

# **PSYC\*4330, Course Outline: Fall 2023**

## **General Information**

Due to the ongoing COVID-19 pandemic some courses are being offered virtually and some face to face. This course is primarily offered using the Face-to-Face format with a few exceptions to accommodate Industry guest speakers. The course will be held on Thursday from 2:30pm to 5:20pm at MACKINNON (MCKN) 225.

### **Course Description:**

Students will examine theoretical and methodological issues in selected topic areas of industrial/organizational psychology. For Fall 2023, 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:** 0.05

**Academic Department (or campus):** Psychology

**Semester Offering:** F23

### **Class Schedule and Location:**

MACKINNON (MCKN)

Room 225

Thursdays

2:30 pm - 5:20 pm

## **Instructor Information**

Instructor Name: Dr. Laura Gatto

Instructor Email: gattol@uoguelph.ca

Office location and office hours: 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. To set up a meeting, please email me your availability and preference for in-person or virtual meetings.

## **GTA Information**

GTA Name: TBD

GTA Email:

GTA office location and office hours:

## **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

**Lecture Content:**

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, small group discussions, in-class surveys, and presentations. Courselink will be updated regularly with lecture notes and relevant announcements that will reinforce the learning in the classroom. Please note that Industry Speaker dates may change due to their availability.

<b>Lecture</b>	<b>Content</b>	<b>Required Readings</b>
Week 1 September 7, 2023	<b>Overview of Course</b> Course Code of Conduct What is I/O Psych Overview of EDI Universal Design Theory	Roulin et al., 2021
Week 2 September 14, 2023	<b>The Recruitment Pipeline</b> The Power of Words in Job Postings Human Rights Codes in Canada Human/Cultural/Social Capital Theories	Canadian Human Rights Commission, 2022  Ontario Human Rights Code, ND  LinkedIn, ND
Week 3 September 21, 2023	<b>Barriers to Selection</b> Systemic Barriers to Career Ready Skills Unconscious/Conscious Bias in the Selection Interview Bias/Interview Accommodation The 'Cultural Fit' Factor  Job Posting Analysis Paper Due - DROPBOX (11:59pm)	Gatto et al., 2020  Watch video by Welle, 2014, Unconscious bias @ work (1hr and 2min)
Week 4 September 28, 2023	<b>Diverse Teams</b> Improving Performance and Reducing Intergroup Tension  <b>Pay Equity</b> The Gender Wage Gap Barriers to Promotion Salary Negotiations	Van Knippenberg et al., 2020  Gatto et al., 2018
Week 5 October 5, 2023	<b>2SLGBTQ+ Workplace Experiences</b> Allyship The Disclosure Dilemma  <b>Persons with Disabilities</b> Barriers to Labour Market Participation	Salter & Migliaccio, 2019  Gatto et al., 2021

Lecture	Content	Required Readings
	Accommodations and Disclosure  Industry Speaker  Interview Design/Evaluation Assignment Due - DROPBOX (11:59pm)	
Week 6 October 12, 2023	Industry Speaker  Group Assignment Preparation  Group Presentation Delegation of Tasks and Project Management Timelines - DROPBOX (11:59pm) (1 document per group)	No readings this week
Week 7 October 19, 2023	Industry I/O Psych Consultation Assessment Presentations – IN CLASS	No readings this week
Week 8 October 26, 2023	Industry I/O Psych Consultation Assessment Presentations -IN CLASS	No readings this week
Week 9 November 2, 2023	Industry I/O Psych Consultation Assessment Presentations – IN CLASS	No readings this week
Week 10 November 9, 2023	<b>Leadership, Mentorship and Race</b> Leaders for Change Intersectionality of Identity  <b>Reconciliation and the Workplace</b> Respecting Cultural Standpoints Power of Representation  Industry Speaker	Ayman & Korabik, 2010  Murry & James, 2021
Week 11 November 16, 2023	<b>A Global Pandemic and the Impact on Equity Seeking Groups</b> Remote/Hybrid/Office and Inclusivity Changes to Perceptions of Sick Time Impacts by Generation	Mo et al., 2020
Week 12 November 23, 2023	<b>The Psychology of Getting Hired/Accepted</b> Course Recap Tips and Tricks to Landing the Job/Grad School You Want  Final Research Paper Due – DROPBOX (11:59pm)	No readings this week

