# Psychology 493

# Fairness In The Workplace: A Psychological Perspective

# Spring 2023

Dr. Ann Marie Ryan

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**Class meets Mon and Wed 12:40-2:00pm in Snyder C202**

**Course website** available on D2L

**Office hours:** Mondays 2:30-3; <https://msu.zoom.us/j/96307759944>; Meeting ID: 963 0775 9944: Passcode: 493; virtual or in person (Room 333 Psy Bldg)

Office phone number: 517-353-8855 (note you cannot text a landline); however, email is always best means of communication

## Course description:

This course will provide an examination of psychological research that can inform how to design fair and effective workplaces from the perspective of organizational psychology.

The course has been designed in a blended fashion with readings, discussion posts, and occasional videos of mini-lectures that you do on your own, and class time focused on mini-lectures, discussions and activities. Many learning activities are designed to work in groups but there are a few you complete individually. In general, the course has been designed to provide variety in what you do and how information is presented, and to provide some flexibility in assessing your learning.

## Overall Course Objectives:

1. To define what makes a fair workplace
2. To evaluate that definition in various workplace employment decision contexts (e.g., selection, pay, layoffs, policies)
3. To evaluate individual and contextual factors that influence perceptions of fairness at work
4. To determine how to alter workplace environments to positively influence fairness perceptions
5. To specify the effects of unfairness on individuals and organizations
6. To evaluate systematic and individual means of addressing unfairness
7. To critically review empirical research on fairness and justice in the workplace
8. To hone skills in writing in the discipline of Psychology

**Course Materials:**

All readings and assignment instructions are available on D2L. There is no textbook purchase required. It is expected that you will complete readings and provide reflective discussion posts so you come to class sessions prepared to discuss them. Some readings will be the basis of in class learning activities that are graded. Quizzes are also based on readings. Thus, preparation is important to your learning and full engagement.

If a link does not work on D2L, you should access the reading through free library database resources by looking up the reference using the full reference list that is provided at the end of this syllabus. You should also send me an email and letting me know about the broken link. That is, there is no excuse for not doing a reading.

The aim of all in class and outside assignments (learning activities, posts) is for you to think more deeply about a specific justice issue. The aim of the literature review paper specifically is to allow you to do a more in-depth examination of topics of interest to you while developing your critical thinking, research and writing skills. This course is designated as a Tier II writing course which means that we focus on writing within the discipline of Psychology. Thus, a portion of class time is devoted to how to effectively write a literature review within the field of Psychology.

Note that in addition to graded items, there are occasional ungraded short exercises, surveys, videos and other materials that are meant to facilitate your learning.

## Assessments of Learning Total 600 points

Literature review

Annotated bibliography 30

Outline 25

Peer review 15

Draft of section 30

Final paper 100

Class preparation

Discussion posts (5 points each; *10 opportunities; must do 8)* 40

In class activities

Learning activities (12 points each; *13 opportunities; must do 10*) 120

Issue analysis (in class group) 30

Infographic (in class group) 30

Quizzes (4 @ 45 points each) 180

There are no extra credit opportunities. There are multiple means of assessment in the course that provide you with the chance to demonstrate your capabilities. There is also flexibility to accommodate schedules and emergencies (e.g., there are opportunities to drop the lowest grades for posts and learning activities so **if you miss an activity that counts as one of your drops**).

Grades are posted on D2L; please be sure to alert me of any concerns within one week of posting. Information on grading (i.e., rubrics or points assignments) are available are D2L under the syllabus and instructions tab. As this course has a variety of graded activities, there may be a few times in the semester when grading takes longer than a week; please be patient.

