



Graduate School of Applied and Professional Psychology (GSAPP)
Rutgers University
New Brunswick, New Jersey
Fall 2021

18:829:548:01 PSYCHOLOGY OF WORK AND CAREERS

Credits: 3

Level: Graduate

THURSDAYS 6:15 – 8:45 PM EDT/EST

Zoom Room 81608893377 passcode 501587

Instructor: Dr. Erika L. Heilman
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Office Hours: Virtual by request – the instructor will make every reasonable effort to meet with students whenever necessary.

Rutgers University Mission: As the premier comprehensive public research university in the state's system of higher education, Rutgers, The State University of New Jersey, has the threefold mission of

- providing for the instructional needs of New Jersey's citizens through its undergraduate, graduate, and continuing education programs;
- conducting the cutting-edge research that contributes to the medical, environmental, social, and cultural well-being of the state, as well as aiding the economy and the state's businesses and industries; and
- performing public service in support of the needs of the citizens of the state and its local, county, and state governments.

Each component of the university's mission reinforces and supports the other two.

As the University of New Jersey®, Rutgers is dedicated to teaching that meets the highest standards of excellence, to conducting research that breaks new ground, and to providing services, solutions, and clinical care that help individuals and the local, national, and global communities where they live.

GSAPP Mission: The mission of GSAPP is threefold: education, research/scholarship, and public service. Its goal is to prepare well-educated, qualified, and competent direct-service psychologists who have a special commitment to direct community involvement and to underserved populations--professionals who can integrate scientific knowledge with innovation in the delivery of psychological services to individuals, families, groups, and organizations.

Professionals receiving a doctoral degree in psychology should be capable of extending psychological knowledge and exhibiting the high level of analytic skills and theoretical understanding needed to use existing and emerging psychological knowledge.

Core Values. We are guided by four core values that are apparent in our learning environment, centers, and clinics:

1. **Academic excellence** in preparing students for careers in clinical and school psychology.
2. Commitment to **social justice** and helping **underserved populations**.
3. **Diversity** of students trained, approaches used, theoretical orientations followed, and populations served.
4. **Knowledge generation and dissemination** using contemporary research approaches.

Course Description

Psychology of Work and Careers reviews basic research and theory concerning work and careers in organizational psychology and examines various strategies for improving the quality of life at work and promoting optimal career development.

Course Overview

Classes will be held virtually over Zoom and supplemented with weekly overview, course readings, materials, and assignments posted to our Canvas course page. Our live time together (synchronous) will be a combination of lecture, discussions, interaction, dialogue, experiential activities, student led learning activities, and “guest” presentations by professionals working in the field.

Objectives for the Course

- To build student knowledge related to theories about psychology of work, careers, and performance.
- To develop student competence in working with individual career paths, professional growth, and individual effectiveness in the context of their work and or career through assessment, reflection, planning, facilitation, and feedback.
- To enhance student self-awareness of the meaning of work in their lives, and the perceptions they hold about work and their own career development. Students will self-reflect and participate in interests, values, and temperament self-assessments that will help students develop their own practice model for growth and development.
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Assignments and Evaluation Method

The final grade will be determined and computed based on the following learning activities:

Attendance, Participation & Professionalism	20 points
Discussion Leaders Group Work	25 points
Reflection Paper 1	25 points
Reflection Paper 2	30 points

Maximum Point Total	100 points

(assignment instruction and detailed rubrics to be posted to Canvas course page)

Grades and Grading Policy

Grade	Description	Numerical Equivalent	
A	Outstanding	90-100 (4.0)	
B+	Intermediate Grade	87-89 (3.5)	
B	Good	80-86 (3.0)	
C	Average	70-79 (2.0)	Grades of C do not count toward graduation
F	Failure	69 or below (0.0)	
INC	Incomplete		
S	Satisfactory		
U	Unsatisfactory		
PA	Pass		
NC	No credit given		

Required Textbooks

None

Assigned Readings (provided via canvas)

Acker, J. (2006). Inequality Regimes Gender, Class, and Race in Organizations. *Gender and Society*, 20(4), 441–464.

Althammer, S. E., Reis, D., Beek, S., Beck, L., & Michel, A. (2021). A mindfulness intervention promoting work–life balance: How segmentation preference affects changes in detachment, well-being, and work–life balance. *Journal of Occupational and Organizational Psychology*, 94(2), 282–308.

