# Psychology 493 Section 002

# Fairness In The Workplace: A Psychological Perspective

# Fall 2020

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As we are totally remote, do not call my office to reach me as I am not there – use email.

**Class meets synchronously Mon and Wed 12:40-2:00 Eastern Time Zone via Zoom**

Course website available on D2L

Virtual Office hours: 2-2:30PM. Eastern Time Zone, M and W and by appointment

## 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 to have synchronous and asynchronous elements. Synchronous time is primarily for group activities and guest speakers, as well as for Q&A type of sessions. Asynchronous elements include readings, discussion posts, and videos of mini-lectures. Many learning activities are designed so that you may choose to work in groups but can also 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

Readings:

All readings and assignment instructions are available on D2L. There is no textbook purchase required. It is expected that you will complete readings and come to any synchronous sessions prepared to discuss them. Some readings will be the basis of reading summary assignments; others may be connected to learning activities that are also graded. Thus, preparation is important.

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.

## Assessments of Learning

Points

Literature review 100

Annotated bibliography 15

Outline 6

Learning activities (12 points each; 21 opportunities; must do 18) 216

Discussion posts (5 points each; 15 opportunities; must do 12) 60

Reading summaries (7 points each; 16 opportunities; must do 12) 84

Speaker reflections (6 points each; 5 opportunities; must do 4) 24

Other assignments:

Justice application 35

Infographic 20

Quizzes (2 @ 20 points each; individual or group) 40

**Total 600**

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 so **if you miss a synchronous activity that counts as one of your drops**).

The aim of all assignments (learning activities, posts, reflections) is for you to think more deeply about a specific justice issue. The aims of the literature review and application papers are 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.

Note that in addition to graded items, there are short exercises, surveys, quizzes, videos and other materials that are meant to facilitate your learning (some of these are labelled as “Making Connections”)

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.

All assignments will be turned in through drop boxes on D2L. Discussion posts are typically due at the start of class periods if they are meant to be preparation for engaging with others. Other assignments are typically due at 11:59PM on the day of class, but some that might require follow-up after a class meeting (e.g., about guest speakers) will be due the day after class to give you more time. **All due dates are clearly indicated in D2L – please keep track of them so you do not fall behind.** If an assignment is more than a half hour late, points are deducted (i.e., one letter grade per day). 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. 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. (Note that the list of videos is complete until Module 4 – I will update that portion of the schedule a bit later in the semester). Each topic also has a checklist to help you track activity completion online as well. Full references for readings are at the end of the syllabus and on D2L

Academic Integrity:

Please refer to <https://ombud.msu.edu/academic-integrity/index.html#integrity> for details on academic integrity and your rights and responsibilities. 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. Please review the Spartan Code of Honor <https://acadgov.msu.edu/sites/default/files/content/SpartanCodeofHonor.pdf>

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; if any activity is meant to be an individual activity, that should be your own individual work.

Attendance and Participation

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***. When we have a synchronous session, it is usually because we are working in groups on a learning activity and/or we have a guest speaker. If you are not in attendance, you will have to do the learning activity on your own (note **this is not possible for activities on Oct 21 and 28 so if you miss those sessions you will have to count those as two of your dropped grades**). Speakers are taking time to meet and interact with you, so having attendance on dates where we have speakers reflects on your professionalism.

Grief absence information is available at <http://splife.studentlife.msu.edu/regulations/selected/grief-absence-policy>.

If you will miss a class session or an assignment because of a religious observance, please let me know in advance.

Instructor Availability and communication:

While I do have set office hours online, I am available to meet with students at other times by appointment. For office hours we will use a waiting room format on D2L 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. However, when you are interacting with others in a breakout or listening to me or a speaker, it is a good idea to get away from your phone if you are going to be constantly interrupted by texts or other notifications. 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. Or force yourself with a blocker (e.g., you can block Facebook/Instagram/Snapchat during class). See <https://freedom.to/blog/8-website-blockers-for-studying-productivity-focus/> for suggestions. 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. I will be recording synchronous lectures and guest speakers for your later review or viewing by those with an excused absence. We will not be recording any activity that occurs in breakouts, and you are not allowed to record that 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.