All assignments will be turned in through drop boxes on D2L. Discussion posts are due before class (12:30 PM) so that I can integrate the information into the day’s activities. Learning activities are typically done during class and due before the end of class; occasionally there may be an activity that is not an in class focus and that may have a more flexible due date. **All due dates and times are clearly indicated in D2L – please keep track of them so you do not fall behind.** I am empathetic to the challenges individuals have; if you feel you will be late on a specific assignment because of some struggles, please email me and we may be able to work out an alternative due date. However, I do not allow an accumulation of multiple late assignments to the end of the term as that interferes with your learning and engaging in the course, and puts an unnecessary grading burden on me. Hence, multiple requests for late work with not be accepted.

My suggestion is you **use the checklists** provided on D2L with each topic to keep you on track with what you need to do by when. The schedule at the end of this syllabus and on D2L is an ideal way to track as well. It will be clear what you need to do before we have a class meeting and what can be done either during class time or afterward.

### Grade cutoffs:

540 points and above 4.0

510-539 points 3.5

480-509 3.0

450-479 2.5

420-449 2.0

390-419 1.5

360-389 1.0

Below 360 0.0

**Class Schedule (subject to change)**

An in-depth schedule for class is provided on D2L as a separate file, as well as at the end of this syllabus. I would strongly suggest you **print the schedule or integrate its contents into your planner/calendar now**. It tells you the critical things you need to do inside and outside of class sessions. Each topic also has a checklist to help you track activity completion as well. Full references for readings are at the end of the syllabus

**Academic Integrity**

The Spartan Code of Honor states, "As a Spartan, I will strive to uphold values of the highest ethical standard. I will practice honesty in my work, foster honesty in my peers, and take pride in knowing that honor is worth more than grades. I will carry these values beyond my time as a student at Michigan State University, continuing the endeavor to build personal integrity in all that I do." In addition, Article 2.III.B.2 of the Student Rights and Responsibilities ([SRR](https://spartanexperiences.msu.edu/about/handbook/student-rights-responsibilities/article-two-academic-rights-and-responsibilities.html)) states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." The Psychology Department adheres to the policies on academic honesty as specified in [General Student Regulations 1.0, Protection of Scholarship and Grades](https://spartanexperiences.msu.edu/about/handbook/regulations/general-student-regulations.html); [the all-University Policy on Integrity of Scholarship and Grades](https://spartanexperiences.msu.edu/about/handbook/regulations/student-group-regs-rulings-policies-ordinances/integrity-of-scholarship-and-grades.html); and [Ordinance 17.00, Examinations](https://trustees.msu.edu/bylaws-ordinances-policies/ordinances/ordinance-17.00.html).

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course.. Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also the [Academic Integrity webpage](https://ossa.msu.edu/academic-integrity).) Specific to this course, a penalty grade of 0 points is given on any assignment where an individual claims or submits work of another as one’s own (including plagiarism of whole or part of another’s work), completes or attempts to complete in-class work for someone not in attendance, or in any way misrepresents one’s completion of assignments or in-class work.

The policy of this class is that you must be the creator of all work you submit for a grade. The use of others’ work, or the use of intelligent agents, chat bots, or a.i. engines (e.g., ChatGPT) to create your literature review is a violation of this policy and will be addressed as per MSU codes of conduct. Generative AI can be helpful for determining phrasing of short passages, but cannot be used to create your full outline, draft sections, or entire paper. This may also result in a grade penalty for the assignment, including the possibility of a 0.0 for the assignment. We will engage in a more detailed discussion of appropriate and inappropriate use of generative AI on the first day of class so as to answer specific questions you may have.

Note that there are assignments where you work in a group and it is acceptable for those in the group to turn in the same material as you worked on it together. These opportunities will be clearly labelled; other activities are meant to be an individual activity, that should be your own individual work.

Consistent with MSU’s efforts to enhance student learning, foster honesty, and maintain integrity in our academic processes, instructors may use a tool called Turnitin to compare a student’s work with multiple sources. The tool compares each student’s work with an extensive database of prior publications and papers, providing links to possible matches and a “similarity score.” The tool does not determine whether plagiarism has occurred or not. Instead, the instructor must make a complete assessment and judge the originality of the student’s work. All submissions to this course may be checked using this tool, although the primary focus for use will be the final literature review paper. Note that Turnitin also checks for use of generative AI.

