Catherine S. Daus
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Course Readings

- Edwards, J. E., Thomas, M. D., Rosenfeld, P., & Booth-Kewley, S. (1997). *How to conduct organizational surveys*. Sage Publications: London.
- Church, A. H., Waclawski, J. (2001). *Designing and Using Organizational Surveys: A Seven-Step Process.* Jossey-Bass Publishers: San Francisco.
- Required readings to be downloaded from course BB

Recommended for personal use:

- Fowler, Jr., F. J. (1993). *Survey Research Methods*, (2nd ed.). Sage Publications: London.
- Sudman, S. & Bradburn, N. M. (1982). *Asking Questions*. Jossey-Bass Publishers: London.

Class Description, Objectives and Format

This class is intended to provide you with a solid background in the measurement, theory, and application of work attitudes with a special emphasis on job satisfaction and job engagement. You will be expected to demonstrate skill and understanding of the concepts at both a sophisticated theoretical level as well as through practical application. Thus, there are two major components in the class: theory and application. Readings will cover aspects related to consulting, the particular project, or survey measurement as well as the theory behind work attitudes in organizations. Course content will be demonstrated through lecture, small group interaction, class discussion, course activities, YouTube and related tech clips/Podcasts, and course assignments, as well as one major applied project conducted in an actual organization.

Objectives:
1. **Develop skills in critiquing survey/questionnaire design.**
2. **Develop and utilize tools for effective groupwork.**
3. **Demonstrate an understanding of survey theory and application through applied examples and in-class discussions.**
4. **Demonstrate an understanding of work attitudes theory and application through applied essays, in-class readings/discussions, and an applied consulting project.**
5. **Demonstrate effective application of class knowledge through developing and delivering a work attitudes project to a company with data-based/driven recommendations.**
6. **Demonstrate effective presentation, debate, and discussion skills.**

Grades

Grades will be based on the following:

	Points	Due Date (by class time)
Group Status Report Form (large project team)	10	1/29
Team/Duo Survey Organization Report (Prezi)	30	1/29
Group 1 on 1/25; 2 & 3 on 2/5		2/5
Questionnaire Design/Evaluation ('Exam'1)	50	2/26
Team/Trio Class Facilitation – Emerging Topics/ Technology and Surveys	30	3/19&26
Assessment points from trio emerging topics presentations/facilitations (10 x 2)	20	

Note: italicized assignments below are an "either/or" choice"
Either you do 4 10-point essays OR on attitude measure review

	Points	Due Date
Attitude Measure Review/Critique	*40*	*4/30**
*Draft – non required – due 4/16		
Essay BB Questions (4 x 10)	*40*	----
Debate	10	5/7
In-Class MC Exam	30	5/7
Large Group Project	100	TBD
Total possible points:	**320**	

Grading Scale: 320 – 286 – A; 285 – 254 – B; 253 – 222– C; 221 - 190 – D; ↓ 190 – F

Group Status Report Form – worth 10 points to all group members

Groups need to develop a 1 – 2 page form for a status report of the large group project. This form will need to have two slightly different versions: one to go to the company contact person and stakeholders of interest every two weeks and another to go to me weekly (due by noon on Fridays). This is reasonably open-ended in terms of how you want to organize it. However, a few key things must be included: contact information for all team members, and designated liaison person; tasks completed, tasks upcoming. The purpose of a status report is actually bi-directional, rather than uni-directional. Of course it is designed to update the key people (stakeholders) in the company you are consulting as to your key activities, but it also can act as a resource with a questions/needed resources, etc... section that is addressed by your contact person. It establishes a consistent time addressing your concerns. You may email these both to me and to the company. The version to go to me should have an added section of each group member color-coded and tasks/activities he/she did that week. This will be graded on professionalism, thoroughness, and organization. For a helpful website, see: http://www.projectperfect.com.au/info_status_report.php

Team (Duo) Survey Organization Report – worth 30 points; This is intended purely as an informative overview for practical resources for your 'toolkits.' Each team is to report (about 30 minutes) on one of four large-scale survey organizations: Gallup; Mayflower; National Business Research Institute; Korn Ferry. Your job is to provide an overview of this company, what its mission is; what types of surveys it specializes in; its history, etc. Pros and cons of the company? Would you recommend their services if you were in a position to do so. You will be graded on organization of material -10; professionalism (of Prezi and actual in-person presentation) – 10; Usefulness/Practicality – 10.

