PSYC*4330 - Industrial/Organizational Psychology

Winter 2025 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

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.
Restriction(s): **Restricted to students in BAH.PSYC or BAH.PSYC:C with a minimum 70% cumulative average in Psychology courses.**
Department(s): **Department of Psychology**

Course Description

Organizational Psychology: Indigenization, Equity, Diversity, Inclusion, and Accessibility (IEDIA)

This course delves into the principles of Indigenization, equity, diversity, inclusion, and accessibility (IEDIA) within organizational contexts. Students will critically analyze individual (e.g., prejudice), social (e.g., cultural stereotypes), and systemic barriers (e.g., organizational practices) to IEDIA.

This course bridges theory, research, and practice. First, we will address how issues of discrimination relate to power, status, and hierarchy, political ideology, the maintenance of the status quo, and conceptions of justice. Second, students will examine gender-related issues (e.g., pay gaps, sexual harassment, masculinity contest culture) and discrimination based on gender identity, sexual orientation, racio-ethnicity, nationality, religion, class, and disability. A focus on Indigenization, intersectionality, accessibility, universal design, and marginalized groups' responses to bias provides a comprehensive lens. Third, we will explore practical interventions to promote IEDIA (e.g., policies, training, and procedures) and the strength of the evidence to support them.

The course is interactive, blending group-based activities, inverted (or flipped) classroom sessions, and discussions centred around diverse readings, including theoretical, empirical, and practitioner-focused materials. To foster shared learning, students will engage in self-reflection to understand their positionality, lived experiences, value conflicts, biases, and responses to discomfort while building a team and classroom environment that encourages respectful exchanges, a plurality of viewpoints, and giving each other the benefit of the doubt when challenges or misunderstandings arise.

Lecture Schedule

Wed 11:30am-2:20pm in MCKN*225 (1/6 to 4/21)

Wednesdays 11:30 - 2:20 pm. MacKinnon rm. 225. January 8- April 2, excluding reading week.

On Feb 12 (odd groups first) Mar 5 (even groups first) and Mar 19 (odd groups first) class will be split so that half the class starts at 11:30 and the other half starts at 1:00pm.

Instructor Information

Leanne Son Hing
Email: sonhing@uoguelph.ca

Leanne Son Hing, PhD
Professor
Office: MacKinnon Extension rm 3010
Office Hours:
Wednesdays 3:30-4:30
Office Phone: x54475

Additional Support

Teaching Assistant:

Brooke Charboneau (charbonb@uoguelph.ca): office hours TBD, location TBD.

Questions and Emails:

I have developed the following policies to try to reduce the number of emails we all send and receive, as it is often unclear and time consuming.

1) Please ask your questions in class, as the response is often helpful to many. Alternatively, you can ask me after class during my office hours.

2) If you email me a question, and the response will be helpful to others, I will respond in class and/or on Courselink and not by email.

3) If you email me about a personal matter and you are requesting accommodation, I do not require explicit details. If you are struggling, do not spend your time and emotional energy on a lengthy email. I care about your well-being and I am flexible.

4) I will do my best to answer emails within 48 hours of reception of the email. I do not check or answer emails on Saturdays or Sundays.

Thank you for your cooperation and understanding!

Learning Resources

Required Resources

All readings and links required for this course will be made available on CourseLink: Courselink (Website) (https://courselink.uoguelph.ca/)

I will send out announcements via Courselink, so please set up the notifications tool so that you will be immediately notified. See for instructions

https://support.opened.uoguelph.ca/instructors/courselink/tools/content/notifications (https://support.opened.uoguelph.ca/instructors/courselink/tools/content/notifications/)

Course Resources
Professor and TA Office hours are designated times when professors and teaching assistants (TAs) are available to meet with students one-on-one. There is no need to contact us in advance. These sessions provide an opportunity to ask questions, seek clarification, discuss course material, or get feedback on assignments. For questions about grading, please see the TA.

When to visit:

• If you have any questions about grading, please see Brooke (or send her an email).

  • If you're struggling with course material.

• If you need clarification on assignments or exams.

• If you want to discuss your academic goals or career aspirations.

• If you have concerns or feedback about the course.