Students should submit papers to Turnitin Assignments without identifying information included in the paper (e.g., name or student number), the system will automatically show this information to faculty in your course when viewing the submission, but the information will not be retained by Turnitin. Student submissions will be retained only in the MSU repository hosted by Turnitin.

**Attendance and Participation**

Students whose names do not appear on the official class list for this course may not attend this class. Students who fail to attend the first four class sessions or class by the fifth day of the semester, whichever occurs first, may be dropped from the course.This is an upper- level class so the expectation is not just that you will attend when we do meet but that you will ***participate***. In most class sessions we will be working together on activities. **If you miss a class that involves an activity, you will have to count those as your dropped grades unless it is a university excused absence**.

Grief absence information is available at <https://reg.msu.edu/roinfo/notices/griefabsence.aspx>

If you will miss a class session or an assignment because of a religious observance, please let me know at least a week in advance so we can work out alternatives.

**Instructor Availability and Communication**

While I do have set office hours for online or in person meetings, I am available to meet with students at other times by appointment. For office hours we will use a waiting room format on Zoom where you will have to wait until the student ahead of you has finished. I check my email regularly and try to respond in a timely manner; however, I will not answer after 9PM so send any questions about assignments that are due before that time. Check your D2L account and university email regularly for information and updates.

**Technology**

**We often access online materials during class for activities, so you do need to have a laptop or tablet with you – just a phone is not going to suffice**. You are allowed to maintain a cellular device in silent mode to receive emergency notifications. However, when you are interacting with others or listening to me, it is a good idea to get away from your phone if you are going to be constantly interrupted by texts or other notifications. Students often think there is no problem with just checking texts but to everyone else it is clear you are inattentive – it isn’t successful multitasking but rudeness. **Consider it a personal challenge to see if you can actually not look at your phone during class time.** No matter what you think, research has consistently shown how disruptive electronic interruptions are to our concentration and to our social relationships (I’d be happy to share many references with you, or perhaps you can bring some of that research into your class paper!) So get in the habit of turning on site-blocking browser add-ins and/or shutting off your phone completely during class. Do yourself a favor and make this a more focused semester! Finally, I reserve the right to call you out during a session if your inattention is disruptive to me or others.

**Recording/photographing others**

As members of a learning community, you are expected to respect the intellectual property of others as well as the ability of others to discuss topics freely within the confines of the classroom. You are not allowed to record any activity yourself without the advance written permission of the instructor *and* any students whose voice or image is included in the recording. Posting a photo/video or other recording of anyone in the class to social media without their written consent is a violation of this policy, and may result in a penalty up to a 0.0 as a course grade, as well as other academic disciplinary sanctions as described by university policy. If there is a need for me to record an activity (e.g., on Zoom), I will inform you that we are recording.

***Commercialization of materials***. Commercialization of any notes and materials from this course is not permitted.

***Civility*.** We may engage in discussions (both online and in class) of topics where individuals have different opinions. It is important for you to recognize distinctions between opinions and facts, but also to in all cases show courtesy and respect for others. Please refrain from using language that others might find offensive, and express disagreements and counterarguments in diplomatic and civil ways. Uncivil behavior may result in a 0.0 points for an activity, as well as further sanctions and restrictions based on MSU Code of Conduct.

Disruptive Behavior: Article 2.III.B.4 of the [Student Rights and Responsibilities (SRR)](https://spartanexperiences.msu.edu/about/handbook/student-rights-responsibilities/article-two-academic-rights-and-responsibilities.html) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.III.B.10 of the [SRR](https://spartanexperiences.msu.edu/about/handbook/student-rights-responsibilities/article-two-academic-rights-and-responsibilities.html) states that "The student and the faculty share the responsibility for maintaining professional relationships based on mutual trust and civility." [General Student Regulation 5.02](https://spartanexperiences.msu.edu/about/handbook/regulations/general-student-regulations.html) states: "No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action.”

