

PSYC*7050, Course Outline: Winter 2018

General Information

Course Title:

Research Seminar in Industrial-Organizational Psychology

Course Description:

This course will expose graduate students to some of the major theories, issues, and methodologies driving research in the field of Industrial-Organizational psychology. Students will learn to critically evaluate presentations by researchers in this field, as well as to communicate the results of their own research in oral format. All I-O students are required to enroll in this course.

Credit Weight: 0.00

Academic Department (or campus): Psychology

Semester Offering: Winter 2018

Class Schedule and Location:

Wednesdays 11:30am - 2:20pm, ROZH 105, biweekly starting January 10, 2018.

Instructor Information

Instructor Name: Dr. Peter Hausdorf

Instructor Email: phausdor@uoguelph.ca

Office Hours: Wednesdays 10:00 – 11:00am

Office location: MacKinnon Extension Building 3013

Course Content

The purpose of the Research Seminar Series (aka Brown Bag Series) is to support the research culture of the IO graduate program at Guelph. We do this in a number of ways. First, we improve the quality of the research conducted by our graduate students by providing input at various stages of the research process. Students receive constructive feedback about how to improve the: theoretical foundations and hypotheses for the project, the study design and methodology, plans for analyses, as well as how to frame and present the research. Thus, presenting in this seminar gives you the opportunity to make your research better.

By observing others' presentations, students can learn how to think more critically about research by paying careful attention to the types of questions that others ask. **Tip: you can prepare for your MA and PhD defences by writing down faculty questions (e.g., DS asks about power and effect sizes, LSH asks about manipulation checks).**

Second, we improve students' communication skills. These skills are built by repeatedly preparing and delivering a talk each year, and by getting more experience handling a Q&A period. Students also learn a great deal by watching other students and faculty present and model good communication skills. Students will receive feedback on their performance in relation to the seven learning outcomes of this course (see below). You should set a meeting with your supervisor to go over this feedback and set personal goals soon after your presentation. Furthermore, by evaluating other speakers in regard to learning outcomes, the performance to strive for should be much clearer to students. Together, these experiences should lead students to think more deeply about how to deliver a clear presentation, how to actively listen, and how to effectively respond to questions.

Third, by providing a forum in which we all learn about each other's research, we create new opportunities for collaboration on research projects. How exciting!

Specific Learning Outcomes:

1) **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 implement quality research.

2) **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 core areas of I/O psychology; and critically evaluate the limits of their own knowledge and how these limits influence analysis.

3) **Oral Communication:** Includes interpersonal skills, oral speaking and active listening as they apply to the research 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.

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) **Quantitative Literacy:** Includes numeracy, and competence in working with numerical data. Students should demonstrate that they can evaluate the accuracy and quality of data generated and analyses used by others and by themselves.

6) **Visual Literacy:** The ability to effectively find, interpret, evaluate, use, and create images and visual media and content. Students should be able to create meaningful images and visual media, and use these effectively; and access and use visual materials ethically and legally.

7) **Creativity:** Involves the ability to adapt to initiate change and to take intellectual risk. Students should demonstrate creative solutions to problems and creative ways of investigating topics.

Lecture Content:

Attendance is mandatory for all students, and expected of all faculty. We understand that people are sometimes ill, pulled away for emergencies, etc. Therefore, the minimum expected attendance is 70% for all faculty and students. If you are unable to attend, please let the course instructor know as soon as possible.

Class time will consist of two presentations. There are two possible formats for presentation. The long talk format is 70 minutes (40 minute talk, 20 minute Q&A, 10 min feedback forms) and the short format is 50 minutes (20 minute talk, 20 minute Q&A, 10 min feedback forms). There will be a 15 minute break in between talks. The timings of talks will be strictly enforced by a time keeper. This role will rotate among students. All first year MA students are expected to give a long talk in the winter term. All other student have the freedom to pick which term and which format they would like to use, as best meets their research needs.

Typically talks will be independent presentations of students about one of their lines of research. In addition, if applicable, students can give a team presentation. Students can also present talks that mix research and practice. For instance, students may want practice translating research for a managerial audience (How might this research be translated into practice?). Students might want to present on how practical projects they have worked on might inspire a specific research question and specific methodology (How could this be pitched to the organization?). Students can also present on a research-related skills (e.g., what they learned at CARMA workshop).

Each year, we aim to have all students present. However, if you truly have nothing to present, then you can have a “buy” for one year (except for first year MAs)—not to be repeated in

consecutive years. Each year, we aim to have one faculty member present their research and to have at least one external speaker.

One important element of a successful Q&A period is knowing how and when to exercise “class control.” If side conversations are occurring, if discussions are going off topic, or if a questioner is taking more time than is warranted, then effective communication requires that the discussion be moderated. We understand that this might be intimidating and a tall ask for students. So, MA students will have another student moderate the Q&A period for them. PhD students need to develop this skill and so they will moderate Q&A period for themselves. Note: Moderators should ask for questions from students before faculty are called upon.

The students and the faculty in the audience play a critical role in the Research Seminar Series. For the learning objectives to be met, everyone must pay attention (no off-topic phone/laptop activity) and participate. By asking each other good, tough questions, we help each other to learn and improve our research. An appropriate research culture is one in which people strive for excellence. ***Tip: It is a great idea to practice a talk for an outside audience in the Research Seminar Series.***

Evaluations:

Student presenters will be evaluated on their capabilities in regard to: Inquiry and Analysis, Depth and Breadth of Understanding, Oral Communication, Methodological Literacy, Quantitative Literacy, Visual Literacy, and Creativity. All audience members are required to provide accurate, respectful, constructive feedback for all students’ talks. Constructive feedback is: focused on description (not judgment), issue-focused (not person-focused), based on observations of behaviour (not interpretations of behaviour), and involves practical suggestions for improvement.

Course Resources

Please see Courselink. <https://courselink.uoguelph.ca/shared/login/login.html>

Course Policies

Grading Policies

Students will pass the course if they responsibly complete evaluations of their peers over the course of the term. Evaluations are due by 6:00pm of the day of the presentation.

Course Policy regarding use of electronic devices and recording of lectures:

Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

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 Academic Misconduct Policy](#):

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 [Student Accessibility Services](#) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 56208 or email csd@uoguelph.ca or see the website: [Student Accessibility Services Website](#)

Course Evaluation Information

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

Drop date

Still want to stay? I hope so but if not the last date to drop one-semester courses, without academic penalty, is Friday March 9, 2018. For regulations and procedures for Dropping Courses, see the Academic Calendar: [Current Graduate Calendar Schedule of Dates](#)

Additional Course Information

EXPECTATIONS ABOUT EMAIL COMMUNICATION

I prefer that you come to office hours to ask your questions.

I will answer emails during office hours because this is the time allocated for helping you with questions and clarification.

As a general rule, I will do my best to answer emails within 48 hours of reception of the email.

I do not check or answer emails on Saturdays or Sundays. Therefore, if I receive an email on Friday at 5.00 pm, I will try to answer by Monday at 5.00 pm or earlier.

If the answer to your question can be found in any of the documentation or information available in CourseLink, I will send you the following automatic email:

“This information is explained in detail in the documentation available in CourseLink. Please, come to my office hours to further clarify orally.”