
PSYC*7040 - Social Processes in the Workplace

Winter 2026 Course Outline

Section: 01

Credits: 0.50

Land Acknowledgement: Guelph

The University of Guelph resides on the ancestral lands of the Attawandaron people and the treaty lands and territory of the Mississaugas of the Credit. We recognize the significance of the Dish with One Spoon Covenant to this land and offer respect to our Anishinaabe, Haudenosaunee and Métis neighbours. Today, this gathering place is home to many First Nations, Inuit, and Métis peoples and acknowledging them reminds us of our important connection to this land where we work and learn.

Calendar Description

This course examines social processes in the workplace. Topics may include: groups, teams, and intergroup processes; justice; diversity in the workplace; prejudice and discrimination; harassment and unethical behaviour; climate, culture change; and, organizational development.

Restriction(s): Restricted to Psychology students.

Department(s): Department of Psychology

Course Description

The primary goal of the course is to introduce you to a range of classic and contemporary topics in organizational social processes, including intragroup, intergroup, and organizational-level phenomena, with particular attention to issues of inclusion, equity, and organizational change. Students should leave the course with an understanding of the theoretical and methodological issues in each topic area and an increased ability to critically evaluate, develop, and apply theory and research in organizational psychology. There is a large experiential learning component, through which students collaborate with organizational stakeholders to co-create applied, context-sensitive resources or programs, integrating course concepts into practical outputs with real and ongoing impact.

Lecture Schedule

Th 11:30am-2:20pm in MCKN*308 (1/5 to 4/21)

Instructor Information

Leanne Son Hing

Email: sonhing@uoguelph.ca

Additional Support

Office: MacKinnon Extension rm 3010

Winter 2024 Office Hours: TBD in McKinnon Extension rm 3010 or on Teams

Learning Resources

Required Resources

All course materials (readings, assignments) will be posted on CourseLink: Course link (Website) (<https://courselink.uoguelph.ca/>)

Campus Resources

If you are concerned about any aspect of your academic program: Make an appointment with a Program Counsellor (<https://www.uoguelph.ca/uaic/programcounsellors/>) in your degree program. If you are struggling to succeed academically: There are numerous academic resources offered by the

Learning Commons (<https://www.lib.uoguelph.ca/using-library/spaces/learning-commons/>) including, Supported Learning Groups for a variety of courses, workshops related to time management, taking multiple choice exams, and general study skills.

Cost of Textbooks and Learning Resources

Textbook / Learning Resource	Required / Recommended	Cost
none		none

Students are advised that prices are often determined by the publisher or bookstore and may be subject to change.

Course Level Learning Outcomes

By the end of this course, students will be able to:

1. Critically evaluate classic and contemporary research on intragroup, intergroup, and organizational-level processes in organizational psychology.
2. Apply theoretical frameworks and empirical research findings to authentic organizational contexts through experiential learning projects.
3. Collaborate professionally with stakeholders to co-create actionable, evidence-informed outputs that address real organizational needs.
4. Integrate course readings, discussion, and article brief assignments to summarize research questions, study designs, findings, and applied implications for both empirical and theoretical work.
5. Demonstrate consistent, prepared, and thoughtful participation in seminar discussions, contributing ideas, critiques, and connections to course readings and project work.
6. Reflect on personal learning, assumptions, and decision-making in applied projects, including ethical, relational, and culturally responsive engagement.
7. Communicate research findings, applied recommendations, and project outcomes clearly and effectively through written, oral, and visual formats.

Schedule of Topics and Assignments

Day	Date:	Topic	Activities	Due
Thu	1/8	Introduction to course and projects		
Thu	1/15	Status and social perception		
Thu	1/22	Experiences of marginalized employees		
Thu	1/29	Power and inequality		
Thu	2/5	Interpersonal treatment		
Thu	2/12	Work relationships		
Thu	2/19	Winter Break		
Thu	2/26	Groups and teams		
Thu	3/5	Leadership		
Thu	3/12	Organizational justice		
Thu	3/19	Organizational culture and climate		
Thu	3/26	Managing and changing social systems: Inclusion		
Thu	4/2	Firefighter presentation; DIR closing circle		

Teaching and Learning Activities

Weekly Activities

The course is structured as a series of discussions of prescribed readings. 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.

Assessment Breakdown

Description	Weighting (%)	Due Date
Article briefs	10%	2x over weeks 2-11
Class participation	35%	over term
Project deliverables	20%	April 8, 9:00pm (some earlier for FF)
Final paper	DIR30% FF25%	April 8, 9:00pm
Self-reflection paper	5%	April 10, 9:00pm
Final presentation	FF 5%	April 2 in class

Assessment Details

Participation

Class Participation

35%

Class participation reflects consistent, prepared, and thoughtful engagement in seminar discussions. Students are expected to:

- Come prepared: complete readings ahead of class.
- Contribute ideas, questions, and critiques that advance discussion.
- Integrate theory, methods, findings, and applied implications from readings and project work.
- Engage respectfully with peers, responding to others' ideas and building on them.
- Demonstrate consistency: participation should be sustained across the term, not concentrated in a few classes.