*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.

*Accommodations*. If you have a disability that will require accommodations, please contact me within the first week of class to privately discuss your needs. All lecture videos and power points have been reviewed for accessibility and modified as much as possible as well as close captioned. If there are accessibility issues with 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 synchronous session, I will send a notification via D2L.

*Limits to confidentiality*. Students should be aware that I am unable to maintain confidentiality when it conflicts with my responsibilities as a mandatory reporter within the university. That is I must report to other University offices any information you share with me regarding (1) suspected child abuse/neglect, even if this happened when you were a child, (2) allegations of sexual assault or harassment involving MSU students, faculty or staff, and (3) credible threats of harm to oneself or others. These reports may trigger contact from a campus official; in almost all cases, it will be your decision if you wish to speak to that individual. If you would like to talk about any of the above in a setting that is confidential and not bound by mandatory reporting, please make an appointment with the MSU Counseling Center.

*Technical support*. For questions about D2L contact <https://help.d2l.msu.edu/> or Local: (517) 432-6200 Toll-free: (844) 678-6200 (North America and Hawaii).I have noticed that on occasion students with Macs find challenges in uploading assignments; if you have difficulty with a drop box you may email in the assignment; however, that is not preferred as it is more easy to lose track of it.

For other technical difficulties (e.g., WiFi or power outages), email me and let me know if this happens during a synchronous session and has disrupted your learning. Also, if you are in Michigan, here is a link to a map of free wifi hotspots <http://cngis.maps.arcgis.com/apps/webappviewer/index.html?id=0d69accbb5ff422a82eccc2c9101b69d>

Mental Health: 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 Counseling & Psychiatric Services (CAPS) website at [www.caps.msu.edu](http://www.caps.msu.edu/).

Staying Home or Self-Isolating when Appropriate**: I**f you have been sick with COVID-19[symptoms](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html), tested positive for COVID-19, or have been potentially[exposed](https://www.cdc.gov/coronavirus/2019-ncov/php/public-health-recommendations.html) to someone with COVID-19, to follow CDC guidance to[self-isolate or stay home](https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine-isolation.html). **I will make accommodations for those who must miss class due to illness.**

Cloth Face Coverings On Campus**:**  As we are not in person, this policy may not apply to you at all. However, you may have occasion to physically go on campus for reasons other than this class. [Cloth face coverings are required](https://msu.edu/together-we-will/keeping-spartans-safe/?utm_source=reopening-email&utm_medium=email&utm_campaign=faculty-staff) for everyone on campus.

* + Face coverings must be worn by everyone (including all faculty, staff, students, vendors, and visitors) indoors and outdoors while on property owned or governed by MSU and while participating in MSU-related or MSU-sponsored activities. If you have a medical condition that may prevent you from safely wearing a face covering, you should contact [MSU’s Resource Center for Persons with Disabilities](https://www.rcpd.msu.edu/) to begin the accommodation process.
  + Face coverings should (a) be non-medical grade to maintain supplies for health care use, (b) fit snugly against the side of your face, (c) cover your nose and mouth, (d) be secured with ties or ear loops, and (e) allow for breathing without restriction. Cloth face coverings should only be worn for one day at a time, and they must be properly hand washed or laundered before subsequent use. Face coverings may vary (for example, disposable non-medical face coverings or neck gaiters are acceptable).
  + Failure to wear a face covering for those without an accommodation will result in the following: (1) A reminder of the requirement, the reason for it (to minimize spread), and a request to comply. (2) A request to leave the room if no compliance. (3) Further action if no compliance (e.g., calling campus police).

**LIST OF READINGS 2020**

9/9: Fair outcomes

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

9/14: Research on justice

* 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.

9/16: 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.

9/21: Fair treatment

* 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).

9/23: Fair Treatment

* 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.

9/28: 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

9/30: 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.