***Inclusive Environment:*** MSU is committed to creating and maintaining an inclusive community in which students, faculty, and staff can work together in an atmosphere free from all forms of discrimination. The Office of Institutional Equity (OIE) reviews concerns related to discrimination and harassment based on sex, gender, gender identity, race, national origin, religion, disability status, and any other protected categories under the University Anti-Discrimination Policy (<https://www.hr.msu.edu/policies-procedures/university-wide/ADP_policy.html>) and Policy on Relationship Violence and Sexual Misconduct (<https://civilrights.msu.edu/policies/rvsm.html>). If you experience or witness acts of bias, discrimination, or harassment, please report these to OIE: <http://oie.msu.edu/>.

***Accommodations*.** Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at [rcpd.msu.edu](https://www.rcpd.msu.edu/). Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation ("VISA") form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). I would urge you to meet with me privately to discuss your needs. Requests received after this date may not be honored.  If you require testing accommodations (e.g., additional time.) you must contact me and present your VISA **at least two weeks before the exam date** to schedule an alternative exam.  Materials I have created have been reviewed for accessibility and modified as much as possible; please let me know if there are accessibility issues. If there are accessibility issues with external material that is linked through the MSU library, please contact the library. If there are other accessibility concerns, you have please let me know.

***Emergency Procedures***. If an emergency occurs that would require cancellation of a class session, I will send a notification via D2L. Similarly, if a weather emergency or illness outbreak requires us to switch from in-person to online, I will notify you. In case of an emergency while in person in class, it is your responsibility to know the emergency procedures posted by the exit door and to understand evacuation, shelter-in-place, and other MSU directives.

***Limits to confidentiality***. Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies.  However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues to protect the health and safety of MSU community members and others.  As the instructor, I must report the following information to other University offices (including the MSU Police Department) if you share it with me:

* Suspected child abuse/neglect, even if this maltreatment happened when you were a child,
* Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff, and
* Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared.  In almost all cases, it will be your decision whether you wish to speak with that individual.  If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with the [MSU Counseling Center](https://caps.msu.edu/).

***Technical support***. If you need technical assistance at any time during the course or to report a problem you can visit the [Desire2Learn Help Site](http://help.d2l.msu.edu/) (help.d2l.msu.edu) or call IT services (517) 432-6200. For other technical difficulties when completing outside of class (e.g., WiFi or power outages), the expectation is that you will make a reasonable effort to find an alternative site for completing your work (e.g., going to a different location) . Also, here is a link to a map of free wifi hotspots in Michigan <http://cngis.maps.arcgis.com/apps/webappviewer/index.html?id=0d69accbb5ff422a82eccc2c9101b69d>

**Health**: For any illness, stay home when appropriate and contact me to complete the work through an alternative means of activity. If you have, tested positive for COVID-19, follow CDC guidance. Mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. Services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via the the [MSU Counseling Center](https://caps.msu.edu/)

**LIST OF READINGS 2023**

8/30: Definitions of justice

* Cropanzano, R., Bowen, DE, Gilliland, WS (2007) The management of organizational justice. *Academy of Management Perspectives,* 301-48

9/4: NO CLASS LABOR DAY

9/6: Fair outcomes

* Greenberg, J. (1988). Equity and workplace status: A field experiment.*Journal of Applied Psychology, 73*(4), 606-613.
* Greenberg, J. (1990). Employee theft as a reaction to underpayment inequity: The hidden cost of pay cuts.*Journal of Applied Psychology, 75*(5), 561.

9/11: Fair procedures

* Greenberg, J. (1994). Using socially fair treatment to promote acceptance of a work site smoking ban.*Journal of Applied Psychology, 79*(2), 288.

