

PSYCHOLOGY 462:
JUSTICE IN WORK ORGANIZATIONS

Department of Psychology
Winter 2012

Instructor: Dr. Leanne Gosse
Office: Room PAS 4247
Telephone: 888-4567 (ext. 35637)
E-mail: lgosse@uwaterloo.ca
Office Hours: Tuesdays 10:00-12:00 p.m.

Class Schedule and Location: **Friday 10:30-12:20, HH 373**

Content of the Course

This seminar will examine psychological theories and research on justice, with an emphasis on understanding the dynamics of justice in the work setting. We will focus on research addressing how employees think about, define, and react to justice and injustice. Each week we will cover a single topic related to organizational justice and read articles related to the topic.

Objectives of the Course

Students should leave the course with a comprehensive understanding of (a) the theoretical and methodological issues in the area of organizational justice, (b) be able to conceptualize problems that people face at work from a justice perspective, and (c) think critically about justice issues and research questions that are relevant to organizations. Students will be expected to participate in weekly discussions as a participant and seminar leader, as well as write a research proposal.

Format of the Course

The course is structured as a series of discussions of prescribed readings (Most readings are available on PsycInfo and are available to be photocopied using your Watcard in PAS room 4028. Please do not remove readings from this room). 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.

Evaluation:

- 1. Introspective reflections: 20% of your grade.** This is an honours seminar, so you will be expected to participate in class in a meaningful and high quality manner. You are required to bring to class two copies of a short reflection based on the week's readings. One copy is for me to take away, and the other is to aid your in-class discussion (see below). This reflection should be brief (1-2 pages, 12 pt font), and it should contain your critical (positive as well as negative) reactions to, and evaluation of the week's readings. Your reflection should not just be a summary of the readings, but should present original thoughts about what you have read. You should aim to comment on each of the readings,

even if you are developing a single theme in your notes.

Given the nature of the commentaries, they will not be formally “graded” as such, although I will read them; rather you will receive 1 point for every commentary that you submit, as we will cover 10 topics in the course.

2. **In-class participation: 10% of your grade.** This is an advanced undergraduate seminar, and therefore you have a rare opportunity to actively participate in weekly discussions of the material, regardless of whether or not you are a discussion leader (see below) in any particular week. The seminar has the potential to be a valuable and rewarding learning experience, but that is largely determined by you. I would suggest that in preparing for our weekly meetings (and for your thought papers) you do several things: First, read the articles carefully and summarize (in writing) the major ideas, issues, and conclusions. Second, spend some time giving serious thought to the issues raised and to the implications of the material for future research and/or for the practical management of problems in the workplace. You should then find it is quite easy to come to each class with questions, observations, criticisms, praise, and so on.
3. **Discussion Leader: 30% of your grade.** Three or four of you depending on class size will be required to be a discussion leader each week. You will do this twice during the semester, once in the first half of class, once in the second half. Obviously, your written thoughts (from point 1 above) can serve as the basis for how you will lead the discussion. In leading discussion, you should assume that all of us have read the readings--in other words, your role is not merely to summarize the readings. Rather, you should have questions, comments, observations, critical evaluations, and so forth, to put to the class. Note that, even when you are not the discussion leader, you are expected to contribute in a meaningful way. Thus being discussion leader does not mean that you should dominate the discussion. Everyone is expected to bring forth his or her observations every week.
4. **Article Submission: 5% of your grade.** At the end of term there are two lectures left open for student chosen topics. On **February 17** students will be required to hand in a potential lecture topic along with an article for the class to read. I will chose 4 of these articles and readings and these will be distributed to the class as the topics and articles for discussion. Some potential topics may include but are not limited to: Affirmative action programs, gender and discrimination in the workplace, psychological testing in the workplace etc.
5. **Research Proposal: 35% of your grade.** You will be expected to write one major research paper. You are to develop a research idea related to class content. You should select your topic and begin formulating your ideas by the fifth week of class and turn in one paragraph statement of your intentions on **February 3 2012**. The final product will be handed in on **April 6 2012**.