10/5: 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,*

10/7 and 10/12: 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*.
* Schwab, K. (2020, July 2). Discrimination charges at Pintrest reveal a hidden Silcon Valley hiring problem. *Fast Company*.

10/14 and 10/19: 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.
* Farmer, B. (2020, Jan 9). U-Hauls’ nicotine-free hiring rule reflects a trend that troubles workers’ advocates. NPR, (3:00 mins)

10/21: Reward and recognition

* Scheiber, N. (2018). If a law bars asking your past salary, does it help or hurt? *The New York Times*
* 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.
* Dominus, S. (2020, February 23). The last taboo. *New York Times Magazine*.

10/26: 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.*
* Fisher, A (2019).An algorithm may decide your next pay raise*.* Fortune, July 14.

10/28: 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.
* Noguchi, Y (2018, March 24). Fired via tweet, text and voicemail: Loss of job and respect. *NPR* (3:00 minutes)

11/2 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

11/4: When, where and how much

* Kodjak, A. (2016) Hassle of being a patient can turn into a crisis without sick leave. Podcast, Morning Edition, July 11.
* Scheiber, N. (2018). A find at Gap: Steady hours can help workers and profits. *The New York Times*

11/9: Behavior at work

* Ravid, D.M., Tomczak, D.L., White, J.C. & Behrend, T.S. (2019). EPM 20/20: A review, framework and research agenda for electronic performance monitoring. *Journal of Management.*
* Gelles, D. (2018). Memo from the boss: You’re a vegetarian now. *The New York Times*
* Ueno, H. & Victor, D. (2019). Japanese women want a law against mandatory heels at work, *New York Times*, June 4.

11/11: Non-work behavior

* Appleby, J. (June 24, 2015). When does workplace wellness become coercive? Shots, NPR.
* Hyman, D. (July 27, 2019). Where legal, pot still closes door to hiring. *New York Times.*

11/16: 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*.

11/18: Preferences

* (May 6, 2013). How favoritism is driving minority employment. Talk of the Nation, podcast.
* Zarya, V. (2015). Why is the “Rooney Rule” suddenly tech’s answer to hiring more women? *Fortune,* August 10.

11/23: Restorative and retributive

* Caleo, S., & Heilman, M. E. (2019). What could go wrong? some unintended consequences of gender bias interventions.*Archives of Scientific Psychology, 7*(1), 71-80. doi:http://dx.doi.org.proxy2.cl.msu.edu/10.1037/arc0000063
* Zipay, K., Mitchell, MS, Baer, M, Sessions, H & Bies, R. (in press). Lenient reactions to misconduct: examining the self-conscious process of being lenient to others at work. *Academy of Management Journal* – summary on AOM Insights.

11/25: 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.
* Silver Greenberg, J. and Corkery, M. (2016) Start-ups embrace arbitration to settle disputes. *New York Times*
* Dobbin, F., & Kalev, A. (2020). Confronting sexual harassment. *Harvard Buesiness Review.*

11/30: 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.

12/2: 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.
* Ashburn-Nardo, L., Lindsey, A., Morris, K.A & Goodwin, SA (2019). Who is responsible for congronting prejudice? The role of perceived and conferred authority. *Journal of Business Psychology*.

12/7: Pandemic

* Williams, JC (2020, August 6). Real life horrow stories from the world of pandemic motherhood. *The New York Times*.
* (2020, July 7). Your boss wants you back, but is it safe? NPR (16:00minutes)
* Segran, E. (2020, July 30). ‘I don’t really have a choice’: LA garment workers are risking their lives to sew masks. *Fast Company*

12/9: New ways of working

* Fieseler, C., Bucher, C., & Hoffmann, C.P. (2019). Unfairness by design? The perceived fairness of digital labor on crowdworking platforms. *Journal of Business Ethics, 156*, 987-1005.
* Yankov, G.P., Wexler, b., Haidac, S., Kumar, S., Zheng, J. & Li, A. (2020). *Algorithmic Justice*, SIOP White Paper.