9/13: Fair treatment: Incivility, bullying & abusive supervision

* Porath, C.L., Pearson, C.M.. "[The Price of Incivility](http://explore.georgetown.edu/publications/index.cfm?Action=View&DocumentID=68238)." *Harvard Business Review* Jan/F (2013).
* Bendersky, C., & Brockner, J. (2020). Mistreatment from peers can reduce the effects of respectful treatment from bosses, and respectful peers can offset mistreatment from bosses.*Journal of Organizational Behavior, 41*(8), 722-736. doi:https://doi.org/10.1002/job.2441

9/18: Fair Treatment: workplace harassment

* Davis, L. (2018, March 12). The Tipping equation. *The New York Times*
* Rothgerber, H., Kaufling, K., Incorvati, C., Andrew, C.B. & Farmer, A. (2020). Is a reasonable woman different from a reasonable person? Gender differences in perceived sexual harassment, Sex Roles.

9/20: Motives

* Brockner, J. (2006). Why is it so hard to be fair? *Harvard Business Review,*
* Gajendran, R. Sherf, EN & Venkataramani, V. (2020). Why managers treat employees unfairly when they are overworked. HBR Ascend

9/25: Effects

* Ambrose, M., Seabright, M., & Schminke, M. (2002). [Sabotage in the workplace: The role of organizational injustice.](http://www.sciencedirect.com/science/article/pii/S0749597802000377)*Organizational Behavior and Human Decision Processes, 89*, 947-965.
* Brockner, J., DeCremer, D., van Dijke, M., DeSchutter, L., Holtz, B. & van Hiel, A. (2020). Factors affecting supervisors’ enactment of interpersonal fairness: The interactive relationship between their managers’ informational fairness and supervisors’ sense of power. *Journal of Organizational Behavior*, 1-14

9/27: People vary

* Rice, D. B., Taylor, R., & Forrester, J. K. (2020). The unwelcoming experience of abusive supervision and the impact of leader characteristics: Turning employees into poor organizational citizens and future quitters.*European Journal of Work and Organizational Psychology.*
* Varty, C.T., Barclay, L.J. & Brady, D.L. (2021). Beyond adherence to justice rules: How and when manager gender contributes to diminished legitimacy in the aftermath of unfair situations. *Journal of Organizational Behavior, 42*, 767-784

10/2 NO READING

10/4 and 10/9: Legal

* Dunleavy, EM, Engelsted, L. & Morris, A. (2018). A primer on equal employment opportunity law and contemporary employment. *Oxford Handbook of Workplace Discrimination,* p253-263
* Hackney, KJ, Danmiels, SP, Paustain-Underdahl, SC Perrewe, PL & Mandeville, A. (2020). Examining the effects of perceived pregnancy discrimination on mother and baby health. *Journal of Applied Psychology*.
* Liptak, A. (2020, June 15). Civil rights law protects gay and transgender workers, Supreme Court Rules. *New York Times*.

10/11 and 10/16: Hiring practices

* Walker, H. J., Helmuth, C. A., Feild, H. S., & Bauer, T. N. (2015). Watch what you say: Job applicants’ justice perceptions from initial organizational correspondence. *Human Resource Management, 54*(6), 999-1011.
* Noble, S. M., Foster, L. L., & Craig, S. B. (2021). The procedural and interpersonal justice of automated application and resume screening.*International Journal of Selection and Assessment,*

10/18 NO READING

10/23 FALL BREAK -- NO READING

10/25: Reward and recognition

* Hernandez, M., Avery, DR, Volpone, SD & Kaiser, CR (2019). Bargaining while Black: the role of race in salary negotiations. *Journal of Applied Psychology, 104*, 581-592.
* Zhu, Z., Chen, X., Wang, Q., Jiao, C., & Yang, M. (2022). Is shooting for fairness always beneficial? the influence of promotion fairness on employees' cognitive and emotional reactions to promotion failure.*Human Resource Management, 61*(6), 643-661. doi:https://doi.org/10.1002/hrm.22110

