

PSYC*4330, Course Outline: Fall 2022

Course Title: Advanced Topics in Industrial-Organizational Psychology Course

Description:

Students will examine theoretical and methodological issues in selected topic areas of industrial/organizational psychology. For Fall 2022, this course will analyze the employment process including recruitment and selection, equal pay, performance and promotion. Adding the lens of Equity, Diversity and Inclusivity (EDI), this course will examine potential barriers to employment, pay and promotion for underrepresented groups and the importance of diversity in the world of work.

Credit Weight: 0.50

Academic Department: Psychology

Semester: F22

Class Schedule and Location:

MACN 118
Wednesdays
11:30 am - 2:20 pm

Instructor Information

Instructor Name: Dr. Laura Gatto

Instructor Email: gattol@uoguelph.ca

Office Hours: The 'Microsoft Teams' virtual door is always open Monday to Friday 8am to 5 pm. I am also available to meet in-person before and after. Send me an email to schedule a meeting.

GTA Information

GTA Name: Caren Colaco

GTA Email: ccolaco@uoguelph.ca

GTA office location and office hours: By appointment.

GTA Name: Parisa Sharif-Esfahani

GTA Email: psharife@uoguelph.ca

GTA office location and office hours: By appointment.

In Class GTA Name: Pietro 'Peter' Paletta

GTA Email: ppaletta@uoguelph.ca

Course Content

Specific Learning Outcomes:

1. Critical and Creative Thinking
 - a. Students will analyze the employment process and how commonly accepted employment practices may prevent equal access to the labour market, equal pay and opportunities for promotion
 - b. Students will provide creative solutions to challenge barriers to employment success
 - c. Students will present their EDI Workplace Assessments in a creative way to engage the class in active learning
2. Literacy
 - a. Students will review and summarize I/O Psychology literature and apply their theoretical learning to practical case studies
 - b. Students will submit written assignments summarizing specific topics regarding EDI in I/O Psychology
 - c. Students will be exposed to quantitative data methods to increase their understanding of pay equity
3. Global Understanding
 - a. Students will review cross-cultural research and compare and contrast workplace differences in an increasingly global labour market
 - b. Students will be exposed to a variety of disciplines/theories/methods to increase their understanding of EDI in the workplace
 - c. Students will learn ways to promote EDI in their civic engagement activities
4. Communicating
 - a. Students will participate in group presentations
 - b. Students will be asked to speak in class and offer insight about relevant topics discussed in the course
 - c. Students will practice effective communication with their peers when they discuss theories, standpoints and case studies in small groups
5. Professional and Ethical Behaviour
 - a. Students will learn how to be active participants in promoting and creating an inclusive learning environment, respecting their teammates' diverse standpoints
 - b. Students will reflect on their professional and ethical behaviours in work/volunteer experiences
 - c. Students will be professional when they engage and communicate with guest speakers who champion EDI in Industry

Ref: <https://calendar.uoguelph.ca/undergraduate-calendar/learning-outcomes/>

Lecture Overview:

This course is designed to be an interactive in-person class where students will learn about relevant theories and research outcomes and apply this knowledge in practical ways through activities and discussions in class. Lectures will include slides covering relevant information, group discussions and presentations. In addition, class attendance is pivotal as champions in various EDI workplace initiatives will be presenting in class, providing you with the opportunity to ask informed questions about their experiences.

Courselink:

[Courselink](#) will be updated regularly with additional information about assignments and required readings and other relevant announcements that will reinforce the learning in the classroom. I will post the slide decks on Wednesdays after each class. As noted above, the slides are only an overview of the topics discussed and do not contain all the information you will need to successfully complete the assignments. If you are missing a class, please reach out to a classmate or email me to review the material missed in class.

