Bring Group Formation Ideas to Class Group Composition Form (Completed in Class)</td>
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<td>Feb 3</td>
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<td>Due Online: Thur, Feb 3 by 5pm HW3: Social Influence Survey (in “Assignments”)</td>
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<td>4</td>
<td>Feb 4</td>
<td>Social Influence; Rewards and Reinforcement; Motivation and Self-Presentation</td>
<td>TB4 CTA: Cialdini</td>
<td>Due Online: Fri, Feb 4 by 5pm</td>
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<td>Date</td>
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<td>Notes</td>
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<tr>
<td>Feb 11</td>
<td>Group project feedback 1:</td>
<td>TB5 (p138-147); TB11 (p328-338); TB6</td>
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<td>Groups meet individually</td>
<td>CTA: Kerr</td>
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<td>CTA: Pfeffer</td>
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<td>Bring questions about group project to</td>
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<td>HW5: Exam Review Prep</td>
<td>(Explained in Class)</td>
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<td>Feb 18</td>
<td>Exam Review</td>
<td>TB7 (p193-197); TB8 (p223-226)</td>
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<td>CTA: Baumeister</td>
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<td>Feb 22</td>
<td>Exam 1</td>
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<td>Feb 24</td>
<td>Video: 12 Angry Men</td>
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<td>Mar 10</td>
<td>Networking in Organizations</td>
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<td>Mar 11</td>
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<td>Revisit CTA: Baker</td>
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<td>Mar 16</td>
<td>Due Online:</td>
<td>Project Midpoint &amp; 10,000 Mile Checkup (in “Assignments”)</td>
<td>Wed, Mar 16 by 5pm</td>
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<td>10 Mar 18</td>
<td>Group Processes:</td>
<td>TB8 (p226-232; 241-249)</td>
<td>Desert Survival Exercise (Completed in Class)</td>
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<td>Individual vs. Group Performance</td>
<td>CTA: Ginnett</td>
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<td>Desert Survival Task</td>
<td>CTA: Gersick</td>
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<td>CTA: Drucker</td>
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<td>Mar 25</td>
<td>Group project feedback 2:</td>
<td>Bring questions about group project to Class</td>
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<td>Groups meet individually with Melanie</td>
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<tr>
<td>Mar 26-</td>
<td>HW8: Review Negotiation Instructions</td>
<td>HW8: Review Negotiation Instructions (Handed out in class)</td>
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<td>Mar 31</td>
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<tr>
<td>12 April 1</td>
<td>Negotiation in Organizations</td>
<td>Bring Negotiation Instructions to Class</td>
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<td></td>
<td>TB8 (p232-241); TB9 (p272-276); TB10 (p294-302)</td>
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<td></td>
<td>CTA: Fiske</td>
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<td>CTA: Sebenius</td>
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<tr>
<td>April 6</td>
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<td>Due Online: Wed, April 6 by 5pm</td>
<td>HW9: Cultural Informant Assignment (Explained in Class)</td>
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<tr>
<td>13 April 8</td>
<td>Culture in Organizations</td>
<td>HW10: Exam Review Prep (Explained in Class)</td>
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<td>Designing a New Disneyland Exercise</td>
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<td>TB11 (p325-328)</td>
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<td>CTA: Van Maanen</td>
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<td>CTA: Sanchez-Burks &amp; Mor Barak</td>
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<td>Date</td>
<td>Event</td>
<td>Assignment</td>
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<td>14</td>
<td>April 15</td>
<td><strong>Final Class:</strong>&lt;br&gt;Exam Review&lt;br&gt;Leadership in Organizations</td>
<td>TB12&lt;br&gt;CTA: Goleman&lt;br&gt;CTA: Traub&lt;br&gt;Due Online:&lt;br&gt;Fri, April 15 by 5pm&lt;br&gt;Project Final Report (in “Assignments”)</td>
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<td></td>
<td>April 19</td>
<td>Exam 2</td>
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</table>

- You must attend class during week 3, the week of Jan 28 for group formation. Anyone not in class on this date must drop the course.
STUDENT INFORMATION SHEET

First and Last Name:

Nickname (or what you prefer me to call you):

Unique name:

Student ID Number:    ______ _____ _____ _____ -    ______ _____ _____ _____

Note: Social security numbers cannot be used for classroom purposes. Please list your official eight-digit UM Student ID number above

Preferred Email Address:

Year at UM:

Program of Study (if declared) or Intended Major:

Have you taken any additional psychology courses? Which ones?

Why did you (want to) register for this class? Be honest. I’m curious.

Now that you know more about the class, are there any special topics you hope we’ll be covering? What kinds of things would you like to learn? Try and finish the sentence “By the end of the semester, I’d like to know more about…”

What are your pet peeves when it comes to teachers? What is the worst thing a teacher has ever done to you? Basically, when it comes to class, what makes being there terrible?

On the upside, what are your favorite teaching practices? What is the best thing a teacher has done in a class you’ve taken? What kinds of things have teachers done to help you learn in the past?
What can the instructor do to make this an exceptional class?

What can you do to make this an exceptional class?

Please use this space to share any individual issues that might influence your performance in this class (e.g., learning disability, athletic travel schedule, religious observances, childcare responsibilities). I encourage you to speak to me individually so we can make arrangements to facilitate your success in this class.

Please tell me one idiosyncratic piece of information about yourself—something that is likely to be untrue of anybody else in the class, or something about you that people would be unlikely to guess about you. Please be sure to let me know if it’s something you’re not okay sharing with other people in the class.

**Learning Styles**
Please check all that apply:

- [ ] I learn best with overheads, charts, and other visual displays
- [ ] I learn best by discussing the material in small group discussions
- [ ] I learn best by listening to others in large group discussions
- [ ] I enjoy and learn from videos/movies
- [ ] I enjoy and learn from in-class exercises
- [ ] I am comfortable talking in groups of 30

**OTHER COMMENTS:**