10/30: Performance reviews

* Cappelli, P., & Tavis, A. (2016, 10). The performance management revolution. *Harvard Business Review,* 1.
* Golen, L., Gale, J. & Grant, A. Let’s not kill performance evaluations yet *Harvard Business Review.*

11/1: Firing and layoffs

* Richter, M, Konig, CJ, Geiger, M, Schieren, S, Lothschutz, J & Zobel, Y (2018). “just a little respect”: Effects of a layoff agent’s actions on employees’ reactions to a dismissal notification meeting. *Journal of Business Ethics, 153*, 741-761.

11/6: Customers

* Herschcovis, M.S. & Bhatnagar, N. (2017). When fellow customers behave badly: witness reactions to employee mistreatment by customers. *Journal of Applied Psychology, 102,* 1528-1544

11/8: When, where and how much

* Scheiber, N. (2018). A find at Gap: Steady hours can help workers and profits. *The New York Times*
* Yuan, Z., Cockburn, B. S., Astrove, S. L., & Buis, B. C. (2021). Sacrificing heroes or suffering victims? investigating third parties’ reactions to divergent social accounts of essential employees in the COVID-19 pandemic.*Journal of Applied Psychology, 106*(10), 1435-1447. doi:https://doi.org/10.1037/apl0000981

11/13: Behavior at work

* The Daily Podcast (2022, August 24). The Rise of Workplace Surveillance
* Hsu, S. (2022, Sept 15). How an attendance policy brought the US to the brink of a nationwide rail strike. NPR.

11/15: Non-work behavior

* Appleby, J. (June 24, 2015). When does workplace wellness become coercive? Shots, NPR.
* Cook, W., & Kuhn, K. M. (2021). Off-duty deviance in the eye of the beholder: Implications of moral foundations theory in the age of social media.*Journal of Business Ethics, 172*(3), 605-620. doi:https://doi.org/10.1007/s10551-020-04501-9

11/20: Accommodations

* Runyon, L. (Jan 14, 2016) Dispute over prayer breaks divides Muslim meatpacking workers. All Things Considered podcast
* Noguchi, Y. (Sept 22 2015). What’s that smell?! When workplaces try fragrance bans. Morning Edition podcast
* Kurtz, A (2016). When the pilot is a new mom: accommodating new motherhood at 30,000 feet *New York Times*.
* Lu, W. (2023, July 21). What a ‘human-centered’ approach can do for workers with disabilities. *New York Times*.

11/22: Preferences

* Zarya, V. (2015). Why is the “Rooney Rule” suddenly tech’s answer to hiring more women? *Fortune,* August 10.
* Derfler-Rozin, R., Sherf, E.N. & Chen, G. (2021). To be or not to be consistent? The role of friendship and group-targeted perspective in managers’ allocation decisions. *Journal of Organizational Behavior, 42,* 814-833.

11/27: Restorative and retributive

* Liang, L. H., Coulombe, C., Brown, D. J., Lian, H., Hanig, S., Ferris, D. L., & Keeping, L. M. (2021, July 22). Can Two Wrongs Make a Right? The Buffering Effect of Retaliation on Subordinate Well-Being Following Abusive Supervision. *Journal of Occupational Health Psychology*. Advance online publication. <http://dx.doi.org/10.1037/ocp0000291>
* Research summary on second chances

11/29: Address: systems

* Rubino, C., Avery, DR, McKay, PF, et al. (2017). And justice for all: how organizational justice climate deters sexual harassment. Personnel Psychology, 1-26.
* Ashburn-Nardo, L., Lindsey, A., Morris, K.A & Goodwin, SA (2019). Who is responsible for confronting prejudice? The role of perceived and conferred authority. *Journal of Business Psychology*.

