

PSYC*7030, Course Outline: Fall 2019

General Information

Course Title: Work Attitudes and Behaviour

Course Description:

This seminar is designed to provide a graduate overview of work attitudes and behavior in the field of organizational psychology. The goal of the seminar is to generate high quality discussion that promotes understanding of some of the concepts, debates, and substantive issues, in the field of organizational psychology. We will cover theories, findings, and the application of research that are related to work attitudes and work behaviour. The final sessions will provide an opportunity for class members to present specific areas of interest to them.

Credit Weight: 0.50

Academic Department (or campus): Psychology

Semester Offering: Fall 2019

Class Schedule and Location: Thursdays 11:30am – 2:20pm, ALEX 309

Instructor Information

Instructor Name: Harjinder Gill

Instructor Email: gillh@uoguelph.ca

Office location and office hours: Tuesdays from 1:30-2:30pm, MCKN 3007

Course Content

Specific Learning Outcomes:

1) 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.

2) Reading Comprehension. The understanding of theoretical and empirical literature on work attitudes and work behaviour. Students should demonstrate a well-developed ability to extract theoretical and empirical information from complex psychological articles, and to generate ideas and questions from written text in the field of psychology.

3) 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 plan quality research.

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) Written Communication: The ability to express one's ideas and summarize theory and research through a variety of writing styles (e.g., APA style, research paper, burning questions). Students should: write in a sophisticated manner clearly conveying their message to a target audience, use a breadth of vocabulary appropriate to the discipline of psychology, effectively edit their own work; and avoid grammar, spelling, and structural errors.

6) Oral Communication: Includes interpersonal skills, oral speaking and active listening as they apply to the class 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.

Lecture Content:

DATE*	TOPIC
September 5	Introduction
September 12	Work Attitude Overview
September 19	Affect and Emotions
September 26	Job Satisfaction and Org. Commitment
October 3	Trust in Organizations
October 10	Prosocial Behaviours
October 17	Antisocial Behaviours
October 24	Withdrawal Behaviours
October 31	Working Session
November 7	Presentations
November 14	Presentations
November 21	Presentations

**Please note that these dates are tentative.*

Course Assignments and Tests:

PARTICIPATION IN CLASS DISCUSSION (10%)

Given that this course is seminar, most of the learning will take place during class discussions. The seminar will be a collaborative effort between the students and instructor aimed at producing thoughtful analysis and discussion. The class will meet once a week to discuss the assigned topics. 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. Class members are expected to read the assigned material and be prepared to discuss a) the strengths and weakness of the research, b) the adequacy of the existing research, c) ideas for future research, and d) confusing points in the readings. Participation in class discussion will be 10% of your grade. Further, to enhance class engagement and participation we will have students act as a paper moderator for one paper and submit “a *burning question*” prior to each class.

PAPER MODERATOR (20%)

Students will work in groups to select a set of papers (3) for their assigned session. Each group member will be responsible for presenting 1 reading. The paper moderator will explain the contributions of the paper and which gaps it fills and which ones it leaves open. The paper moderator will give a 8-10min PowerPoint presentation summarizing the reading, and highlighting strengths, weaknesses, and what they found to be the most compelling aspects of the reading. The presentation will be followed by a 10-12min discussion period. The paper moderator will also prepare a short (250) summary of their thoughts on the paper. The presentation and summary will be worth 20% of the final grade. These presentations and summary will be uploaded to Courselink to be useful to other students in this class.

BURNING QUESTIONS (10%)

Each class member is expected to be prepared to discuss and comment on ALL of the required readings for each session. To make sure that you are well-prepared for the discussion, each week students must submit **1 burning question** from the articles the day of class. A “burning question” involves a question about any aspect of at least one of the articles in question (literature review, method, analyses, discussion, purpose, contribution, etc.). Questions may focus on theoretical or practical aspects of the articles. Questions may be either positive or negative in tone, but should also include a brief explanation. Essentially, a burning question should stimulate class discussion. Students should write one **burning question** each week. Burning questions should be no more than 250 words. The burning questions should be uploaded to Courselink by 9am on the day of class (starting at 9am on Thursday, September 12th). Over the course, students will submit a total of five burning questions. Burning questions will be worth 10% of your final grade. Students do not need to submit a burning question the week that your group is moderating.

FINAL RESEARCH PAPER (40%)

Students will be required to write a major research paper on a topic of their choice within the domain of organizational psychology. The paper can consist either (a) conceptual paper that reviews literature and develops a model or propositions (a review alone is not sufficient), or (b) a research proposal that reviews the literature, develops hypotheses, and includes a method

section of an empirical study that would test those predictions. The research paper should be 10-12 pages and written according to APA guidelines. The deadline for the submission of the final paper is November 28th, 2017.

CLASS PRESENTATION (20%)

Students will do a class presentation on their major research paper (similar to a conference talk). During the presentation you will provide a brief overview of the research topic, describe your specific research topic, your model, proposed relationships, the theoretical justification for your propositions/hypotheses, and the key contributions of our paper. The purpose of the presentation is to develop presentations skills and to provide a learning experience for class members on a topic that has not been extensively covered in the course. A good presentation will stimulate thought and discussion around key issues. As a rough guide, one should prepare a formal presentation of approximately 10-12 minutes and discussion for about 8-10 minutes. The presentations are scheduled at least one week before your paper is due so that you can incorporate any feedback or address any issues that arise as a result of preparing and presenting the paper.

Students will receive a grade in the course based on the quality of their burning questions, paper moderation presentation, research presentation, research paper, and their contributions in class.

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Class Participation		10%	1, 2, 3, 4, and 6
Burning Questions		10%	1, 2, 3, 4, and 5
Paper Moderator		20%	1, 2, 3, 4, and 5
Research Paper	Nov. 28, 2019	40%	3, and 5
Research Presentation		20%	1, 2, 3, 4, and 5

Course Resources

Required Texts:

Weekly readings will be either available through CourseLink or acquired independently by students. References for all readings are provided in the course-reading list.

Course Policies

Grading Policies

For burning questions, paper moderation presentation, and research presentation, late assignments will NOT be accepted. Assignments must be submitted to CourseLink Dropbox at the day and time indicated on the schedule. Marks will be docked for exceeding the page limit (5% per half page).

For the Research Paper, the instructor will consider written requests for an extension. If the request is granted, the research paper should be submitted to the Courselink dropbox, on the extended due date (Thursday, December 5th). After this period, 10% of the value of the report will be deducted for each additional day of delay. After 3 calendar days, the grade received will be 0%.

[Graduate Grade interpretation](#)

Please note that these policies are binding unless academic consideration is given to an individual student.

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](#):

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](#)

Course Evaluation Information

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

Drop date

The last date to drop one-semester courses, without academic penalty, is **Friday November 29, 2019**. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#).
[Current Graduate Calendar](#)