<u>Date</u>	<u>Topics</u>	<u>Readings</u> Author details listed at the end of the table
<i>Week 1</i> September 14	Overview of Course Course Code of Conduct Universal Design What is I/O Overview of EDI	G & b
<i>Week 2</i> September 21	The Recruitment Pipeline The Power of Words in Job Postings Human Rights Codes in Canada Systemic Barriers to Career Ready Skills Human/Cultural/Social Capital	E & C a & d
<i>Week 3</i> September 28	Barriers to Selection Implicit Bias Unconscious/Conscious Bias in the Selection Process The 'Cultural Fit' Factor <i>Job Posting Analysis Paper Due by 11:59pm (DROPBOX)</i>	e
<i>Week 4</i> October 5	Pay Equity Salary Negotiations The Gender Wage Gap Barriers to Promotion Intersectionality of Identity and Pay	B
<i>Week 5</i> October 12	Guest Speaker*	H

Week 6 October 19	Leadership Who is Perceived as a 'Good' Leader? Intersectionality of Identity and its Impact on Leadership The Power of Mentorship <i>Recruitment and Interview Design/Evaluation Paper</i> <i>Due 11:59pm (DROPBOX)</i>	A
Week 7 October 26	Disclosure and Accommodation Protections for Persons with Disabilities Accommodations for Mental Health Disabilities Fighting Social Stigmas	D
Week 8 November 2	<i>Guest Speaker*</i> <i>Group Presentation Assignment Due: Industry I/O Psych Assessment and Recommendations (IN CLASS)</i>	n/a
Week 9 November 9	A Global Pandemic and the Impact in I/O Psych Remote/Hybrid/Office Debate Changes to Perceptions of Sick Time Impacts by Generation Quiet Quitting – Fad or Here to Stay? <i>Guest Speaker*</i> <i>Group Presentation Assignment Due: Industry I/O Psych Assessment and Recommendations (IN CLASS)</i>	F & c
Week 10 November 16	<i>Group Presentation Assignment Due: Industry I/O Psych Assessment and Recommendations (IN CLASS)</i>	n/a
Week 11 November 23	<i>Guest Speaker*</i> <i>Group Presentations "Rain Date"</i> <i>Group Paper: Industry I/O Psych Assessment and Recommendations by 11:59pm (DROPBOX)</i>	n/a
Week 12 November 30	The Psychology of Getting Hired Course Recap Tips and Tricks to Landing the Job/Grad School You Want <i>Individual Final Paper Due by 11:59pm (DROPBOX)</i> *Guest Speaker dates may change due to their availability	n/a

Required Readings:

- A. Ayman, R., & Korabik, K. (2010). Leadership: Why gender and culture matter. *American psychologist*, 65(3), 157.
- B. Gatto, L., Heyko, D. Y., Plesca, M., & Antonie, L. (2018, September). Gender wage gap in the university sector: A case study of all universities in Ontario, Canada. In *International Conference on Social Informatics* (pp. 242-256). Springer, Cham.
- C. Gatto, L. E., Pearce, H., Antonie, L., & Plesca, M. (2020). Work integrated learning resources for students with disabilities: are post-secondary institutions in Canada supporting this demographic to be career ready?. *Higher Education, Skills and Work-Based Learning*, 11(1), 125-143.
- D. Gatto, L. E., Pearce, H., Plesca, M., & Antonie, L. (2021). Students with Disabilities: Relationship between Participation Rates and Perceptions of Work-Integrated Learning by Disability Type. *International Journal of Work-Integrated Learning*, 22(3), 287-306.
- E. LinkedIn (ND). Language Matters: How words impact men and women in the workplace. <https://business.linkedin.com/content/dam/me/business/en-us/talent-solutions-iodestone/body/pdf/Linkedin-Language-Matters-Report-FINAL-02.08-1.pdf>
- F. Mo, G., Cukier, W., Atputharajah, A., Boase, M. I., & Hon, H. (2020). Differential impacts during COVID-19 in Canada: A look at diverse individuals and their businesses. *Canadian Public Policy*, 46(S3), S261-S271.
- G. Roulin, N., Bourdage, J. S., Hamilton, L. K., O'Neill, T. A., & Shen, W. (2021). Emerging research in industrial–organizational psychology in Canada. *Canadian Journal of Behavioural Science*, 53(2), 91.
- H. Webster, J. R., Adams, G. A., Maranto, C. L., Sawyer, K., & Thoroughgood, C. (2018). Workplace contextual supports for LGBT employees: A review, meta-analysis, and agenda for future research. *Human Resource Management*, 57(1), 193-210.