12/4: Address: training

* Richter, M., Konig, C.J., Koppermann, C. & Schilling, M. (2016). Displaying fairness while delivering bad news: testing the effectiveness of organizational bad news training in the layoff context. *Journal of Applied Psychology, 101,* 779-792.
* Greenberg, J. (2006). [Losing sleep over organizational injustice: Attenuating insomniac reactions to underpayment inequity with supervisory training in interactional justice.](http://psycnet.apa.org/journals/apl/91/1/58/) *Journal of Applied Psychology, 91*, 58-69.

12/6: Address: third parties

* Mitchell, M.S., Vogel, R.M & Folger, R (2015). Third parties’ reactions to the abusive supervision of coworkers*. Journal of Applied Psychology, 100*, 1040-1055.
* David, E. M., Volpone, S. D., Avery, D. R., Johnson, L. U., & Crepeau, L. (2023). Am I next? men and women’s divergent justice perceptions following vicarious mistreatment.*Journal of Applied Psychology,*doi:https://doi.org/10.1037/apl0001109

**CLASS SCHEDULE \*\* Subject to change**

**Abbreviations: DP – Discussion post; LA—learning activity;**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Module** | **Date** | **Topic** | **Assignments (Exact Due times are on D2L)** | **Readings/Audios/Videos** | **Class Meeting Focus** |
| 1. Overview | Aug 28 | Overview: What is Fairness? | DP: intro  Review getting started module on D2L | ---- | Overview |
|  | Aug 30 | What is organizational justice? | ---------- | Cropanzano et al. 2007 | Fundamental concepts |
|  | Sept 4 | ---- | ----- | ----- | LABOR DAY NO CLASS |
| 1. Fundamental concepts | Sept 6 | What are fair outcomes? | DP: Comparators | Greenberg 1988  Greenberg 1990 | Distributive justice, Social Comparisons  LA: Salary comparison |
|  | Sept 11 | What are fair procedures? What is informational justice? | DP: Fair process | Greenberg 1994 | Procedural and informational justice, Fair process effects  LA : procedural justice |
| **Module** | **Date** | **Topic** | **Assignments** | **Readings** | **Class Meeting Focus** |
|  | Sept 13 | What is fair and respectful treatment of others? | DP: incivility/free speech | Porath & Pearson, 2013  Bendersky & Brockner | Incivility, Abusive Supervision |
|  | Sept 18 | Fair treatment continued | Preference for issue analysis (under surveys on D2L) | Rothgerber et al. 2020  Davis 2018 | Harassment  How to write lit review |
| 1. Advanced concepts | Sept 20 | Why do people act fairly or unfairly? | Study for quiz | Brockner 2006  Gajendron, Sherf, Venkataramni 2020 | Quiz on module 1 and 2  LA: 3 models |
|  | Sept 25 | What are the effects of fairness or unfairness on employees? | Topic preference for legal infographic (under surveys on D2L)  LA: Psy contracts (under quizzes on D2L) | Ambrose et al. 2002  Brockner et al 2020  Video on Effects (13:45) | Begin Issue analysis group work |
|  | Sept 27 | Why do people differ in what they see as fair? | Issue analysis work | Rice et al 2020  Varty et al 2021 | Moderators  Issue analysis groupwork |
| **Module** | **Date** | **Topic** | **Assignments Due** | **Readings** | **Class Meeting** |
|  |  |  |  |  |  |
|  | Oct 2 | Applying concepts to policies | Issue analysis presentation (slides to dropbox) | Culture & Justice video (9:53) | Issue analysis presenting and discussion |
|  | Oct 4 | How do legal definitions of fairness connect to psychological ones? | Topic choice lit review | Hackney et al. 2020  Dunleavy et al. 2018  Watch fairness & the law (16:24) | Group work on infographic |
|  | Oct 9 | Emerging legal issues | Infographic (at end of class) | Liptak 2020  Genetic discrimination video (4:15) | Group work on infographic  Discuss recent legal issues in employment contexts |
