

PSYC*7030, Course Outline: Fall 2024

General Information

DUE to the ongoing COVID-19 pandemic some courses are being offered virtually and some face to face. This course is offered using the Face-to-Face format. The course has a set day, time, and location of class.

Course Title: Work Attitudes and Behaviour

Course Description:

This seminar is designed to provide a graduate overview of work attitudes, motivation, 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, motivation, 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 2024

Class Schedule and Location: Wednesdays, 2:30pm – 5:20PM, GRHM, 2302

Instructor Information

Instructor Name: Harjinder Gill

Instructor Email: gillh@uoguelph.ca

Office location and office hours: Wednesdays from 10:30-11:30am, MacKinnon ext. 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 11	Introduction
September 18	Work Attitude Overview
September 25	Affect and Emotions
October 2	Trust, Job Satisfaction & Organizational Commitment
October 9	Work Motivation
October 16	Office Hours
October 23	Prosocial Behaviours
October 30	Withdrawal Behaviours
November 9	Working Session
November 13	Presentations
November 20	Presentations
November 27	Presentations

**Please note that these dates are tentative.*

Course Assignments and Tests:

PARTICIPATION IN CLASS DISCUSSION (10%)

Given that this course is a 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) contributions of the research, d) ideas for future research, and d) confusing points in the readings. Participation in class discussions will be 10% of your grade. Further, to enhance class engagement and participation, we will have students act as discussion leaders for one session and submit "*burning questions*" prior to each class.

DISCUSSION LEADERS (20%)

The discussion leader will facilitate the discussion for their assigned session. You are responsible for getting the group to engage in a critically constructive dialogue about the issues, challenges and dilemmas raised in the reading. Since everyone has read the readings, not much time should be spent reviewing them; the goal is to set the foundation for the discussion. From there, you can be creative in designing a session that will stimulate dialogue, interactions and perhaps the creation of knowledge. Discussion leaders should pose what they think are interesting or provocative questions to stimulate class discussion. Leaders are expected to incorporate the "burning questions" submitted by the group members to stimulate discussion. Lastly, they will also prepare a short (250 word) summary of their thoughts on the papers.

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 a burning question for at least two of the articles. 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* for each assigned article each week. Burning questions should be no more than 150 words. The burning questions should be uploaded to Courselink by 12pm the day before class (starting at 12pm on Tuesday, September 17th). Over the course, students will submit burning questions for five classes. Burning questions will be worth 10% of your final grade. Students do not need to submit a burning question the week that you are discussion leader.

REVIEW PAPER (40%)

The major assignment is to write a review paper. The purpose of the assignment is to give you an opportunity to identify and focus on a specific topic of interest to you in the domain of organizational psychology, thoroughly study its conceptual development and evolution over time, and evaluate its current state in the literature. The review paper should be 8-12 pages

and written according to APA guidelines. The deadline for the submission of the final paper is December 6th- 9th, 2024.

CLASS PRESENTATION (20%)

Students will do a class presentation on their review paper (similar to a conference talk). During the presentation, you will provide a detailed overview of the research topic, describe its conceptual development over time, and evaluate its current state in the literature. If you have suggestions for resolving gaps in the literature or the next steps, you could also present them. The purpose of the presentation is to develop presentation 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 8-12 minutes and a discussion for about 8-10 minutes. The presentations are scheduled 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, review presentation, review 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
Discussion Leader		20%	1, 2, 3, 4, and, 6
Review Presentation		20%	6
Review Paper	December 4, 2024	40%	1, 2, 3, 4, and 5

Course Resources

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, discussion leader, and review 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 Review Paper, 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%.

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

[Graduate Grade interpretation](#)

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:

[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](#):

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 29, 2024. 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 Graduate Calendar](#)