Andela, M., & van der Doef, M. (2019). A comprehensive assessment of the person–environment fit dimensions and their relationships with work-related outcomes. *Journal of Career Development*, 46(5), 567-582.

Beausaert, S., Segers, M., Fouarge, D., & Gijsselaers, W. (2013). Effect of using a personal development plan on learning and development. *Journal of Workplace Learning*, 25(3), 145-158.

Brooks-Harris, J. E., & Stock, S. R. (1999). *Workshops: Designing and facilitating experiential learning*. ProQuest Ebook Central <https://ebookcentral-proquest-com.proxy.libraries.rutgers.edu>

Brownnett, T., Wilson, V., & Bowden, A. (2021). Wellbeing at work. In Manley, K., Wilson, V. J., & Oye, C. (Eds.). *International practice development in health and social care*. (2nd ed., pp. 220-236). ProQuest Ebook Central <https://ebookcentral-proquest-com.proxy.libraries.rutgers.edu>

Calcagni, C. C., Salanova, M., Llorens, S., Bellosta-Batalla, M., Martínez-Rubio, D., & Borrás, R. M. (2021). Differential effects of mindfulness-based intervention programs at work on psychological wellbeing and work engagement. *Frontiers in Psychology*, 12, 715146–715146.

- Carmeli, A., and Gittell, J. H. (2009). High-quality relationships, psychological safety, and learning from failures in work organizations. *J. Organ. Behav.* 30, 709–729.
- Coghlan, D. (2002). Facilitating learning and change: Perspectives on the helping process. *Organization Development Journal*, 20(2), 116.
- Cummings, T. G., & Worley, C. G. (2009). *Organization Development and Change* (9th ed.). xv - xvi. South-Western.
- Cunliffe, A., Easterby-Smith, M. (2004). From reflection to practical reflexivity: Experiential learning as lived experience. In Reynolds, M., Vince, R. (Eds.), *Organizing Reflection* (pp. 30-46). Ashgate.
- Dalton, G. W. (1989). Developmental views of careers in organizations. In M. B. Arthur, D. T. Hall, & B. S. Lawrence (Eds.), *Handbook of Career Theory* (pp. 89-109). University Press.
- Dammann, O., Friederichs, K. M., Lebedinski, S., & Liesenfeld, K. M. (2020). The Essence of Authenticity. *Frontiers in Psychology*, 11, 629654–629654.
- David, E. M., Kim, T.-Y., Farh, J.-L., Lin, X., & Zhou, F. (2021). Is “be yourself” always the best advice? The moderating effect of team ethical climate and the mediating effects of vigor and demand–ability fit. *Human Relations*, 74(3), 437–462.
- De Sousa, J. M., Porto, J. B. (2015). Happiness at work: Organizational values and person-organization fit impact. *Paideia*, 25(61), 211–220.
- Dolan, S., & Gabel-Shemueli, R. (2015). Organizational Psychology. In Dahlgaard, S. M. P. (Ed). *The SAGE Encyclopedia of Quality and the Service Economy*.
- Douglas, F. (2011). Between a rock and a hard place: Career guidance practitioner resistance and the construction of professional identity. *International Journal for Educational and Vocational Guidance*, 11(3), 163–173.
- Dweck, C. S. (2017). From needs to goals and representations: Foundations for a unified theory of motivation, personality, and development. *Psychological Review*, 124(6), 689.
- Edmondson, A. C. (2018). The fearless workplace. In *The Fearless Organization: Creating Psychological Safety in the Workplace for Learning, Innovation, and Growth*. John Wiley & Sons, Incorporated. pp. 103-127
- Edmondson, A. C. (2018). The underpinning. In *The Fearless Organization: Creating Psychological Safety in the Workplace for Learning, Innovation, and Growth*. John Wiley & Sons, Incorporated. pp. 3-24

Edwards, J. R., & Cable, D. M. (2009). The value of value congruence. *Journal of applied psychology, 94*(3), 654.

Eriksen, M. (2012). Facilitating authentic becoming. *Journal of Management Education, 36*(5), 698–736.

Fischer, R., & Karl, J. A. (2020). The network architecture of individual differences: Personality, reward-sensitivity, and values. *Personality and Individual Differences, 160*, 109922.

