

PSYC*4330, Course Outline: Fall 2025

General Information

Some courses are offered virtually and some face to face. This course is offered using the Face-to-Face format. The course has set day, time, and location of class.

Course Title: Advanced Topics in I/O Psychology

Calendar Description:

Students will examine theoretical and methodological issues in selected topic areas of industrial/organizational psychology. Selected topic areas may include diversity issues, trust and justice, job performance, employment selection, and stress and well-being. Specific topics, to be announced prior to course selection, will vary according to the interests of the instructor of the course.

Course Description:

This course examines theoretical and methodological issues in selected areas of industrial/organizational psychology, with a strong focus on applying psychological concepts, research, and available evidence to contemporary challenges facing organizations and employees in the Canadian work context. Key topic areas will include foundational concepts such as work motivation, performance, and job attitudes, as well as the application of evidence-based practice to issues such as workplace flexibility, accessibility and inclusion, and selected human resources practices (e.g., total rewards, succession planning, recruitment and selection). Practical in-class activities and assignments will encourage students to analyze real-world organizational problems and develop evidence-based solutions grounded in I/O psychology research.

Credit Weight: 0.5

Academic Department (or campus): Psychology

Semester Offering: Fall 2025

Class Schedule and Location: Tuesday 8:30-11:20 am IN PERSON (Room: TBD)

Instructor Information

Instructor Name: Diogo Borba

Instructor Email: dborba@uoguelph.ca (alternative email: dborba.phd@gmail.com)

Office location and office hours: **Wednesdays – 5pm to 6pm (Virtual)**. Send me an email to schedule a meeting at another time and I will do my best to accommodate.

GTA Information

GTA Name: Rachel Appiah
GTA Email: appiahr@uoguelph.ca
GTA office location and office hours: TBD

Course Content

Specific Learning Outcomes:

- 1 – Explain and compare major theories of work motivation, including their historical development, key concepts, and relevance to contemporary Canadian organizations.
- 2 – Define and evaluate different conceptual frameworks of performance and critically assess methods of performance measurement and management.
- 3 – Identify and analyze challenges in performance appraisal, including issues of fairness, accuracy, and employee reactions.
- 4 – Define and interpret critical job attitudes (e.g., engagement, organizational commitment, trust) and understand their relationships within the broader nomological network, as well as ways to measure them.
- 5 – Apply evidence-based management principles to HR processes (e.g., recruitment and selection, performance management, succession planning, compensation, training, and development).
- 6 – Translate academic research into practice by applying I/O psychology theories and methods to case studies, simulations, and organizational challenges.
- 7 – Engage in critical thinking and problem solving, developing evidence-based recommendations for complex workplace issues.
- 8 – Communicate effectively in both oral and written formats, adapting academic and technical content for applied organizational contexts.
- 9 – Collaborate productively in groups, integrating diverse perspectives to analyze problems and propose solutions.

Lecture Content:

The specific lecture content and in-class activities for this course will be shaped by the selection of group presentation topics and schedule, which will be finalized during the first week of class. Accordingly, weekly lecture content, activities (e.g., exercises, discussions, case studies), and associated readings will be determined based on this arrangement. Readings will be made available on CourseLink following the establishment of the presentation schedule. Below is the schedule for the first two weeks of class.

- *Week 1 (September 9)*
 - Orientation, course schedule overview, formation of groups, and presentation topic selection.
 - Lecture: Scope of Industrial/Organizational (I/O) Psychology in practice and introduction to evidence-based management.

- Guided discussion to introduce course themes.

Recommended readings:

Rousseau, D. M. (2006). Is there such a thing as “evidence-based management”? *Academy of Management Review*, 31(2), 256–269. <https://doi.org/10.5465/amr.2006.20208679>

Pfeffer, J., & Sutton, R. I. (2006). *Management half-truths and nonsense: How to practice evidence-based management*. *California Management Review*, 48(3), 77–100.