Supplemental Information (not required but noteworthy):

- a. Canadian Human Rights Commission (2022): What is discrimination? <https://www.chrc-ccdp.gc.ca/en/about-human-rights/what-discrimination>
- b. Gelfand, M. J., Aycan, Z., Erez, M., & Leung, K. (2017). Cross-cultural industrial organizational psychology and organizational behavior: A hundred-year journey. *Journal of Applied Psychology*, 102(3), 514.
- c. Lyons, S., & Kuron, L. (2014). Generational differences in the workplace: A review of the evidence and directions for future research. *Journal of Organizational Behavior*, 35(S1), S139-S157.
- d. Ontario Human Rights Commission (ND): The Ontario Human Rights Code. <https://www.ohrc.on.ca/en/ontario-human-rights-code>
- e. Welle, B. (2014). Unconscious bias @ work. Google Ventures. <https://www.youtube.com/watch?v=nLjFTHTgEVU>

Course Assignments and Presentations:

Assignment	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Job Posting Analysis Paper	Dropbox September 28, 2002 11:59pm	10	1, 2, 3, 4
Recruitment and Interview Design/Evaluation	Dropbox October 19, 2022 11:59pm	20	1, 2, 3, 4
Group Presentations: Industry I/O Psych Assessment and Recommendations	In Class November 2, 9, 16, 2022	20	1, 3, 4, 5
Group Paper: Industry I/O Psych Assessment and Recommendations	Dropbox November 23, 11:59pm	25	1, 2, 4, 5
Individual Final Paper Due	Dropbox November 30, 2002, 11:59pm	25	1, 2, 3, 4, 5

Course Resources

There is no textbook for this course. Required readings will be journal articles that are directly related to the topics discussed in the classroom. All required readings will be available on the Ares Course Reserves System and on Courselink. Supplementary readings/news releases/social media posts related to our discussions will also be updated on Courselink.

Course Policies

Submission of Assignments

All written assignments are to be submitted through Dropbox on Courselink. The due date and time are clearly indicated on the outline. I will also provide time in the class to discuss the assignments in more detail including the rubrics one week prior to the submission deadline.

Late Policy

If you require an extension for a written assignment, please email me (gattol@uoguelph.ca) before the deadline and you will be granted an automatic 72-hour grace period - no questions asked. For example, if the assignment is due October 19, 2022 at 11:59pm and you ask for an extension in writing via email PRIOR to that deadline, the revised due date for the assignment will be October 22, 2022 at 11:59pm. If there are extenuating circumstances that impact your ability to meet the new deadline, please email me to discuss.

Written assignments that are not submitted by the deadline (without a request for extension) will receive a 5% deduction per day.

Presentations Due Dates:

I will be providing multiple dates for presentations to allow for circumstances where member(s) of the group may be unexpectedly absent from class.

Covid-19 Updates:

The new Covid-19 catch-phrase in Industry is being able to “pivot” quickly. Any new developments that impact the in-person learning will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the [COVID-19 website](#) and circulated by email.

E-mail Communication

As per university regulations, all students are required to check their <mail.uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

When You Cannot Meet a Course Requirement

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 undergraduate calendar for information on regulations and procedures for [Academic Consideration](#).

Drop Date

The regulations and procedures for [Dropping Courses](#) are available in the Undergraduate Calendar.

Copies of out-of-class assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with [Student Accessibility Services](#) (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance, and not later than the 40th Class Day.

More information: www.uoguelph.ca/sas

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 Undergraduate Calendar.](#)

Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources

The [Academic Calendars](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.