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
Readings on Courselink	**Required**	**free**

Library Course Reserve (Ares)

For this course, you will be required to access course reserve materials through the University of Guelph McLaughlin Library. To access these items, select Ares on the navbar in CourseLink. Note that you will need your Central Login ID and password in order to access items on reserve. For further instructions on accessing reserve resources, visit How to Get Course Reserve Materials (https://www.lib.uoguelph.ca/find/course-reserves-ares/).

If at any point during the course you have difficulty accessing reserve materials, please contact the e-Learning Operations and Reserve Services staff at:

Tel: 519-824-4120 ext. 53621 | Email: libres2@uoguelph.ca | Location: McLaughlin Library, First Floor, University of Guelph

Course Learning Outcomes

1. Understand the nature and impact of explicit and implicit bias
2. Develop a conceptual lens to analyze IEDIA challenges through power, status, and justice frameworks
3. Identify and evaluate interventions (e.g., policies, procedures, training) and their evidence base to promote IEDIA in organizations
4. Develop critical thinking and methodological skills to assess evidence of discrimination and the effectiveness of interventions
5. Engage in self-reflection to understand their positionality, lived experiences, value conflicts, biases, and responses to discomfort
6. Enhance group collaboration skills by contributing responsibly, fostering psychological safety, and engaging constructively in discussions
7. Demonstrate professionalism by submitting high-quality work on time, adhering to academic integrity standards, and critically evaluating all sources to ensure the credibility and reliability of the information used in their academic work

Schedule of Topics and Assignments

Day	Date:	Topic	Activities	Due
Wed	**1/8**	**Introduction to Indigenization, Diversity, Equity, Inclusion, and Accessibility**	**Introductions, go over course outline, assignments, mini lecture, questions**	
Wed	**1/15**	**Status and stereotyping**	**complete personal information sheets, mini lecture, discuss readings and burning questions; think, pair, share**	
Wed	**1/22**	**Prejudice: explicit and implicit**	**Mini lecture on team effectiveness, meet groups, delve into group assignments, team contract, mini lecture, discuss readings and burning questions**	
Wed	**1/29**	**Sources of bias: theories**	**Discuss upcoming assignments, mini lecture, discuss readings and burning questions, group-based discussions**	
Wed	**2/5**	**Experiences of women and men in organizations (e.g., pay gap, leadership)**	**Mini lecture, discuss readings and burning questions, group-based discussions**	
Wed	**2/12**	**Gender diversity and sexual orientation**	**Discuss upcoming assignment; split class for ICD-Inverted Classroom Discussions, odd groups first**	
Wed	**2/19**	**Winter Break**		
Wed	**2/26**	**Ethno-racism and Intersectionality**	**Discuss upcoming assignment, Guest speakers (?), mini lecture, discuss readings and burning questions**	

Wed	3/5	Fatism, disability, accommodations	Discuss upcoming assignment; split class for ICD-Inverted Classroom Discussions, even groups first
Wed	3/12	Indigenization and cross-cultural issues	Guest speaker (?), mini lecture, discuss readings and burning questions, group-based discussions
Wed	3/19	Marginalized groups' responses to bias	split class for ICD - Inverted Classroom Discussions, odd groups first
Wed	3/26	Justice, Meritocracy, Cumulative Advantage and Disadvantage	Discuss final assignment, mini lecture, discuss readings and burning questions, group-based discussions
Wed	4/2	Reactions to IEDIA	Think, write, pair, share reflections on personal learnings; teaching evaluations, mini lecture, discuss readings and burning questions