Team (Trio) Emerging Class Facilitation – Topics in Technology and Surveys - worth 30 points to each person/presenter; assessments per topic 2 x 10 pts. for a total of 20 (the quality of your own assessment will be 'graded' out of 10 pts. also)

In teams of two, you will be 'assigned' to an emerging topic in emergins topics regarding technology and effective survey design/use. You will facilitate class for **one hour** regarding this topic. The following are requirements:

1) You must require at least two, no more than three, outside readings, to be posted no later than one week before your assigned date.
2) You must develop an assessment over the material, worth **TEN** points to your classmates, that you administer and score. This assessment may be done in-class immediately following your presentation (to take no longer than 10 minutes), or it may be an outside 'assignment' due no later than the following week in class.
3) You should plan to use Ppt. or Prezi to deliver 'key' points; a rough range should be 20-30 minutes for this portion. The remaining time will be determined by you for how best to facilitate learning of the material. This is not simply an article discussion portion, but that may be a part of your hour timeframe.
4) You will be graded based on: conveyed understanding and material effectively (10 pts); professionalism (5); organization (5); creativity (5); and practicality/usefulness (5).
5) The following are the topics: a) pulse surveys; b) on-line and/or web-based surveys; c) using survey apps/social media; d) data visualization

Organizational Psychology Attitude Measurement Review – worth 40 points

1.   Pick one of the organizational attitudes that most intrigues/interests you – job satisfaction, organizational commitment, job involvement, perceived organizational support, job engagement – these are the ones we focus on in class. If you wish to pick another, clear your topic with me.

2.   Research the topic, along with the available measures used to examine it.

3.   The review will have three main sections: a) a broad literature review of the attitude; b) a review of the measures possibly including 'related' but different measures (this is where you should discuss psychometric properties); and c) conclusion/recommendations; this section will vary widely. It may include a

recommended measure that you would recommend over all others; it may include recommendations based on use (e.g., if you are testing a – choose measure X; if you are testing b – choose measure Y); or it may include your attempt at a measure you have come up with based on there being no measure that you would recommend. If you present your developed measure, describe HOW (based on what literature, what process, etc.) you developed it. If this last situation is the case, this section would be longer with probably section b) (review of existing measures) being shorter.

- ✓ *The paper should be ~ between 10 - 12 double-spaced pages.*
- ✓ *Expect to have 10 references, minimum, the bulk of which should come from empirical, research journals (keep textbook cites and non-empirical sourcs to a minimum).*
- ✓ *If you want feedback on a rough draft, you must have it to me no later than*
    April 16th *(It should be a (reasonably) completed version).*
- ✓ *This is worth 40 points and is due **April 30th** by class time.*
- ✓ *Grading criteria will be based on the following factors (there is also a more specific rubric):*
    1. *1Thoroughness* 2. Overall organization/flow of paper**
    3. *Clarity* 4. Appropriate scientific writing/APA format*

Exams/Assessments – Questionnaire critique (Exam 1) – 50 pts; Essays – 40 pts. (4 @ 10 points for 40 total); MC Exam - 30 pts; Debate – 10 pts.
You will have one take-home questionnaire design/evaluation project/paper; four 10-point take-home (online) essay questions (or one attitude review paper) and an in-class MC test over the readings. The first take-home is an evaluation of an organizational questionnaire/survey. Use principles from the text as well as from class to evaluate the strengths and weaknesses of the particular questionnaire**: due 2/26**.

The take-home essay questions will be available via BB, weekly beginning with the first attitude topic, attitudes/measurement issues; there will be one offered for every topic, for a total of 10. You will be required to do four (but you may do as many as you wish to try to replace a grade you are not pleased with; in other words, I will take the top four). These will be due one week later in class.

During finals week, you will have an in-class MC exam over the readings with one point per question, 30 questions. There will also be a group debate between four teams; each team is assigned to a job satisfaction perspective and will be required to both defend their perspective and argue against the other perspectives.

Group Project–100 points; each individ. score adjusted per peer feedback
You are going to develop an attitude survey for a company, administer it, tabulate/analyze the results, and present the findings to the organization (Espy Lumber) – OR (still working on second company site – hopefully will have

secured by classtime). I will begin (or end) each class with a discussion of the group projects. Each person should think about the role/s that he/she would like to assume for the project and the group will work and decide together who will do what, when. The culmination of the project will be presenting the data and feedback to the organization at a final (virtual) meeting where I will attend. As part of the project, you are to provide the organization (and me) with a hard copy summary of the project/results, also. Final points are determined by me, with input from stakeholders in the organization, from your presentation and summary, and from your classmates' evaluation of your role on the project. Your group will receive 2 pts. off the total grade for each missing SR, and 1 pt. off for each late SR. You will be required to do both a self assessment as well as an assessment of each peer in your group, with rationale for your assigned grade. I reserve the right to throw out any person's peer evaluations (taking into account status reports & other evidence).