Model your paper on a research journal article. It should include the following sections:

1. Introduction - Include a research question or hypothesis and review

- research relevant to your topic.
2. Methodology - Outline the method to be used to test your hypothesis. What is the design? Describe your sample and proposed measures.
 3. Results - Describe your proposed analyses and expected results.
 4. Discussion – Briefly summarize topic and evaluate methodology. Suggest avenues for future research.

The **maximum length of the research proposal will be 8-10 standard pages (12 point font, double spaced, 1 inch margins)**, excluding references and tables, etc. The paper should follow APA guidelines with respect to format and referencing. **The penalty for late submissions is 5% per day.**

In brief, the goal of each research proposal is to develop a research question that you consider interesting and worthy of study, and to design a study to investigate it. You should develop an idea that you had as a direct result of discussions/readings. I expect you to go beyond the readings covered in class and thoroughly review the relevant research surrounding your topic. Your proposal should include 5-10 journal articles.

Policies Regarding Plagiarism and Unclaimed Work

Because academic integrity is vital to the well-being and credibility of the university community, the University of Waterloo takes academic misconduct very seriously. Academic misconduct includes plagiarism, which involves presenting the words and ideas of another person as if they were your own, as well as handing the same paper in for multiple courses. The penalties for academic misconduct can be very severe. A grade of zero may be given for the assignment or even for the course, and a second offense may result in suspension from the University. Students are urged to read the section of the Undergraduate Calendar that pertains to academic misconduct. Students should be aware that this issue will be taken seriously in this course, and plagiarism in any form will be prosecuted to the fullest extent possible.

Note on avoidance of academic offenses: All students registered in the courses of the Faculty of Arts are expected to know what constitutes an academic offense, to avoid committing academic offenses, and to take responsibility for their academic actions. When the commission of an offense is established, disciplinary penalties will be imposed in accord with Policy #71 (Student Academic Discipline). For information on categories of offenses and types of penalties, students are directed to consult the summary of Policy #71 which is supplied in the Undergraduate Calendar (section 1; on the Web at http://www.adm.uwaterloo.ca/infoucal/UW/policy_71.html). If you need help in learning how to avoid offenses such as plagiarism, cheating, and double submission, or if you need clarification of aspects of the discipline policy, ask your course instructor for guidance. Other resources regarding the discipline policy are your academic advisor and the Undergraduate Associate Dean.

Graded final examination papers as well as unclaimed graded assignments, essays, and midterm tests* for this course will be kept in storage in the Psychology Department for a maximum of 16

months after the final grades have been submitted to the Registrar's Office. After that time, these documents will be destroyed in compliance with UW's confidential procedures.

University of Waterloo's Policy on Accommodation for Course Requirements

Students who are requesting accommodation for course requirements (*assignments, midterm tests, final exams, etc.*) due to illness should do the following:

- seek medical treatment as soon as possible and obtain a completed UW Verification of Illness Form:
http://www.healthservices.uwaterloo.ca/Health_Services/verification.html
- submit that form to the instructor within 48 hours.
- (preferably) inform the instructor by the due date for the course requirement that you will be unable to meet the deadline and that documentation will be forthcoming.

In the case of a missed final exam, the instructor and student will negotiate an extension for the final exam which will typically be written as soon as possible, but no later than the next offering of the course.

In the case of a missed assignment deadline or midterm test, the instructor will either:

1. waive the course component and re-weight remaining term work as he/she deems fit according to circumstances and the goals of the course, or
2. provide an extension.

In the case of bereavement, the instructor will provide similar accommodations to those for illness. Appropriate documentation to support the request will be required.

Students who are experiencing extenuating circumstances should also inform their academic advisors regarding their personal difficulties.

TOPIC AND READING LIST

January 6 Introduction to the Course

January 13 Distributive Justice

Discussion Leaders:

Readings:

Greenberg, J. (1990). Employee theft as a reaction to underpayment inequity: The hidden cost of pay cuts. *Journal of Applied Psychology*, 5, 561-568.

Mowday, R.T. (1991). Equity theory predictions of behavior in organizations. In R.M. Steers & L.W. Porter (Eds.), *Motivation and work behavior*, (5th edition, pp. 111-131). New York, NY: McGraw-Hill.