Assessment Breakdown

Description	Weighting (%)	Due Date
Personal Information Sheet	2%	Jan 15 hardcopy in class (preferred) or noon Jan 16 courselink
Group Contract	5%	Jan 27 noon to Dropbox
ICD1 individual notes	3%	Feb 11 noon to Dropbox
ICD1 group discussion	5%	Feb 12 in class group grade
ICD2 individual notes	3%	Mar 4 noon to Dropbox
ICD2 group discussion	5%	Mar 5 in class group grade
ICD3 individual notes	3%	Mar 18 noon to Dropbox
ICD3 group discussion	5%	Mar 19 in class group grade
Burning questions	8%	due 8pm Sunday night before class (**Jan 12, 19, 26, Feb 2, 23, Mar 9, 23, 30**) to Courselink Discussions. Each worth 1%.
Group discussion & summaries	8%	occurs Jan 29, February 5, March 12, March 26 in class. Each worth 2%
Group draft case	5%	Feb 7 noon to Dropbox
Group draft lit review	7%	Mar 7 noon to Dropbox
Group draft potential interventions	7%	Mar 21 noon to Dropbox
Group final paper	15%	April 3 noon to Dropbox
Submit peer evaluations	1%	April 4 noon to Dropbox
Evaluation from group	10%	
Group organization of burning questions	5%	due 9:00am 1 day before class **to Dropbox, depending on day assigned**
Attendance	3%	Throughout term, 75% attendance is required.

Assessment Details

Class Attendance (3%)

Class	Attendance	(3%)

Students are encouraged to attend class as there we will hold discussions and probe the course material. It is not possible to learn the material only from the readings, talks, and podcasts. As such, attendance is worth 3% of your grade. Because personal factors arise that can cause legitimate

conflicts (e.g., illness), only 75% (9/12 classes) attendance is required to pass this component of the course (pass/fail). Please do not email about missing the occasional class. **Only if an issue is ongoing and is causing you to miss 3 classes or more, then please email your TA.**

Personal information sheet (2%)

Personal   information   sheet   (2%)

Your responses are used to put you in teams that have the potential to be successful. So please be accurate and forthcoming in your responses. You will be given time in class 2 (Jan 15) to complete the form - hardcopy. If you miss that class, you can upload your form to Dropbox by noon Jan 16th.

Students who accurately complete the form on time receive 2%. Students who submit late are put in teams with others who submit late and will receive 1%. Students who fail to submit will be placed in a team with others who fail to submit and will receive a grade of 0.

Team contract (5%)

Team   contract   (5%)

Submit to dropbox by noon Jan 27 (one file per group with group number as part of file name).

To help you develop shared goals and expectations, your group will complete a contract clearly outlining how you will work together effectively. Max length is two pages double spaced, one-inch margins, 12-point font.

Contracts are graded based on clear, detailed, thoughtful responses (5% of grade, marked out of 10).

ICD Individual Notes Submissions (9% = 3x3%)

ICD   Individual   Notes   Submissions   (9%   =   3x3%)

Prepare up to 4 pages of notes and a one-page summary on assigned readings and videos to help you and your group prepare for discussion. Notes are graded on clarity and understanding, and late submissions will not be accepted. Due at noon the day before class; submit to Dropbox. Refer to the Assessment Breakdown table for specific deadlines. The TA will primarily grade the summary sheet.

ICD Group Discussions (15% = 3x5%)

ICD   Group   Discussions   (15%   =   3x5%)

On ICD days, half the class will meet for discussion, answering instructor questions collaboratively. Groups are graded on the quality of their contributions. Notes and readings may be used during discussions, but electronic devices are not allowed to prevent cheating.

Burning Questions Assignment (8%)

Burning   Questions   Assignment   (8%)

Each week, submit 2–3 specific, concise questions about each assigned reading that highlight areas of confusion, challenge, or interest. Questions are due Sunday at 8:00 PM on the course discussion forum and will be graded pass/fail.

Group Organization of Burning Questions (5%)

Group   Organization   of   Burning   Questions   (5%)

One week your group will synthesize and organize the class's submitted questions under key themes (theoretical, methodological, analytical, and practical) to guide class discussions. Submissions, due Tuesday at 9:00 AM before class; should be a maximum of two double-spaced pages and are worth 5% of the course grade.

Peer Evaluations (10%)

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Due April 4 noon to Dropbox.

Your peers will evaluate your level of responsibility and professionalism, your teamwork skills, your communication, and the quality of the work you contributed to the contract, ICDs and paper (worth 10% of your grade).

Submission of Peer Evaluation (1%)

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Due April 4 noon to Dropbox.

A grade of 1% is given for on-time submissions of peer evaluations.

Group Paper (15%)

Group   Paper   (15%)

Due noon April 3 to Dropbox (one file per group with group number as part of file name).