| 1. Fairness and organizational systems | Oct 11 | What determines views of the fairness of hiring practices? | Study for quiz | Walker et al 2015 | Quiz on module 3  LA: Applicants |
|  | Oct 16 | What is affected by the fairness of hiring practices? | LA: Criminal records (under surveys on D2L) | Noble et al 2021 | Technology and hiring; Criminal records in hiring |
|  | Oct 18 | How to do literature search | DP: Literature search | None, but you might want to look at some of the info in the lit review folder | Guest instructor, Kathleen Weessies. **MEET IN BEAUMONT ROOM, 2ND FLOOR WEST WING MAIN LIBRARY** |
| **Module** | **Date** | **Topic** | **Assignments Due** | **Readings** | **Class Meeting** |
|  | Oct 23 | FALL BREAK |  | None |  |
|  | Oct 25 | What is affected by the fairness of reward and recognition systems? | DP: Transparency | Hernandez et al 2019  Zhu et al 2022 | Pay negotiations, transparency and other topics  LA: Negotiation activity |
|  | Oct 30 | What about the fairness of performance reviews? | DP: Performance reviews | Capelli & Travis 2016  Goler, Gale & Grant  2 short video clips | How to outline a paper  Performance reviews |
|  | Nov 1 | What about the fairness of layoffs and firing? | Annotated reference list | Richter et al. 2018  Short video on layoffs | Layoffs and firing  LA: Termination |
|  | Nov 6 | What about customer interactions and fairness? | DP: Customers | Herchcovis & Bhatnagar 2017 | Writing hook activity  Discussion Mistreatment by customers |
| 1. Fairness and workplace policies | Nov 8 | What makes policies on when, where and how much we work seem fair or unfair? | Outline | Scheiber 2018  Yuan et al., 2021 | Writing activity on integrating literature  Discussion on why, how and place of work |
| **Module** | **Date** | **Topic** | **Assignments Due** | **Readings** | **Class Meeting** |
|  | Nov 13 | What makes policies on behavior at work seem fair or unfair? | Study for quiz | Listen to daily podcast  Hsu 2022 | Quiz Module 4  LA: Monitoring |
|  | Nov 15 | What are views on the fairness of policies regarding non-work behavior? | Peer review draft | Appleby 2015  Cook & Kuhn 2021 | Discussion non-work policies  Peer review time |
|  | Nov 20 | When are accommodations or exceptions to policies seen as fair or unfair? | Section draft | Runyon 2016 (3:54 mins)  Noguchi 2015 (3:49)  Kurtz 2016  Lu 2023 | LA Accommodation |
|  | Nov 22 | When are preferences seen as fair or unfair? | DP: Preferences | Zarya 2015  Derfler-Rozin et al 2021  Preferences video (20:44) | One-on-one consultations on paper (in person or Zoom)  **No class meeting—work on paper!** |
| 1. Addressing unfairness | Nov 27 | What is restorative and retributive justice? | DP: Forgiveness | Liang et al 2021  Summary on 2nd chances | LA: apologies  Discussion restorative justice |
|  |  |  |  |  |  |
| **Module** | **Date** | **Topic** | **Assignments Due** | **Readings** | **Class Meeting** |
|  | Nov 29 | How can we use organizational systems to address unfairness? | Work on paper | Rubino et al 2017  Ashburn-Nardo et al.2019 | Alternative dispute resolution processes; justice climate |
|  | Dec 4 | How can we use training to addressing unfairness? | Literature review due | Richter et al 2016  Greenberg 2006 | LA: training |
|  | Dec 6 | How can third parties address unfairness? | DP: Final reflections | Mitchell et al 2015  David et al 2023 | Discuss 3rd party interventions  LA corporate statements |
|  | Dec 12 |  | This is a Tuesday. Exam is at 12:45. |  | Quiz on Module 5 and 6 |