

North Carolina State University
Professional Development in I-O Psychology
PSY 765, Section 001, Fall 2010

Instructor

Dr. Lori Foster Thompson

Office

Poe Hall 703

Class Time and Location

Monday and Wednesday, 1:30-2:45 PM
Burlington Nuclear Lab, Room 2111

Office Hours

Monday: 3:00-4:00 PM
Tuesday: 5:30-6:30 PM
Wednesday: 3:00-4:00 PM
and by appointment

E-mail

lfthompson@ncsu.edu

Voicemail

919.513.7845

Course Web Site: <http://courses.ncsu.edu/psy765/lec/001/>

Course Objectives

1. To expand students' understanding of the professional, ethical, and historical context of Industrial and Organizational (I-O) psychology.
2. To advance knowledge of factors that facilitate and impede the success of I-O psychologists working in academic and applied settings.
3. To stimulate personal career exploration within the field of I-O psychology.
4. To develop skills in collecting data via the critical incident technique.
5. To develop presentation skills.

A grasp of the course material should help prepare students to function as an effective I-O scientist and practitioner in today's changing world of work.

Class Format, Policies, and Expectations

This course will cover topics relevant to second and third-year I-O psychology doctoral students who are preparing to work in academic and applied settings. Assigned chapters / articles should be read before coming to class, and students should bring the readings to class with them on the days they are to be discussed. In addition to the assigned readings, students are expected to monitor, on a weekly basis, job openings posted on SIOP's JobNet and the Chronicle of Higher Education's web site.

Each week, class members should prepare a written "reflection" describing:

- revelations (i.e., one or more facts learned);
- terminology (i.e., if any new vocabulary words were learned from the readings, name at least one of them);
- reactions (i.e., one or more emotional reactions to the material);
- questions (i.e., existing questions left unanswered and/or new questions raised).

Each written reflection should be between 100 and 300 words in length. Reflections may be informal and conversational in tone; strict adherence to APA style is not required. Reflections should be posted on the course web site's message board no later than the end of the week before the readings will be discussed.

To achieve its objectives, this course employs a seminar-style format. Students are expected to attend each class ready to discuss the topic assigned for that week. Assigned readings, in addition to classmates' reflections, should be read prior to coming to class each Monday. The typical class format will be an interactive discussion involving the instructor and all students. Students should come to class prepared with at least one reaction to a classmate's reflection. Such reactions need not be written. They can entail comments, requests for clarification, etc.

Assignments and Grading Policies

Grades will be determined on the basis of class participation, two outside presentations, a CV analysis, a critical incident report, and a career direction synopsis.

Class Participation (25%). The class participation grade is determined by class attendance, active participation in class discussions, and weekly reflections. Individual reflections will not be graded but will collectively contribute to the overall class participation score. Although there is no formal attendance policy for this course, absences will affect the participation score.

Outside Presentation: Career Gear (15%). Each student will be asked to: (a) select a topic which is relevant to professional development in I-O psychology; (b) deliver an oral presentation on the topic to the class; (c) field questions about the topic as they arise; and (d) distribute to the class a handout or PowerPoint including key points and APA style citation(s) of the source(s) on which the presentation was based (either a paper or electronic copy is fine).

Students are responsible for communicating/coordinating with their classmates to ensure that more than one person does not cover the same readings in their career gear presentation. A list of potential readings and topics for this presentation is provided on the course web site. Students are welcome to select topics and readings which are not included on the list, if they wish to do so, as long as the topics/readings they select are relevant to professional development in I-O. The instructor is available to help resolve any doubts or uncertainties about a topic's relevance, should they arise.

Presentations may be based on one reading or multiple readings. Each presentation should be less than 15 minutes in length. Students have the option of teaming up with a classmate to develop a presentation collaboratively. In this case, one student should cover the first half of the presentation on a Monday and the second student should cover the second half on a Wednesday. Such an arrangement is suitable for topics on which (a) there is a substantial amount of material, and (b) more than one student wishes to present

Outside Presentation: Biography (15%). Each student will be asked to: (a) select/read the biography, autobiography, or obituary of an individual who has played a prominent role in I-O psychology (e.g., past SIOP president); (b) deliver an oral presentation to the class, describing the individual and his/her role in our field; (c) field questions about the individual if/as they arise; and (d) distribute to the class a handout or PowerPoint including key points and an APA style citation of the source on which the presentation was based (either a paper or electronic copy is fine). Each presentation should be less than 15 minutes in length. Students are responsible for communicating/coordinating with their classmates to ensure that more than one class member does not report on the same individual in their biography presentation.