This assignment challenges you to identify a real-world problem faced by an organization involving IEDIA, critically analyze the relevant literature, and develop evidence-based recommendations for addressing the issue. Max length is 10 pages plus references.

To help ensure success with your paper, you will submit initial drafts of each component.

Draft Case (5%)

Draft	Case	(5%)

Due Feb 7 noon to Dropbox

Identify a real-world problem faced by an organization. Provide a concise yet clear description of the case, including why it is a problem and its context within the organization or industry.

Draft literature review (7%)

Draft	literature	review	(7%)

Due: **March 7 at noon, submitted to Dropbox. Submit a thorough literature review summarizing the problem's context and importance. Maximum of 6 pages.**

Draft Potential Interventions (7%)

Draft	Potential	Interventions	(7%)

Due: **March 21 at noon, submitted to Dropbox. Maximum of 5 pages.**

Identify potential interventions **for addressing the identified problem. Link these potential interventions to the existing literature, ensuring they are informed by theoretical and empirical findings.**

Group Discussion and Summaries (8% = 4 times x 2%)

Group	Discussion	and	Summaries	(8%	=	4	times	x	2%)

In four classes (see dates under Assessment Breakdown), the instructor will provide questions for your group to discuss at length to promote critical thinking and a consideration of complex issues. Groups will then report a key point from their discussion to the class as a whole. Groups will be evaluated based on their ability to stay focused on relevant issues and based on the insight and coherence of their points brought back to the class.

Last Day to Drop Course

The final day to drop Winter 2025 courses without academic penalty is the last day of classes: April 04

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
Assignments are to be submitted to dropbox on Course link.

Burning questions are posted to Discussions.

Assignments that go over the page/word limit are docked 5%-15% depending on length.

Late Assignment
ICD Notes, Burning questions, Organization of burning questions cannot be submitted late.

If the Team contract, group paper, draft case, literature review, potential interventions are submitted late, they are docked 5% per day including weekends.

Course Standard Statements

Course Policies

Sharing of Course Material

Students are not to share any course material (readings, lecture slides, lecture notes, assignments or exams) on electronic cheating platforms. We will be monitoring websites.

Generative AI (e.g., ChatGPT) Policy

Students may not use AI **for the following assignments:**

Personal Information Sheet

Team Contract

ICD Notes Submission

ICD Group Discussions

Burning Questions

Group Organization of Burning Questions

Draft Case

Draft Potential Interventions

Students may not use AI **for the following tasks: Condense/summarize/paraphrase any source material or to generate content/writing for any assignment.**

Students may use AI for the following assignments only in the following manner:

For the Draft literature review, you may use AI to help you create a structure (i.e., outline) for the literature review.

Students' work must reflect their unique intellectual capacity and demonstrate the application of critical thinking and problem solving. Unauthorized use of AI to complete assessments violates the fundamental intellectual purposes of the University and does not demonstrate student achievement of course learning outcomes.

Submission of materials completed by AI, without permission of the instructor qualifies as academic misconduct.

CSAHS Academic Misconduct Policy

The *Academic Misconduct Policy* **is detailed in the Undergraduate 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. 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.

Instructors <u>shall not</u> **determine if academic misconduct has occurred. This is up to the Associate Dean Academic's office. Instructors shall not assign a grade of zero even if they believe that the student has committed some form of academic misconduct (e.g., copied material from a website like CourseHero) on an assignment or exam.**

Instructors <u>can</u> **determine if a student has poorly paraphrased and/or improperly cited material and can provide a grade accordingly as long as this is clearly identified as part of the assessment criteria via a rubric or other assessment tools.**

For more information about Academic Integrity resources and how to prevent Academic Misconduct.

Standard Statements for Undergraduate Courses

Academic Integrity

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The Academic Misconduct Policy (https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/academic-misconduct/) is outlined in the Undergraduate 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.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability. Use of the SAS Exam Centre requires students to make a booking at least 10 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 Accommodations of Religious Obligations (https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/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

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all undergraduate students except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in the Undergraduate Calendar - Dropping Courses (https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/dropping-courses/).

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 Undergraduate Calendar for information on regulations and procedures for Academic Consideration. (https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/academic-consideration-appeals-petitions/)