Fotiadis, A., Abdulrahman, K., and Spyridou, A. (2019). The mediating roles of psychological autonomy, competence and relatedness on work-life balance and well-being. *Front. Psychol. 10*:1267.

Griffin, M. A., Parker, S. K., & Mason, C. M. (2010). Leader vision and the development of adaptive and proactive performance: a longitudinal study. *Journal of Applied Psychology, 95*(1), 174.

Haynes-Mendez, K., & Nolan, S. A. (2021). Fostering diversity of membership and leadership in psychology teaching and learning organizations. *Psychology Learning & Teaching, 20*(2), 175–188.

Hella Sylva, Stefan T. Mol, Deanne N. Den Hartog & Luc Dorenbosch (2019). Person-job fit and proactive career behaviour: A dynamic approach. *European Journal of Work and Organizational Psychology, 28*(5), 631-645.

Hoever, I. , van Knippenberg, D. , van Ginkel, W. & Barkema, H. (2012). Fostering team creativity. *Journal of Applied Psychology, 97*(5), 982-996.

Hricová, M. (2020). The mediating role of self-care activities in the stress-burnout relationship. *Health Psychology Report, 8*(1), 1-9.

Seashore, C. (1975). Grave danger of growing – observations on the profess of professional development.

Jameson, D., & Gellermann, W. Values, ethics and OD practice. In Jones, B. B., & Brazzel, M. (2014). *The NTL handbook of organization development and change: principles, practices, and perspectives*. Pfeiffer.

Johnson, S., Cooper, C., Cartwright, S., Donald, I., Taylor, P., and Millet, C. (2005). The experience of work-related stress across occupations. *J. Manag. Psychol. 20*, 178–187.

Kegan, R. & Lahey (1983). Adult Leadership and Adult Development. In Kellerman, (Ed.). *Leadership: Multidisciplinary Perspectives*, pp. 199-230.

Kong, M., Xu, H., Zhou, A., & Yuan, Y. (2019). Implicit followership theory to employee creativity: The roles of leader–member exchange, self-efficacy and intrinsic motivation. *Journal of Management & Organization*, 25(1), 81–95.

Kraus, M. W., Torrez, B., & Hollie, L. (2021). How narratives of racial progress create barriers to diversity, equity, and inclusion in organizations. *Current Opinion in Psychology* 2022, 43, 108-113.

Leroy, H. , Hoever, I. , Vangronsvelt, K. & Van den Broeck, A. (2021). How team averages in authentic living and perspective-taking personalities relate to team information elaboration and team performance. *Journal of Applied Psychology*, 106(3), 364-376.

Leuty, M. E., & Hansen, J. I. C. (2013). Building evidence of validity: The relation between work values, interests, personality, and personal values. *Journal of Career Assessment*, 21(2), 175-189.

Long, C. S., Khairuzzaman, W., Ismail, W., & Amin, S. M. (2019). The role of change agent as mediator in the relationship between HR competencies and organizational performance. *International Journal of Human Resource Management*, 24(10), 2019–2033.

Medici, G., Tschopp, C., Grote, G., & Hirschi, A. (2020). Grass roots of occupational change: Understanding mobility in vocational careers. *Journal of Vocational Behavior*, 122, Article 103480.

Megheirkouni, M., & Mejheirkouni, A. (2020). Leadership development trends and challenges in the twenty-first century: rethinking the priorities. *The Journal of Management Development*, 39(1), 97-124.

Middleton, R., Kelly, M., Dickson, C., Wilson, V., van Lieshout, F., Hirter, K., & Boomer, C. (2021). In Manley, K., Wilson, V. J., & Oye, C. (Eds.). *International practice development in health and social care*. (2nd ed., pp. 220-236). ProQuest Ebook Central <https://ebookcentral-proquest-com.proxy.libraries.rutgers.edu>

Miller, P. (2003). Workplace learning by action learning: a practical example. *Journal of Workplace Learning*, 15(1), 14-23.

Norris, M. & O’Toole, B. (2020). Exploring career paths beyond academia for psychological scientists. *Consulting Psychology Journal: Practice and Research*, 72(1), 8-26.

Oreg, S. (2006). Personality, context, and resistance to organizational change. *European Journal of Work and Organizational Psychology*, 15(1), 73–101.

Paais, M., & Pattiruhu, J. R. (2020). Effect of motivation, leadership, and organizational culture on satisfaction and employee performance. *The Journal of Asian Finance, Economics, and Business*, 7(8), 577-588.