January 20 Procedural Justice

Discussion Leaders:

Readings:

Folger, R., & Greenberg, J. (1985). Procedural justice: An interpretive analysis of personnel systems. In K. Rowland & G. Ferris (Eds.), *Research in personnel and human resources management* (Vol. 3, pp. 141-183). Greenwich, CT: JAI Press.

Lind, E. A., Kanfer, R., & Earley, P. C. (1990). Voice, control, and procedural justice: Instrumental and noninstrumental concerns in fairness judgements. *Journal of Personality and Social Psychology*, 59, 952-959.

January 27 Interactional Justice

Discussion Leaders:

Readings:

Brockner, J., DeWitt, R. L., Grover, S., & Reed, T. (1990). When it is especially important to explain why: Factors affecting the relationship between managers' explanations of a layoff and survivors' reactions to the layoff. *Journal of Experimental Social Psychology*, 26, 389-407.

Greenberg, J. (1993). The social side of fairness: Interpersonal and informational classes of organizational justice. In Cropanzano (Ed.), *Justice in the workplace: Approaching fairness in human resource management* (pp. 79-103). Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.

February 3 The Role of Self-Interest in Organizations

Discussion Leaders:

Readings:

Gillespie, J. Z., Greenberg, J. (2005). Are the goals of organizational justice self-interested? In J. Greenberg & J. A., Colquitt (Eds.). *Handbook of organizational justice* (pp. 179-213). Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.

Holmes, J. G., Miller, J. G., & Lerner, M. J. (2002). Committing altruism under the cloak of self-interest: The exchange fiction. *Journal of Experimental Social Psychology, 38*, 144-151.

***NOTE: Research proposal topics and one paragraph statement of intentions due in class**

February 10 Abusive Supervision

Discussion Leaders:

Readings:

Tepper, B. J. (2000). Consequences of abusive supervision. *Academy of Management Journal, 43*, 178-190.

Tepper, B. J. (2007). Abusive supervision in work organizations: Review synthesis, and research agenda. *Journal of Management, 33*, 261-189.

February 17 Rationalizing Injustice

Discussion Leaders:

Readings:

McCoy, S. K. & Major, B. (2007). Priming meritocracy and the psychological justification of inequality. *Journal of Experimental Social Psychology, 43*, 341-351.

Major, B. & Schmader, T. (2001). Legitimacy and construal of social deviance. In J. Jost & B. Major (Eds.) *The psychology of legitimacy: Emerging perspectives on ideology, justice, and intergroup relations*. (176-204). New York, NY, US: Cambridge University Press.

***NOTE: Article and topic due in class**

February 24 Reading Week – No classes

March 2 Forgiveness and Revenge in the Workplace

Discussion Leaders:**Readings:**

Aquino, K., Tripp, T. M., & Bies, R. J., (2006). Getting even or moving on? Power, procedural justice, and types of offences as predictors of revenge, forgiveness, reconciliation, and avoidance in organizations. *Journal of Applied Psychology, 91*, 653-668.

Tripp, T. M., Bies, R. J., & Aquino, K. (2007). A vigilante model of justice: Revenge, reconciliation, forgiveness, and avoidance. *Social Justice Research, 20*, 10-34.

March 9 Counterproductive Behaviour and Organizational Citizenship Behaviours**Discussion Leaders:****Readings:**

Conlon, D. E., Meyer, C. J., & Nowakowski, J.M. (2005). How does organizational justice affect performance, withdrawal, and counterproductive behavior? In J. Greenberg & J. A., Colquitt (Eds.). *Handbook of organizational justice* (pp. 301-327). Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.

Organ, D. W. & Moorman, R. H. (1993). Fairness and organizational citizenship behavior: What are the connections. *Social Justice Research, 6*, 5-18.

March 16 Employee Selection and Manager Training in Fairness**Discussion Leaders:****Readings:**

Gilliland, S. W. & Hale, J. M. S. (2005). How can justice be used to improve employee selection practices. In J. Greenberg & J. A., Colquitt (Eds.). *Handbook of organizational justice* (pp. 411-438). Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.

Skarlicki, D. P., & Latham, G. P. (1997). Leadership training in organizational justice to increase citizenship behavior within labor union: *A replication. Personnel Psychology, 50*, 617-633.

March 23 Student Selection**March 30 Student Selection**