

PSYC*7030, Course Outline: Winter 2017

General Information

Course Title: Work Attitudes and Behaviour

Course Description:

This seminar is designed to provide a graduate overview of work attitudes and behavior in the field of organizational psychology. The goal of the seminar is to generate high quality discussion that promotes understanding of some of the concepts, debates, and substantive issues, in the field of organizational psychology. We will cover theories, findings, and the application of research that are related to work attitudes and work behaviour. The final sessions will provide an opportunity for class members to present specific areas of interest to them.

Credit Weight: 0.50

Academic Department (or campus): Department of Psychology

Semester Offering: Winter 2017

Class Schedule and Location: Fridays: 11:30-2:20pm, GRHM 2302

Instructor Information

Instructor Name: Professor Harjinder Gill

Instructor Email: gillh@uoguelph.ca

Office location and office hours: MacKinnon Extension 3007, Tuesdays 2:00-3:00pm

Course Content

Specific Learning Outcomes:

1) Depth and Breadth of Understanding: Students should be able to: demonstrate mastery of a body of knowledge; gather, review, evaluate, and interpret information; compare the merits of alternate hypotheses in organizational psychology; and critically evaluate the limits of their own knowledge and how these limits influence analysis.

2) Reading Comprehension. The understanding of theoretical and empirical literature in psychology. Students should demonstrate a well-developed ability to extract theoretical and empirical information from complex psychological texts and articles, and to generate ideas and questions from written text in the field of psychology.

3) Inquiry and Analysis: A systematic process of exploring issues, objects and works in psychology through the collection and analysis of evidence that result in informed conclusions or judgments. Students should be able to: ask and attempt to answer many questions from a critical perspective, develop novel hypotheses to explore further possibilities, and plan quality research.

4) Methodological Literacy: The ability to understand, evaluate, and design appropriate methodologies for rigorous psychological science. Students should be able to: design appropriate methodologies for novel psychological research situations, and tailor methodologies to particular populations and circumstances.

5) Written Communication: The ability to express one's ideas and summarize theory and research through a variety of writing styles (e.g., APA style, burning questions, research proposal). Students should: write in a sophisticated manner clearly conveying their message to a target audience, use a breadth of vocabulary appropriate to the discipline of psychology, effectively edit their own work; and avoid grammar, spelling, and functional errors.

6) Oral Communication: Includes interpersonal skills, oral speaking and active listening as they apply to the class topic. Students should be able to demonstrate the ability to present information in ways that the receiving party can easily understand, exhibit confidence as a public speaker, facilitate discussion of complex concepts effectively, actively listen, reflect upon, and respond effectively to questions while acknowledging limitations to one's psychological knowledge.

Lecture Content:

*Please note that these dates are tentative.

DATE*	TOPIC
January 13	Introduction to Work Attitudes
January 20	Job Satisfaction & Affect
January 27	Work Attitudes & Organizational Commitment
February 3	Case Analysis I
February 10	Discretionary Work Behaviour
February 17	Work-Life Integration and Work Stress
February 24	READING WEEK – no classes
March 3	Case Analysis II
March 10	Presentations
March 17	Presentations
March 24	Presentations
March 31	Draft Research Papers Due
April 7	Paper Reviews Due

Course Assignments and Tests:

Given that this course is seminar, most of the learning will take place during class discussion. The class will meet once a week to discuss the assigned topics. The readings are organized around a particular topic area and are intended to provide a common knowledge base from which relevant theoretical, methodological, and practical issues can be addressed. Class members are expected to read the assigned material and be prepared to discuss a) the strengths and weakness of the research, b) the adequacy of the existing research, c) ideas for

future research, and d) confusing points in the readings. To enhance class engagement and participation we will have students act as paper moderators and submit “*burning questions*” prior to class. Students will receive a grade in the course based on:

Article Summaries worth - 10%

Burning questions worth - 15%

Case Analysis worth - 15%

Class Presentation worth – 20%

Peer Review worth – 15%

Research Paper worth – 25%

Paper Moderator (15%)

One of the group members will be assigned to each paper in the session as a paper moderator. The role of the paper moderator is to read the article and be prepared to describe major issues in the article for the class. The paper moderator should be prepared to sum up the main insight and key strengths or weaknesses of the paper in short presentation about 2-3minutes. In addition, the moderators should prepare a *one page single-spaced* summary of the paper. The summaries will be worth 15% of the final grade. The grade will be determined by using the best 3 out of 4 summaries. These summaries will be useful to other students in this class and in future years.