Tentative Topic Schedule

Week	Date	Topic/Activity	Reading
1	1/15	Course Intro; Survey & Qualitative Research	Chs. 1 & 2 – Edwards
			Intro & Ch. 1 – C & W
2	1/22	Indentifying data coll. method & Sample	Ch. 5 – Edwards
		Response rates	Ch. 8 - Edwards
2	1/29	**GROUP (LARGE) STATUS REPORT FORM DUE**	
		Duo Survey Organization Prezi Presentation 1	
		Writing items	Ch. 3 & 4 – Edwards
			Chs. 2 & 3 – C & W
3	2/5	**Duo Survey Organization Prezi Presentations 2 & 3**	
		Administering Survey	Chs 6, 7 – Edwards
			Ch. 4 – C & W
4	2/12	**Questionnaire critique/Exam 1 opened**	
		Survey Research – Data processing/analysis	Chs. 9, 10, 11 – Edwards
5	2/19	Presenting the results; Follow-Up; Misc.	Chs. 5, 6, 7 - C & W
6	2/26	**QUESTIONNAIRE CRITIQUE/EXAM 1 DUE**	
		Attitudes/Measurement Issues	Readings from Blackboard
7	3/5	Job Satisfaction/Job Engagement – General	Readings from Blackboard
8	3/12	**SPRING BREAK**	
9	3/19	**Trio 1 Emerging Topics Presentation – Pulse Surveys**	
		Correlates/Outcomes of Job Sat	
10	3/26	**Trio 2 Emerging Topics Presentation – Data Visualization**	
		JS - Cognitive Discrepancy Theories	Readings from Blackboard
11	4/2	Social Information Processing Approach	Readings from Blackboard
12	4/9	Dispositional Approach	Readings from Blackboard
13	4/16	**NON-REQUIRED DRAFT OF ATTITUDE MEASURE DUE**	
		Emotional Reaction Approach	Readings from Blackboard
14	4/23	Organizational Commitment	Readings from Blackboard
15	4/30	Org.Citizenship Behaviors/Prosocial Beh.	Readings from Blackboard

Job Involvement; Perceived Org. Support   Readings from Blackboard
ATTITUDE MEASUREMENT REVIEW DUE
16   5/7   **DEBATE**
         MC FINAL EXAM

GROUP PRESENTATIONS TO BE SCHEDULED PER YOUR GROUP'S AND THE ORGANIZATION'S SCHEDULE

Organizational Survey Company Presentation Duos–
1 – Korn Ferry – HD & S
2 – Gallup – HG & Ta
3 – National Business Research Institute – Ty & M

Emerging topics trio teams:
1 – Pulse – HG, Ty, HD
2 – Data Visualization – S, M, Ta

Debate Teams   1 (Cognitive)   2 (SIP)   3 (Dispositional)   4 (Emot. Rea)

Department of Psychology Writing Policy
As a student in this course, you will be expected to display university-level writing, which includes completing course assignments that meet the following basic writing criteria. Specifically, all written assignments completed for this course should include:

- clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well);
- verb tense consistency;
- clear and unambiguous sentences and ideas;
- writing that is free of typos, spelling errors, and major grammatical errors;
- properly formatted citations and references (if relevant).

This is by no means an exhaustive list of basic writing skills, but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (http://www.siue.edu/is/writing) or utilize one of the many online resources they have identified to help students (http://www.siue.edu/is/writing/resources.shtml). If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you.
The penalty for unacceptable writing in this class is as follows: : **I will return the paper and you will have a chance to re-write it within one week; 50% of the possible grade will be taken off the top, and then it will be graded as per normal policy.**

Cell Phone/Computer/Social Networking Use: Please turn cell phones onto silent/vibrate unless there is an emergency situation – that you let me know about.

Computers/laptops are welcome, as long as you are using them for class-related note-taking and activities. If you are using such devices for other purposes, I will give a warning. If I happens again, I will ask you to leave the class. As well, if any such devices are out during an exam, you will receive a failing grade for the exam.

The Psychology Department's Policy on Plagiarism: Plagiarism includes presenting someone else's words without quotation marks (even if you cite the source), presenting someone else's ideas without citing that source, or presenting one's own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (http://www.siue.edu/policies/3c2.shtml). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost." (http://www.siue.edu/policies/1i6.shtml). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To insure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at http://www.siue.edu/education/psychology/plagiarism.shtml.

Academic misconduct will be handled in accordance with university policy - http://www.siue.edu/POLICIES/3c2.html) Academic misconduct as described in this policy includes plagiarism, cheating, falsifying or manufacturing scientific data and/or representing manufactured data to be the result of scientific or scholarly experiment or research, and soliciting, aiding, abetting, concealing, or attempting such acts. Academic misconduct may lead to sanctions ranging from a failing grade on an individual assignment to separation from the University.

Department of Psychology Policy on Incomplete Grades and Withdrawal: All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer term. Grades that apply to students who initiate a withdrawal and grades that apply when a student fails to officially withdraw within established deadlines are determined by university policy (see http://www.siue.edu/policies/1j1.shtml). The granting of a grade of I (Incomplete) is not automatic. It is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the coursework before the deadline for grade submission. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from I to F.

Accommodation and Support: It is the policy and practice of both me and Southern Illinois University Edwardsville to try to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—please notify me as soon as possible. Students needing accommodations because of medical diagnosis or major life impairment will need to register with **Accessible Campus Community & Equitable Student Support (ACCESS)** and complete an intake process. Students who believe they have a diagnosis but do not have documentation should contact ACCESS for assistance and/or appropriate referral. The ACCESS office is located in the Student Success Center, Room 1270. You can also reach the office by e-mail at myaccess@siue.edu or by calling 618.650.3726. For more information on policies, procedures, or necessary forms, please visit the ACCESS website at www.siue.edu/access.

Academic Integrity

Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. The full text of the policy can be found here: https://www.siue.edu/policies/3c2.shtml.