CV Analysis (15%). Students will be asked to obtain the CVs belonging to at least four individuals (2 predominantly “academic,” 2 predominantly “applied”) who hold Ph.D.s in I-O psychology. Students shall prepare a 1-2 page single-spaced report which compares and contrasts the CVs in terms of their structure (e.g., categories, headings) and content (e.g., professional activities). Students have the option of working individually or with a classmate on this project. This project is due to the instructor via email no later than 5:00 PM on October 13, 2010.

Critical Incident Report (15%). Students shall pair up with a classmate and together contact two subject matter experts (SMEs) with Ph.D.s in I-O psychology. Students shall collect from the SMEs a total of four or more early career critical incidents (academic and applied) that the SMEs have observed. An early career critical incident entails particularly effective and ineffective behaviors that SMEs have seen I-O psychologists perform early in their careers. Students should edit and report SME input according to a predetermined format, which the instructor will provide in advance. This project is due to the instructor via email no later than 5:00 PM on November 3, 2010.

Career Direction Synopsis (15%). Each student shall write a realistic job ad soliciting applications for his or her ideal job in I-O psychology. The structure, format, and tone of the job ad should follow the examples students have seen while monitoring job openings posted on SIOp’s JobNet and the Chronicle of Higher Education’s web site throughout the semester. This ad should be followed by a 1-2 page single-spaced narrative summary of the student’s current career plans and goals. The narrative should elaborate on what the student’s ideal job looks like and describe what the student has done, is doing, and will do to prepare him/herself to obtain this job in the future. Students who are uncertain about (a) what kind of I-O job they would like to pursue, and/or (b) how to best prepare for their ideal I-O job are encouraged (though not required) to interview one or more persons who hold I-O jobs of potential interest. Such interviews, if conducted, should be referenced in this career direction synopsis. This project is due via email no later than 4 PM on December 10, 2010.

Disability Accommodation

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Services for Students at 1900 Student Health Center, Campus Box 7509, 515-7653.

http://www.ncsu.edu/provost/offices/affirm_action/dss/ For more information on NC State’s policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation

(http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.1.php).

Academic Honesty

Students are expected to adhere to the highest standards of academic honesty. In the unlikely event that plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in NCSU’s Code of Student Conduct.

Required Texts

Darley, J. M., Zanna, M. P., & Roediger, H. L. (2003). *The compleat academic: A practical guide for the beginning social scientist* (2nd ed.). Washington, DC: American Psychological Association.

Hedge, J., & Borman, W. (2008). *The I/O consultant: Advice and insights for building a successful career*. Washington, DC: American Psychological Association.

Schedule

Week	Dates	Assigned Readings	Topics
01	08/18	N/A	<ul style="list-style-type: none"> • Course Introduction
02	08/23 & 08/25	Darley et al. (2003), Chapters 1-3	<ul style="list-style-type: none"> • A Guide to PhD Graduate School • After Graduate School: A Faculty Position and a Postdoctoral Fellowship • The Hiring Process in Academia
03	08/30 & 09/01	Darley et al. (2003), Chapters 5-6	<ul style="list-style-type: none"> • Tips for Effective Teaching • Mentoring: Managing the Faculty-Graduate Student Relationship
04	09/08	Darley et al. (2003), Chapters 7-9 Additional reading posted on course web site.	<ul style="list-style-type: none"> • Setting Up Your Lab and Beginning a Program of Research • Obtaining a Research Grant <ul style="list-style-type: none"> ▪ The Granting Agency's View ▪ The Applicant's View
05	09/13* & 09/15	Darley et al. (2003), Chapter 10 Additional readings posted on course web site.	<ul style="list-style-type: none"> • Writing the Empirical Journal Article
06	09/20 & 09/22	Darley et al. (2003), Chapters 11-13	<ul style="list-style-type: none"> • Intellectual Property • Power, Politics, and Survival in Academia • Managing the Department Chair and Navigating the Department Power Structure
07	09/27 & 09/29	Darley et al. (2003), Chapters 14-16	<ul style="list-style-type: none"> • Wiring the Ivory Tower: The Interface of Technology and the Academy • The Dialectics of Race: Academic Perils and Promises • Women in Academia
08	10/04 & 10/06	Darley et al. (2003), Chapters 18-20	<ul style="list-style-type: none"> • Varieties of College and University Experiences • Controlling One's Career • Managing Your Academic Career: The Local View