Burning Questions (10%)

Each class member is expected to be prepared to discuss and comment on ALL of the required readings for each session. To make sure that you are well-prepared for the discussion, each week students must submit **2 burning questions** from the articles the day of class. A “burning question” involves a question about any aspect of the article in question (literature review, method, analyses, discussion, purpose, contribution, etc.). Questions may focus on theoretical or practical aspects of the articles. Questions may be either positive or negative in tone, but should also include a brief explanation. Essentially, a burning question should stimulate class discussion. Students should write two **burning questions** each week. Burning questions should be no more than *one page single-spaced*. The burning questions should be uploaded to Courselink by 9am on the day of class (starting at 9am on Friday January 20th). Over the course, students will submit a total of four sets of 2 burning questions. Burning questions will be worth 10% of your final grade.

Group Case Analysis (15%)

Two class sessions will be devoted to case analysis. To aid students in preparation and participation in the case analysis, I will assign discussion questions that individual group members should prepare and submit to Courselink prior to the case class. The individual discussion questions will be worth 5% of your final grade. Students will also meet in small groups to discuss the situation in the case, try to understand the problem, and decide on possible solutions. Students will come together in a larger class discussion where each group will give a short presentation on their diagnosis and proposed action plan. At the end of the case class, each group will submit one action plan. The action plans will be worth 10% of your final grade. All group members get the same grade on action plans.

Class Presentation (20%)

Students will work in pairs to do a class presentation on a topic that they may write about in their major research paper. The class presentation should include an overview of the major issues within the topic area and a discussion of relevant research. Discuss strengths and weaknesses of the research and provide suggestions for improvement or future research directions. The purpose of the presentation is to develop presentations skills and to provide a learning experience for class members on a topic that has not been previously covered in the course. A good presentation will stimulate thought and discussion around key issues.

Presenters must select one or two readings that can be assigned to the class to be read before the presentation. The instructor should have the selected readings at least two weeks before the presentation date. In addition, presenters should prepare questions to stimulate class discussion. As a rough guide, one should prepare a formal presentation of approximately 20-25 minutes and discussion for about 20-25 minutes.

Draft Research Paper (0%)

Students will be required to write a major research paper on a topic of their choice within the domain of organizational psychology. The paper can consist either of a research proposal or a review article. The research paper should be 8-10 pages and written according to APA guidelines. The deadline for the submission of the draft research paper is March 31st, 2017.

Research Paper Review (15%)

Each student in the class will serve as a reviewer for two of their classmates. You will be asked to provide a review (i.e., constructive feedback) for two research papers submitted by your peers. These reviews will be 1-2 pages. The learning objectives of this assignment are two-fold: (1) helps students hone their critical reviewing skills; (2) provide students with feedback to help them revise their final paper. Lastly, each student will read the peer reviews of their research paper and provide feedback on the constructiveness and helpfulness of the review.

Final Research Paper (25%)

After reviewing the peer feedback, students will edit their major research paper. The final research paper should be 8-10 pages and written according to APA guidelines. The deadline for the submission of the final paper is April 14th, 2017.

University Policies

Academic Consideration

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for

Academic Consideration:

[Grounds for Academic Consideration](#)

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the [Graduate Calendar](#):

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the [Student Accessibility Services](#) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 54335 or email csdexams@uoguelph.ca or the [Student Accessibility Services Website](#)

Course Evaluation Information

Please refer to the [Course and Instructor Evaluation Website](#) .

Drop date

The last date to drop one-semester courses, without academic penalty, is **Friday, March 10th**. For regulations and procedures for Dropping Courses, see the [Current Graduate Calendar](#)