Park, I.-J., Kim, M., Kwon, S., & Lee, H.-G. (2018). The relationships of self-esteem, future time perspective, positive affect, social support, and career decision: A longitudinal multilevel study. *Frontiers in Psychology, 9*, Article 514.

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Schein, E. H. (1990). A general philosophy of helping: Process consultation. *Sloan Management Review, 31*(3), 57-64.

Shuffler, M. L., Salas, E., & Rosen, M. A. (2020). The evolution and maturation of teams in organizations: Convergent trends in the new dynamic science of teams. *Frontiers in Psychology, 11*, 2128–2128.

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Nadler, A. (2017). The other side of helping-seeking and receiving help. In David A. Schroeder D. A., & Graziano, W. G. (Eds.). *The Oxford Handbook of Prosocial Behavior*. (pp. 1-43).

Turgut, S., & Neuhaus, A. E. (2020). The relationship between dispositional resistance to change and individual career management: A matter of occupational self-efficacy and organizational identification? *Journal of Change Management*. Advance online publication.

Van Vugt, M. (2006). Evolutionary origins of leadership and followership. *Personality & Social Psychology Review (Lawrence Erlbaum Associates), 10*(4), 354–371.

Warrick, D. D. (2016). Assessment, action planning, and implementation. In *Practicing Organization Development*. 173–194.

Wiggins-Romesburg, C. A., & Githens, R. P. (2018). The Psychology of diversity resistance and integration. *Human Resource Development Review, 17*(2), 179–198.

Yu, T., & Wu, N. (2009). A review of study on the competing values framework. *International Journal of Business and Management, 4*, 37.

Zhang, Z., Wang, M. O., & Shi, J. (2012). Leader-follower congruence in proactive personality and work outcomes: The mediating role of leader-member exchange. *Academy of management journal, 55*(1), 111-130.

Zuber-Skerritt, O. (2002). The concept of action learning. *Learning Organization, 9*(3), 114-24.

Supplemental Readings (optional)

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Berta, W., Cranley, L., Dearing, J. W., Dogherty, E. J., Squires, J. E., & Estabrooks, C. A. (2015). Why (we think) facilitation works: insights from organizational learning theory. *Implementation Science*, *10*(1), 1-13.

Brancu, M. & Hayes, T. (2020). A summary of a state of progress in diversity and inclusion initiatives. *Consulting Psychology Journal: Practice and Research*, *72* (4), 332-335.

Briscoe, J. P., Hall, D. T., & DeMuth, R. L. F. (2006). Protean and boundaryless careers: An empirical exploration. *Journal of vocational behavior*, *69*(1), 30-47.

Cavallo, K., & Brienza, D., (2001) Emotional Competence and Leadership Excellence at Johnson & Johnson: The Emotional Intelligence and Leadership Study. Unpublished research report. Corporate Consulting Group.

Cherniss, C. (1986). Different ways of thinking about burnout. In E. Seidman & J. Rappaport (Eds.), *Redefining Social Problems* (pp. 217-229). Plenum.

De Sousa, J. M., Porto, J. B. (2015). Happiness at work: Organizational values and person-organization fit impact. *Paideia*, *25*(61), 211–220.

Dorociak, K. , Rupert, P. & Zahniser, E. (2017). Work Life, Well-Being, and Self-Care Across the Professional Lifespan of Psychologists. *Professional Psychology: Research and Practice*, *48* (6), 429-437.

Faller, P., Marsick, V., & Russell, C. (2020). Adapting Action Learning Strategies to Operationalize Reflection in the Workplace. *Advances in Developing Human Resources*, *22*(3), 291-307.

Gabini, S. (2018). Happiness at work: Brief update from positive psychology. *Revista de Psicología*, *14*(27), 69–75.

Geisler, ER, J, (2021). How organizations can take a comprehensive approach to DEI initiatives. *Hfm (Healthcare Financial Management)*, *75*(3), 54–55.

Greyvenstein, H., & Cilliers, F. (2012). Followership's experiences of organisational leadership: A systems psychodynamic perspective. *SA Journal of Industrial Psychology*, *38*(2)

<https://elearningindustry.com/ways-adapt-training-adult-learners-characteristics-needs>

<https://hbr.org/2001/11/the-real-reason-people-wont-change> (Links to an external site.)