Week	Dates	Assigned Readings	Topics
09	10/11 & 10/13	Hedge & Borman (2008), Chapters 1-7	Choosing a Consultant Career Path <i>Fundamentals of Consulting</i> <ul style="list-style-type: none"> • Overview of I/O Consulting • Preparing Yourself in Graduate School • Body of Knowledge for Consultants • Services Consultants Provide <i>Consultant Perspectives</i> <ul style="list-style-type: none"> • Managing Your Consulting Career • The Role of the Internal Consultant: How Internal Consultants Can Promote Successful Change • Public- and Private-Sector Consulting
10	10/18 & 10/20*	Hedge & Borman (2008), Chapters 8- 9; 11-14	Choosing a Consultant Career Path <i>Consultant Perspectives</i> <ul style="list-style-type: none"> • Consulting for Profit and Nonprofit Organizations • I/O Consulting in the Department of Defense Starting and Promoting a Consulting Business <i>Fundamentals of Consulting</i> <ul style="list-style-type: none"> • Starting a Consulting Business • Defining Your Business and Developing a Company Identity • Marketing Your Consulting Services • Selling Your Consulting Services
11	10/25 & 10/27	Hedge & Borman (2008), Chapters 15-20	Starting and Promoting a Consulting Business <i>Consultant Perspectives</i> <ul style="list-style-type: none"> • Consulting and the Entrepreneurial Mind-Set: Lessons Learned • Working on Your Own Versus With a Large Organization • Why Join a Consulting Firm When You Can Start Your Own? • The Role of Strategic Planning • Points of Entry: Where to Target Your Consulting Efforts in Client Organizations • The Art and the Science of Consulting
12	11/01 & 11/03	Hedge & Borman (2008), Chapters 21-24	Maintaining the Business <i>Fundamentals of Consulting</i> <ul style="list-style-type: none"> • Networking • Building and Maintaining Client Relationships • Recruiting and Selecting for Consulting Organizations • Career and Performance Management With Consultants

Week	Dates	Assigned Readings	Topics
13	11/08 & 11/10	Hedge & Borman (2008), Chapters 25-30 Additional reading posted on course web site.	Maintaining the Business <i>Consultant Perspectives</i> <ul style="list-style-type: none"> • Establishing Successful Client Relations • The Keys to Successful Project Management • Maintaining Your Edge as a Consultant at an Organization • Handling Ethical Matters • The Consultant as Mentor • The Importance of Professional Affiliation and Service to the Professional Society
14	11/15 & 11/17	Hedge & Borman (2008), Chapters 31-36	Growing the Business <i>Fundamentals of Consulting</i> <ul style="list-style-type: none"> • Contemplating Growth • What Type of Growth Is Right for Your Business? • What if You Don't Want to Grow? Keepin Things Small <i>Consultant Perspectives</i> <ul style="list-style-type: none"> • Protecting Intellectual Property • Going Global or Staying Local • Rules of Thumb for International Consultants
15	11/22*	Hedge & Borman (2008), Chapter 10 Additional reading posted on course web site.	<ul style="list-style-type: none"> • Combining an Academic and Consulting Career
16	11/29 & 12/01	Hedge & Borman (2008), Chapters 37-40	Growing the Business <i>Consultant Perspectives</i> <ul style="list-style-type: none"> • Changing to Consulting in Midcareer • Establishing a University-Based Consulting Practice • Trends in Business Consulting Conclusion <ul style="list-style-type: none"> • Review and Final Thoughts

**No outside presentations on this date. Guest speakers will visit the class on 10/20 and 11/22 to discuss issues pertaining to professional development in I-O psychology.*