



SYLLABUS

CROSSCULTURAL INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY IN VIENNA

Professor Victor Savicki

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Contact Hrs: 45

Language of Instruction: English

VIENNA, AUSTRIA

Objectives:

Upon completion of the course students will be able

- a) to demonstrate an understanding of the underlying methodologies used in Industrial/Organizational psychology,
- b) to identify and explain the range of topics covered by the field,
- c) to define and explain the significance of several dimensions of work values upon which nations differ,
- d) to identify and explain significant concepts in cross-cultural psychology,
- e) to integrate cross-cultural and work value concepts in the explanation of functioning of multinational organizations.

Grading:

Grades will be calculated via a point system. Successful completion of tasks will earn points. Points will then be accumulated to earn a specific grade following the formulae below.

A = 400, B = 300, C = 225, D = 150, F < 150

Books:

Adler, N. J. (1997). *International Dimensions of Organizational Behavior*, South-Western College Publishing: Cincinnati, OH.

Matsumoto, D. (1997). *Culture and Psychology*. Brooks/Cole: Pacific Grove, CA.

Required Tasks:

1. Weekly journal (see guidelines) (50) Journal entries should be turned in at the first class session of each week and will be returned at the second session of the same week. See the guidelines attached. Start your journal entries on the plane flight to Vienna.
2. Home culture analysis (see guidelines) (50) You should be prepared to discuss your analysis on the first day of class. The actual paper is due at the second class session of the first week of class.
3. Observation assignment (to be developed in-class) (50)
4. Interview and write-up with someone of a different culture about cultural issues (interview guidelines to be developed in class) (50)

5. Interview with an employee of an organization based in Vienna about organizational issues (interview guidelines to be developed in class) (50)
6. Final exam: Final paper synopsis and class review based on journal and other experiences (50). This paper should integrate all of the in and out-of-class, formal and informal learning experiences. It should integrate class concepts, cultural experiences, and personal reactions/changes. More than a mere listing of activities, the paper should identify themes, major learnings, and individual changes in attitude, perspective, belief, feeling, and behavior related to the overall theme of the course.

Reading Schedule:

Week	Adler Chapters	Matsumoto Chapters
1	1, 2	3
2	6	1, 2
3	3,4	6, 7
4		4
8	8	15,16
10	5, 7	17
11		11
12	9	8, 9,10

Optional Tasks:

1. In-class synopsis, and discussion leadership of assigned chapters for one class period’s reading (25)
2. Leadership of in-class activity
 - a. Interview guidelines brainstorm and construction
 - week 4 (25)
 - week 9 (25)
 - b. Job design and motivation group activity (25)
 - c. Group decision making activity (25)
3. Take-home section quizzes (15 each)

Academic Policies:

1. Attendance

Attendance at all classes and excursions is required. Much of the class time will be spent in lecture, interactional activities, speakers, and discussion. Most of the information about industrial/organizational psychology will come from lectures. Of course, excursions are vital. Points will be deducted for unexcused absences.
2. Written assignments

Unless you bring a computer and printer or typewriter with you, your written assignments will be handwritten. These must be legible. Plan on a bit more time in writing these assignments so that you can exercise care in writing. Also, points will be deducted for late assignments.

Guidelines for Required Assignments:

Analysis of Home Culture

In this assignment the object is to get an idea of one’s own “home” culture so that you can be more alert to facets in cultures other than your own. A firm understanding of one’s home culture also helps to avoid the pitfalls of ethnocentrism.

1. Determine your ethnic origin. This can be done by asking family members and/or by doing a family tree. You should state when (what year) and from where (from what country) your recent ancestors immigrated. Studies have shown that ethnic influences persist up to three generations from

the time of immigration. Many of us have quite mixed ethnic heritage. Focus on more recent origins. And focus on what origins your family has emphasized. That is, is there a family preference in defining its origins? For some people ethnic origins are in the misty past and are difficult to resurrect. If so, focus on your US culture as passed on to you by your nuclear and extended family.

2. Determine how your family of origin has influenced your cultural beliefs, attitudes, and behaviors. Answer the questions below in relation to what you learned growing up. Families are the greatest transmitters of culture. You have learned how to be a person of your culture, to a large extent, through the efforts of your family. You don't have to go into great detail in answering the questions, but try to capture the essence of what you learned was "appropriate" from your family's point of view.

3. Read chapter 3, "Culture and Self" in the Culture and Psychology textbook.

4. Compare your understandings about your ethnic origin(s) as gained in Step #2 within the context of the Culture and Self chapter (Step #3). Write an analysis of how well some of the information in the chapter you read in Step #3 agrees with your findings from your own family in Step #2. There will probably be points of agreement and disagreement. At the end, write a synthesis of what you have learned from the two sources that briefly describes your home culture (i.e. final summary should be 1-2 pages in length).

Questions to consider in identifying how your family has influenced your cultural identity:

Respond to the following items with brief answers. Be prepared to discuss your answers with others in a class.

1. Messages I got growing up from my mother about being a member of my family and/or of an ethnic group.
2. Messages I got from my father about being a member of my family and/or of an ethnic group.
3. Messages I got growing up from my extended family about socializing with or belonging to the dominant group or community.
4. Messages I got growing up from my extended family about marrying outside of my social or ethnic group.
5. Messages I got from my family about surviving in life as a member of my family and/or as an ethnic person.

Other messages, values about specific issues that may have come from your family and/or ethnic group background

6. The foods my group/family eats
7. My group/family's favorite music
8. The way my group/family dances
9. How to dress in my cultural group/family
10. Child-rearing patterns in my group/family
11. My group/family's feelings about older persons
12. The thinking of my cultural group/family regarding outsiders
13. The role of women in my group/family
14. The roles of men in my group/family
15. The sexual values of my cultural group/family
16. My group/family's opinion about homosexuals
17. My group/family's thinking about race
18. The political preferences of my group/family
19. Things my group/family considers as group/family secrets
20. My group/family's feelings about its place in society

Journal Guidelines:

The goal of writing a journal is to record, over the course, your experiences both in and out of class that have been meaningful to you in regard to your learning about culture and I/O psychology. The journal becomes a motion picture capturing passing time in words for you to replay as you wish to give you perspective, objectivity, and integration in your present. The journal is meant to increase your awareness of how you experience some of the concepts that we will be learning about in class and how you demonstrate some of those concepts in action. Because the principles we discuss can generalize to almost all human interactions, you can begin to recognize them in your everyday experience as well as in more focused "psychologically oriented" relationships. Most entries should incorporate a) a class concept we discussed or you read about, b) a cultural awareness, and c) your personal reactions. Please use the journal as an opportunity to expand your awareness of ideas and ways of relating that you judge to be important to you. Ideally, at the end of the term you will be able to look back over your journals and discover that your ways of thinking, perceiving, and behaving have changed significantly in a positive direction. In the future, you may take for granted abilities and knowledge that you now may not even know that you need to learn about. Keeping track of your development in the field of psychology is a life-long process that you can use in a more systematic way by using the journal as one method.