Hartman, N. S. (2025). The scientist–practitioner gap in industrial–organizational psychology. *Professional Psychology: Research and Practice*, 56(1), 23–32. <https://doi.org/10.1037/pro0000636>

Briner, R. B., & Rousseau, D. M. (2011). Evidence-based I–O psychology: Not there yet. *Industrial and Organizational Psychology: Perspectives on Science and Practice*, 4(1), 3–22. <https://doi.org/10.1111/j.1754-9434.2010.01287.x>

- Week 2 (September 16)
 - Lecture: Performance management systems in organizations.
 - Practical in-class exercise: Decision simulation activity (Assignment associated)

Required readings:

Adler, S., Campion, M., Colquitt, A., Grubb, A., Murphy, K., Ollander-Krane, R., & Pulakos, E. D. (2016). Getting rid of performance ratings: Genius or folly? A debate. *Industrial and Organizational Psychology: Perspectives on Science and Practice*, 9(2), 219–252. <https://doi.org/10.1017/iop.2015.106>

Pulakos, E. D., Mueller-Hanson, R., & Arad, S. (2019). The evolution of performance management: Searching for value. *Annual Review of Organizational Psychology and Organizational Behavior*, 6, 249–271. <https://doi.org/10.1146/annurev-orgpsych-012218-015009> annualreviews.org/researchgate.net

Other lecture topics will include:

Lecture topics for the course will address both foundational theories and current issues in the Canadian work context. They will include:

- Work motivation theories: historical perspectives, classification models, primary concepts, and the supporting evidence base.
- Time and space flexibility in the workplace: current research evidence, the status of remote and hybrid work in Canada, and the impact of different work arrangements on employee outcomes.

- Disability disclosure and accommodation: challenges and opportunities related to accessibility, and their implications for both employees and organizations. Focus on Canadian available research on the topic.
- Evidence-based management in HR processes: how research and data can inform effective decision-making in areas such as recruitment, selection, and performance management.
- Employee preferences in total rewards: examining compensation, benefits, and non-monetary rewards, and how employee preferences shape organizational practices.

Each class will combine lectures, practical activities, and student presentations tied to the weekly topic. Sessions will include guided discussions based on pre-formulated questions, encouraging students to connect theory with practice and critically evaluate the application of I/O psychology concepts to employee and organizational challenges

Labs: *Not applicable*

Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Individual reflection paper: based on a decision-making simulation activity	Dropbox September 30, 11:59pm	15	LO1, LO5, LO6, LO7
Participation in in-class activities	Administered throughout term	5	LO1–LO9 (depending on activity)
Group Presentations	Scheduled throughout term	30	LO1–LO9 (topic-dependent, with strong emphasis on LO8 & LO9)
Weekly discussion questions	Graded each week	10	LO1 to LO7
Course reflection	Dropbox November 21, 11:59pm	5	LO7, LO8 and LO9
Individual Final paper	Dropbox November 28, 11:59pm	35	LO1 to LO8

Final examination date and time: No final exam

Final exam weighting:

Not applicable

Course Resources

Required Texts:

There is no textbook for this course. Required weekly readings will be primarily journal articles that are directly related to the topics discussed in the corresponding class. acquired independently by students. References for required readings will be provided on courselink.

Cost of Texts:

All resources for this course can be found within the Courselink site. There are no costs for required or recommended textbooks or learning resources for students in this course.

Recommended Texts:

Not applicable

Lab Manual:

Not applicable

Other Resources:

Courselink website will contain all other relevant information or materials.

Field Trips:

No field trips

Course Policies

Grading Policies

All applicable rubrics will be posted on courselink. Assignments with must be submitted using the Dropbox function on Courselink by 11:59pm on the due date. Submissions submitted later than this will be lose 5% per day. Weekends count as two days. If you need an extension, please send an email to me BEFORE the deadline.

[Undergraduate Grading Procedures](#)

Course Policy on Group Work:

For group assignments, all members of the group will receive the same grade. Individual contributions will not be separately assessed. This approach reflects a self-management policy, where groups are responsible for organizing their work, distributing tasks, and ensuring that the final product represents the collective effort of all members.

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 a revision of the format of course offerings, changes in classroom protocols, and academic schedules is occasionally required. 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.

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 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 November 28, 2025. 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](#)

Additional Course Information

Course instructors are allowed to use software to help in detecting plagiarism or unauthorized copying of student assignments. Plagiarism is one of the most common types of academic misconduct on our campus. Plagiarism involves students using the work, ideas and/or the exact wording of other people or sources without giving proper credit to others for the work, ideas and/or words in their papers. Students can unintentionally commit misconduct because they do not know how to reference outside sources properly or because they don't check their work

carefully enough before handing it in. 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.

In this course, your instructor will be using Turnitin.com to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to prevent plagiarism in the College of Social and Applied Human Sciences.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.