**Course Assignments and Tests:**

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Job Posting Analysis	September 21, 2023, 11:59pm DROPBOX	10	1,2,3,4
Interview Design/Evaluation	October 5, 2023, 11:59pm DROPBOX	20	1,2,3,4,5
Group Presentation Delegation of Tasks and Project Management Timelines	October 12, 2023 11:59pm DROPBOX (1 document per group)	5	1,4,5
Group Presentations: Industry I/O Psych Consultation Assessment	October 19, 26, November 2, 2023, IN CLASS	25	1,2,3,4,5
Individual Self-Reflection Assignment on Group Work Performance	November 9, 2023, 11:59pm DROPBOX	15	1,2,3,4,5
Final Paper	November 23, 2023, 11:59pm DROPBOX	25	1,2,3,5

## **Course Resources**

All required readings are available on the Ares Course Reserves System and Courselink at no additional cost.

### **Required Readings:**

1. Ayman, R., & Korabik, K. (2010). Leadership: Why gender and culture matter. *American psychologist*, 65(3), 157.
2. Canadian Human Rights Commission (2022): [What is discrimination?](#)
3. 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.
4. 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.

5. 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.
6. LinkedIn (ND). [Language Matters: How words impact men and women in the workplace.](#)
7. 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.
8. Murry, A. T., & James, K. (2021). Reconciliation and industrial–organizational psychology in Canada. *Canadian Journal of Behavioural Science/Revue canadienne des sciences du comportement*, 53(2), 114.
9. Ontario Human Rights Commission (ND): [The Ontario Human Rights Code.](#)
10. 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.
11. Salter, N. P., & Migliaccio, L. (2019). Allyship as a diversity and inclusion tool in the workplace. *Diversity within Diversity Management*, 22, 131-152.
12. Van Knippenberg, D., Nishii, L. H., & Dwertmann, D. J. (2020). Synergy from diversity: Managing team diversity to enhance performance. *Behavioral Science & Policy*, 6(1), 75-92.
13. Welle, B. (2014). [Unconscious bias @ work. Google Ventures.](#)

## **Course Policies**

### **Grading Policies**

All written assignments are to be submitted through Dropbox on Courselink. The due date, time and where to submit the assignment are clearly indicated in the outline. I will also provide time in the class to discuss the assignments and to answer any questions at least one week prior to the submission deadline.

### **Late Policy**

If you require an extension for a written assignment, please email [gattol@uoguelph.ca](mailto:gattol@uoguelph.ca) before the deadline and you will be granted an automatic 72-hour grace period. You are not required to disclose the reason for an extension. For example, if the assignment is due October 19, 2023 at 11:59pm and you request an extension via email before this deadline, the revised due date for the assignment will be October 22, 2023 at 11:59pm. Written assignments that are not submitted by the deadline, either by not requesting an extension for the original due date or not submitting the assignment after the requested 72-hour extension, will receive a 5% deduction per day. If there are extenuating circumstances that impact your ability to meet the extended deadline, please email me to discuss the situation.

### **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.

### **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**

### **Disclaimer:**

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email. This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

### **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:

[Academic Consideration, Appeals and Petitions](#)

### **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:

[Academic Misconduct Policy](#)

### **Illness**

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

### **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. 54335 or email [accessibility@uoguelph.ca](mailto:accessibility@uoguelph.ca) or the [Student Accessibility Services Website](#)

### **Student Feedback Questionnaire**

These questionnaires (formerly course evaluations) will be available to students during the last 2 weeks of the semester. Students will receive an email directly from the Student Feedback Administration system which will include a direct link to the questionnaire for this course. During this time, when a student goes to login to CourseLink, a reminder will pop-up when a task is available to complete.

[Student Feedback Questionnaire](#)

### **Drop date**

The last date to drop one-semester courses, without academic penalty, is Friday December 1, 2023. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#).

Instructors must provide [meaningful and constructive feedback, at minimum 20% of the final course grade, prior to the 40th class day](#). For courses which are of shorter duration, 20% of the final grade must be provided two-thirds of the way through the course.

[Current Undergraduate Calendar](#)