<https://www.forbes.com/sites/kathycaprino/2016/08/04/if-your-values-clash-with-how-youre-working-youll-suffer-heres-how-to-fix-that/?sh=44da396601b5>

<https://www.linkedin.com/pulse/resistance-change-limits-your-career-opportunities-patty-cisco-mba/> (Links to an external site.)

<https://www.td.org/insights/3-adult-learning-theories-every-e-learning-designer-must-know>

Kafka, A., Avery, A., Almendarez, K., Ishee, T., Hong, L., Rangel, L., . . . Feitosa, J. (2021). Pandemic meets race: An added layer of complexity. *Industrial and Organizational Psychology, 14*(1-2), 202-205.

Kegan, R. & Lahey, L. L. (2009). *Immunity To Change: How to overcome it and unlock the potential in yourself and your organization* (pp.1 – 339). Boston, MA: Harvard Business School Publishing Corporation.

Kotera, Y., & Van Gordon, W. (2021). Effects of Self-Compassion Training on Work-Related Well-Being: A Systematic Review. *Frontiers in Psychology, 12*, 630798–630798.

Mathieu, J. , Hollenbeck, J. , van Knippenberg, D. & Ilgen, D. (2017). *Journal of Applied Psychology, 102* (3), 452-467.

Obrenovic B, Jianguo D, Khudaykulov A and Khan MAS (2020). Work-Family Conflict Impact on Psychological Safety and Psychological Well-Being: A Job Performance Model. *Front. Psychol. 11*:475.

Qin, X. , Yam, K. , Chen, C. , Li, W. & Dong, X. (2021). Talking About COVID-19 is Positively Associated With Team Cultural Tightness. *Journal of Applied Psychology, 106* (4), 530-541.

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Savickas, M. L. (2005). “The theory and practice of career construction. In S. D. Brown, and R. W. Lent, (Eds). *Career Development and Counseling: Putting Theory and Research to Work*,. John Wiley & Sons, pp. 42–70.

Schaefer, T., Rahn, J., Kopp, T., Fabian, C. M., & Brown, A. (2019). Fostering online learning at the workplace: A scheme to identify and analyse collaboration processes in asynchronous discussions. *British Journal of Educational Technology, 50*(3), 1354 - 1367.

Schroeder, B. 2020. “If You Want to Maximize Your Career, You Need to Embrace Freedom and Accountability: Seven Insights to Guide Your Way.” *Forbes*.

Schwarz, R. (2005). Ground rules for effective groups.

Westover, J. H. (2021). The Importance Of Diversity, Equity, Inclusion, And Belonging In The Workplace: Maximizing the Human Capital potential of our people. *Leadership Excellence, 38*(2), 24–27.

Womick, J., Foltz, R. M., & King, L. A. (2019). “Releasing the beast within”? Authenticity, well-being, and the Dark Tetrad. *Personality and Individual Differences, 137*, 115–125.

Class Schedule, Readings, & Assignments Table

(Dates are tentative and will be adjusted according to the semester calendar)

Week	Class Date	Topics	Assignments
1	9/2	Welcome and Class Introductions: To the course, me as an instructor, and to one another	Readings None
2	n/a	Introduction to Org. Psychology and the Psychology of Work: Orientation to the field <ul style="list-style-type: none"> - Meaning of Work - OD & Change - Values, Ethics 	Readings <u>MAP & PsyD</u> <ul style="list-style-type: none"> • Cummings & Worley (2009) • Jameson & Gellermann (2014) • Rothmann & Cooper (2008) <u>Additional required for PsyD Students</u> <ul style="list-style-type: none"> • Dolan & Gabel-Shemueli (2015) • Long et al (2019) • Warrick (2016) • Oreg (2006) <u>Other/optional</u> <ul style="list-style-type: none"> • 21_state-of-work-report-us_adobe-FINAL1.pdf • 2021_Microsoft_WTI_Report_March.pdf • Qualtrics-Future-of-Work-2021-Report-2.pdf <p>Class 9/9: No live class via zoom on 9/9/21. <i>Please use the time to review the content posted in this module as well as the week 3 module to come prepared for our live class week 3 on Thursday 9/16/21 from 6:15-8:45.</i></p>
3	9/16	Introduction to Org. Psychology and the Psychology of Work: Orientation to the field continued <ul style="list-style-type: none"> - Personal and professional development for meaningful work - The helping profession, and process of working with working professionals 	Readings <u>MAP & PsyD</u> <ul style="list-style-type: none"> • Coghlan (2002) • Schein (1990) <u>Additional required for PsyD Students</u> <ul style="list-style-type: none"> • TheOtherSideofHelping-SeekingandReceivingHelp.pdf <u>Other/optional</u> None