**ROADMAP**

**Abbreviations: DP – Discussion post; RS – reading summary; LA—learning activity; I or G –individual or group; GR—guest reflection**

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| --- | --- | --- | --- | --- | --- | --- |
| **Module** | **Date** | **Topic** | **Assignments**  **(Due dates are on D2L)** | **Readings** | **Videos to Watch** | **Class Meeting** |
| 1. Overview | Sept 2 | Overview: What is Fairness? | DP: intro | ---- | Welcome  Course overview | Overview discussion; breakout groups |
|  | Sept 7 | NO CLASS LABOR DAY |  |  |  |  |
|  | Sept 9 | What is organizational justice? | LA: Interview (I)( due at start of class so we can discuss in class) | Cropanzano et al. 2007 | ---- | Discussion on how to read research articles; discussion of your interview learning activity |
| 1. Fundamental concepts | Sept 14 | What are fair outcomes? | DP: Comparators  LA: Salary comparison (I)  RS: Greenberg 88  RS: Greenberg 90 | Greenberg 1988  Greenberg 1990 | Distributive justice  Social comparison  Chimp  Demotivators | No meeting |
|  | Sept 16 | What are fair procedures? What is informational justice? | DP: Fair process  RS: Greenberg 94  LA: Masks (I/ G)  GR (due after class session) | Greenberg 1994 | PJ& IJ  Fair process | Guest speaker: Erin Laudenslager, MSU  LA as group activity |
|  | Sept 21 | What is fair and respectful treatment of others? | Topic lit review  DP: incivility/free speech  LA: incivility training (I) | Porath & Pearson | Incivility & bullying  Effects of incivility  Abusive Supervision | No meeting |
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| **Module** | **Date** | **Topic** | **Assignments**  **Due** | **Readings** | **Videos to Watch** | **Class Meeting** |
|  | Sept 23 | Fair treatment continued | RS: Rothgerber | Rothgerber et al.  Davis | Harassment  Legal issues in harassment | Discussion on how to write lit review; Q&A on paper |
| 1. Advanced concepts | Sept 28 | Why do people act fairly or unfairly? | DP: motives  LA: 3 models (I) | Brockner  Gajendron, Sherf, Venkataramni | The why of fairness  Counterfactuals | Quiz on module 1 and 2 (Individual or group) |
|  | Sept 30 | What are the effects of fairness or unfairness on employees? | LA: psych contract (I)  RS: Ambrose  Topic preference for legal infographic | Ambrose et al. 2002 | Effects | Small group meetings at assigned times by paper topic |
|  | Oct 5 | Why do people differ in what they see as fair? | DP: moderator  RS: Rice et al. | Rice et al | Moderators  Culture & Justice  Justice Judgements | Small group meetings at assigned times by paper topic |
|  | Oct 7 | How do legal definitions of fairness connect to psychological ones? |  | Dunleavy et al.  Schwab | Illegal discrimination | Group work on infographic |
|  | Oct 12 | How do legal definitions of fairness connect to psychological ones? | Infographic (G)  RS: Hackney | Hackney et al.  Liptak | Genetic discrimination | Group work on infographic |
| 1. Fairness and organizational systems | Oct 14 | What determines views of the fairness of hiring practices? | DP:tech & hiring  LA: CR survey (I)  RS: Walker | Walker et al | TBA (TO BE ADDED) | Quiz on module 3 (Individual or group) |
| **Module** | **Date** | **Topic** | **Assignments**  **Due** | **Readings** | **Videos to Watch** | **Class Meeting** |
|  | Oct 19 | What is effected by the fairness of hiring practices? | LA: FSO (G or I)  GR (after class session) | Farmer (3:00) | TBA (TO BE ADDED) | Guest speaker: Dr. Jacob Bradburn, Ford Motor Company;  LA on FSO (Group or individual) |