Participation is assessed holistically by the instructor based on quality of contributions, preparation, and engagement. **Students are encouraged to check in with me Jan 29-Feb 4 for early-semester feedback.**

Briefs

Article Briefs

10%

Each student will be responsible for reading one additional article in two weeks of the course and preparing a 5–7 minute in-class brief using 1–2 slides that:

- Summarizes the main question, argument, or theoretical contribution of the paper
- Describes the study design (if empirical) or conceptual approach (if theory/review)
- Highlights the key findings or conclusions
- Explains how the paper connects to the week's topic or discussion themes
- Identifies one interesting insight, implication, or question raised by the paper

The focus is on clarity, accuracy, and thoughtful engagement, not thoroughness. Each brief is graded on a three-level scale (A-, A, A+) and is worth 5%, for a total of 10% of the final grade.

Deliverables

Project Deliverables

20%

See project descriptions for details.

Final paper

Final paper

DIR 30%; FF 25%

See project descriptions.

Self-reflection

Self-reflection paper

See project description.

5%

FF presentation

Firefighter presentation

See project description. Because the DIR project will finish with a closing circle led by Ms. Loft, grading is not appropriate for that project.

5%

Last Day to Drop Course

The final day to drop Winter 2026 courses without academic penalty is the last day of classes: April 06

After this date, a mark will be recorded, whether course work is completed or not (a zero is assigned for missed tests/assignments). This mark will show on the student's transcript and will be calculated into their average.

Course Grading Policies

Submission of Assignments

For the weeks you present an article brief, please upload your slide(s) in pdf format to Courselink dropbox before class. Firefighter early deliverables - please email Mr. Tse. Final deliverables, final paper, and self-reflection papers should be uploaded to course link Dropbox as pdf files and as word/powerpoint. They should also be emailed to either Ms. Loft or Mr. Tse. Firefighter presentation: please upload your slide(s) in pdf format to Courselink dropbox before class.

If submissions are over the page limit, I will dock 5% per half page. However, if you find the page limit to be too constrictive, we can discuss making adjustments before the deadline.

Late Assignment

Late submissions of assignments will be docked 5% per day including weekends.

Course Standard Statements

Course Policies

Use of Generative AI

Generative AI tools (e.g., ChatGPT, Claude, Gemini, Copilot) may be used **only for light editing** of text that you have personally written. Light editing refers to minimal, surface-level improvements—such as fixing grammar or punctuation, improving clarity without altering meaning, or adjusting tone or formatting. Students should exercise caution when entering text into AI tools: avoid submitting large sections of writing, copyrighted materials, or stakeholder-sensitive content, and focus only on brief passages of your own work. AI may not add ideas, reorganize arguments, paraphrase content, or elaborate on themes; any change that alters the substance of your work exceeds light editing and is not permitted.

Broader use of AI is restricted for three reasons. First, the course is designed to develop advanced skills in critical reading, conceptual integration, stakeholder consultation, and applied program design—skills that cannot be acquired if AI systems perform the analytic or generative work. Second, uploading substantial text, papers, or stakeholder materials into external AI systems may violate copyright, confidentiality, and (for the DIR project) cultural protocols, and may expose sensitive content to data retention or human review. Third, stakeholder-facing deliverables require relational accountability; AI-generated content risks misrepresenting partner perspectives and undermining trust.

Accordingly, students may not use AI to summarize, interpret, or analyze readings or stakeholder documents; generate, revise, or reorganize substantive content; prepare article briefs; or convert notes, outlines, or bullet points into prose. All intellectual work in this course must be your own. Submissions containing AI-generated or AI-shaped content beyond light editing will be treated as academic misconduct under University policy.

CSAHS Graduate Academic Misconduct Policy

The *Academic Misconduct Policy* is detailed in the Graduate Calendar. 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.

Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. 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.

Standard Statements for Graduate Courses

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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 (<https://calendar.uoguelph.ca/graduate-calendar/general-regulations/academic-misconduct/>) is outlined in the Graduate Calendar.

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.

Use of the SAS Exam Centre requires students to make a booking at least 10 business days in advance, and no later than the first business day in November, March or July as appropriate for the semester. Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time. For students at the Guelph campus, information can be found on the SAS website. (<https://www.uoguelph.ca/sas/>)

Accommodation of Religious Obligations

If you are unable to meet an in-course requirement due to religious obligations, please email the course instructor within two weeks of the start of the semester to make alternate arrangements.

See the Academic calendar for information on regulations and procedures for Academic Accommodation of Religious Obligations (<https://calendar.uoguelph.ca/graduate-calendar/general-regulations/academic-accommodation-religious-obligations/>)

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.

Drop Date

Courses that are one semester long must be dropped by the end of the last day of classes; two-semester courses must be dropped by the last day of classes in the second semester. The regulations and procedures for Dropping Courses (<https://calendar.uoguelph.ca/graduate-calendar/general-regulations/registration/>) dropping courses are available in the Graduate Calendar (<https://calendar.uoguelph.ca/graduate-calendar/general-regulations/registration/>).

Email Communication

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

Health and Wellbeing

The University of Guelph provides a wide range of health and wellbeing services at the Vaccarino Centre for Student Wellness (<https://wellness.uoguelph.ca/>). If you are concerned about your mental health and not sure where to start, connect with a Student Wellness Navigator (<https://wellness.uoguelph.ca/navigators/>) who can help develop a plan to manage and support your mental health or check out our mental wellbeing resources. (<https://wellness.uoguelph.ca/shine-this-year/>) The Student Wellness team are here to help and welcome the opportunity to connect with you.

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).

Recording of Materials

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

Resources

The Academic Calendars (<http://www.uoguelph.ca/registrar/calendars/?index>) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

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 (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the Graduate Calendar for information on regulations and procedures for Academic Consideration (<https://calendar.uoguelph.ca/graduate-calendar/general-regulations/grounds-academic-consideration/>).