Week	Class Date	Topics	Assignments
			<p>Opening new lines of inquiry assignment Create a discussion question for the class (see “Week 3 Overview” page in canvas for more details). Please craft your question and post to canvas by 9/15 Wednesday 11:59 pm EDT</p>
4	9/24	Career Transitions & The Psychology of Change - Change in vocational careers - Occupational self-awareness and career decisions	<p>Readings <u>MAP & PsyD</u></p> <ul style="list-style-type: none"> • Medici et al (2020) • Douglas (2011) • Seashore (1975) <p><u>Additional required for PsyD Students</u></p> <ul style="list-style-type: none"> • Park et al (2018) • Turgurt & Neuhaus (2020) <p><u>Other/optional</u></p> <ul style="list-style-type: none"> • Immunity to Change – Harvard Business School • The Real Reason People Won’t Change – HBR • Resistance to Change Limits Your Career Opportunities - LinkedIn <p>Self-assessment Resistance to Change Self-Assessment Please take the RTC assessment above and calculate your score. Be prepared to discuss during class.</p>
5	9/30	Personal – Professional Development & Reflection	<p>Readings None</p> <p>Reflection Paper 1 Due 10/3/21 11:59 pm EDT.</p>
6	10/7	Psychology of the Individual & Work - Individual differences Discovery & development - Motivation, - Personality - Personal and work values	<p>Readings <u>MAP & PsyD</u></p> <ul style="list-style-type: none"> • Dweck (2017) • Leuty & Hansen (2013) <p><u>Additional required for PsyD Students</u></p> <ul style="list-style-type: none"> • Fischer & Karl (2020) • Paais & Pattiruhu (2020) <p><u>Other/optional</u></p> <ul style="list-style-type: none"> • If Your Values Clash With How You’re Working, You’ll Suffer, Here’s How to Fix That - Forbes

Week	Class Date	Topics	Assignments
			Discussion Leaders Group/Class Sign-up Sign up for a class/topic via google doc by Monday 10/10
7	10/14	Psychology of the Individual & Work Continued <ul style="list-style-type: none"> - Individual differences Discovery & development - Motivation, - Personality - Personal and work values 	Readings No additional
8	10/21	Individual Discovery & Reflection at the Intersection of Self and the System <ul style="list-style-type: none"> - Person-Environment Fit (PE Fit) - Person-job fit - person-organization fit - Organizational Values, Culture & Competing Values Framework 	Readings <u>MAP & PsyD</u> <ul style="list-style-type: none"> • Andela & Doef (2019) • Edwards & Cable (2009) • Yu & Wu (2009) <u>Additional required for PsyD Students</u> <ul style="list-style-type: none"> • Hella et al (2019) <u>Other/optional</u> <ul style="list-style-type: none"> • De Sousa & Porto (2015)
9	n/a	Designing Individual & Group Learning at Work <ul style="list-style-type: none"> - Creating active learning activities - Facilitating adult learning experiences and engagement 	Readings <u>MAP & PsyD</u> <ul style="list-style-type: none"> • Brooks-Harris & Stock (1999) • Zuber-Skerritt (2002) • Middleton et al (2021) <u>Additional required for PsyD Students</u> <ul style="list-style-type: none"> • Miller (2003) <u>Other/optional</u> <ul style="list-style-type: none"> • Schwarz (2005) • Schaefer (2019) • Berta (2015) • Faller et al (2020) • https://www.td.org/insights/3-adult-learning-theories-every-e-learning-designer-must-know • https://elearningindustry.com/ways-adapt-training-adult-learners-characteristics-needs