|  | Oct 21 | What is affected by the fairness of reward and recognition systems? | DP: transparency  RS: Hernandez | Scheiber  Dominus 2020  Hernandez et al | TBA (TO BE ADDED) | LA: Negotiation activity (G) |
|  | Oct 26 | What about the fairness of performance reviews? | Annotated bibliography  DP: performance reviews  LA: types of PA (I) | Capelli & Travis  Goler, Gale & Grant  Fisher | TBA (TO BE ADDED) | No meeting  Optional one-on-one meetings for questions on paper |
|  | Oct 28 | What about the fairness of layoffs and firing? | LA: termination (I)  RS: Richter | Richter et al.  Noguchi (2:56) | TBA (TO BE ADDED) | LA: Layoff activity (G) |
|  | Nov 2 | What about customer interactions and fairness? | DP: mistreatment  RS: Herschcovis  Outline | Herchcovis & Bhatrager | TBA (TO BE ADDED) | No meeting |
| 1. Fairness and workplace policies | Nov 4 | What makes policies on when, where and how much we work seem fair or unfair? | LA: worktime (I or G)  GR (after class session) | Kodjak (6:12)  Scheiber | TBA (TO BE ADDED) | Guest speaker: Dr. Juliya Golubovich, Indeed  LA on worktime (G or I) |
| **Module** | **Date** | **Topic** | **Assignments**  **Due** | **Readings** | **Videos to Watch** | **Class Meeting** |
|  | Nov 9 | What makes workplace policies on behavior at work seem fair or unfair? | DP: dress code  LA: monitoring (I) | Ravid et al.  Gelles  Ueno & Victor | TBA (TO BE ADDED) | No meeting |
|  | Nov 11 | What are views on the fairness of policies regarding non-work behavior? | LA: wellness (G or I)  DP: nonwork policies  GR (after class session) | Hyman  Appleby | TBA (TO BE ADDED) | Guest speaker, Dr. Barbara Roberts, MSU Work life office  LA on wellness (G or I) |
|  | Nov 16 | When are accommodations or exceptions to policies seen as fair or unfair? | LA: Accommodations (G or I) | Runyon (3:54 mins)  Noguchi (3:49)  Kurtz | TBA (TO BE ADDED) | LA on Accommodation (individual or group);  Last minute questions on lit review |
|  | Nov 18 | When are preferences seen as fair or unfair? | **Lit review due**  LA: preferences | Favoritism podcast (16 mins)  Zarya | TBA (TO BE ADDED) | No meeting |
| 1. Addressing unfairness | Nov 23 | What is restorative and retributive justice? | LA: apologies (I)  DP: forgiveness | Caleo & Heilman  Zipay et al. | TBA (TO BE ADDED) | Q&A on application final assignment |
|  | Nov 25 | How can we use organizational systems to address unfairness? | Application topic  DP: Third party  LA: Dispute resolution (I)  RS: Rubino | Silver-Greenberg & Corkery  Rubino et al  Dobbin & Kalev | TBA (TO BE ADDED) | No meeting |
|  | Nov 30 | How can we use training to addressing unfairness? | LA: Training (I)  RS: Richter  RS: Greenberg 2006 | Richter et al  Greenberg 2006 | TBA (TO BE ADDED) | No meeting |
| **Module** | **Date** | **Topic** | **Assignments**  **Due** | **Readings** | **Videos to Watch** | **Class Meeting** |
|  | Dec 2 | How can third parties address unfairness? | LA: corporate statements (I or G)  RS: Mitchell  RS: Ashburn-Nardo  GR (after class session) | Mitchell et al  Ashburn-Nardo et al. | TBA (TO BE ADDED) | Guest speaker: Courtney Bryant, Ford Motor Company  LA corporate statements (I or G) |
| 1. Fairness: current and emerging issues | Dec 7 | What fairness issues have arisen related to the pandemic? | DP: pandemic | Safe audio  Williams  Segran | TBA (TO BE ADDED) | Optional 1-on-1 regarding application final paper |  |  |
|  | Dec 9 | What are emerging fairness issues in workplaces? |  | Fiesler et al  Yankov et al. | TBA (TO BE ADDED) | Final meeting discussion of module 7 topics |
|  | Dec 15 (Tues);  12:45-2:45 |  | Application paper due |  |  |  |