Week	Class Date	Topics	Assignments
10	11/4	Team/Group Dynamics and Psychological Safety at Work	<p><u>MAP & PsyD</u></p> <ul style="list-style-type: none"> • Carmeli & Gittell (2009) • Edmonson (2018) ch. 1 <p><u>Additional required for PsyD Students</u></p> <ul style="list-style-type: none"> • Shuffler (2020) • Edmonson (2008) ch. 5 <p><u>Other/optional</u></p> <ul style="list-style-type: none"> • Qin et al (2021) • Mathieu (2017) <p>Discussion Leaders Group 1 20 minute Class Activity Due during class 10</p>
11	11/11	Diversity, Equity, & Inclusion (DEI) in the Workplace. - Race, Class, Gender & Work	<p>Readings</p> <p><u>MAP & PsyD</u></p> <ul style="list-style-type: none"> • Kraus (2021) • Hoever et al (2012) • Wiggins-Romesburg & Githens (2018) <p><u>Additional required for PsyD Students</u></p> <ul style="list-style-type: none"> • Acker (2006) • Haynes-Mendez & Nolan (2021) <p><u>Other/optional</u></p> <ul style="list-style-type: none"> • Geisler (2021) • Westover (2021) • Kafka et al (2021) • Brancu & Hayes (2020) <p>Discussion Leaders Group 2 20 minute Class Activity Due during class 11</p>
12	11/18	Stress, Burn-out, & Self-Care - Wellbeing at Work	<p>Readings</p> <p><u>MAP & PsyD</u></p> <ul style="list-style-type: none"> • Brownnett (2021) • Johnson et al (2005) • Hricová (2020) <p><u>Additional required for PsyD Students</u></p> <ul style="list-style-type: none"> • Fotiadis, (2019) • Kotera & Van Gordon. (2021) • Calcagni. (2021) <p><u>Other/optional</u></p> <ul style="list-style-type: none"> • Obrenovic (2020) • Gabini (2018) • Cherniss (1986) • Dorociak et al (2017)

Week	Class Date	Topics	Assignments
			<p>Discussion Leaders Group 3 20 minute Class Activity Due during class 12</p> <p><i>(No class next week on 11/25 – Thanksgiving)</i></p>
13	12/2	Authenticity in the Workplace - Personal-Professional Balance	<p>Readings <u>MAP & PsyD</u></p> <ul style="list-style-type: none"> • Leroy (2021) • Eriksen (2012) • David et al (2021) <p><u>Additional required for PsyD Students</u></p> <ul style="list-style-type: none"> • Dammann (2020) • Althammer (2021) <p><u>Other/optional</u></p> <ul style="list-style-type: none"> • Fotiadis, (2019) • Womick (2019) <p>Discussion Leaders Group 4 20 minute Class Activity Due during class 13</p>
14	12/9	Leadership and Followership in Organizations - Styles, development, performance, and exchanges	<p>Readings <u>MAP & PsyD</u></p> <ul style="list-style-type: none"> • Van Vugt (2006) • Kong et. Al (2019) • Griffin et al (2010) • Megheirkouni & Mejheirkouni (2020) <p><u>Additional required for PsyD Students</u></p> <ul style="list-style-type: none"> • Zhang et al (2012) • Kegan & Lahey (1983) <p><u>Other/optional</u></p> <ul style="list-style-type: none"> • Cavallo & Brienza (2001) • Greyvenstein, & Cilliers (2012). <p>Discussion Leaders Group 5 20 minute Class Activity Due during class 15</p>
15	12/16	Personal & Professional Development - Career goals, paths, and plans	<p>Readings <u>MAP & PsyD</u></p> <ul style="list-style-type: none"> • Dalton (1989) • Strauss et al (2012) • Beusaert et al (2013)

Week	Class Date	Topics	Assignments
			<p data-bbox="881 233 1409 268"><i>Additional required for PsyD Students</i></p> <ul data-bbox="930 268 1409 342" style="list-style-type: none"> <li data-bbox="930 268 1409 304">• Cunliffe, Easterby-Smith (2004) <li data-bbox="930 304 1409 342">• Norris & Toole (2020) <p data-bbox="881 342 1409 378"><u>Other/optional</u></p> <ul data-bbox="930 378 1409 489" style="list-style-type: none"> <li data-bbox="930 378 1409 413">• Briscoe et al (2006) <li data-bbox="930 413 1409 449">• Savickas (2005) <li data-bbox="930 449 1409 489">• Schroeder (2020) <p data-bbox="881 520 1409 556">Reflection Paper 2</p> <p data-bbox="881 556 1409 592">Due Friday 12/17 by 11:59 pm</p>