

PSY390-06: Collaborative Research (Organizational Psychology Lab)

Dr. Jason Dahling

Wednesdays, 9:30-10:50am (SSB 130)

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Office Hours: [By appointment](#)

Course Catalog Description:

Students are involved in the central core of activity in a psychological research laboratory. The laboratories maintain an ongoing scholarly research program, directed by a full-time faculty member, and run collaboratively with a team of student research assistants. Cross-listed with PSY492. This course meets for 3 hours per week. It is worth 1 unit (4 credits) because the students are assigned to work in groups outside of class time on one or more learning projects.

Course Purpose & Learning Objectives:

The Organizational Psychology Lab conducts multiple studies per semester focused on matters of self-regulation at work. Major topics that we study include the regulation of emotions in the workplace, failures of self-control that lead to deviance from organizational rules, the impact of feedback on performance improvement, and career decision-making processes. Key learning objectives for members of the lab include:

- Gaining practical experience working as a team on real research projects initiated by faculty or senior students in the lab.
- Acquiring experience with typical research duties, such as scheduling participants, collecting data, debriefing participants, conducting preliminary analyses, and presenting results.
- Learning more about the I/O literature from the perspective of a researcher, focusing on critically evaluating the *process* of research and publishing rather than memorizing *content*.
- Learning about issues relevant to professional development in I/O Psychology, including options for graduate school, internship programs, and advanced research opportunities in labs.
- Becoming comfortable with developing your own research questions and thinking about how you might be able to design studies to answer them.

This course satisfies department learning objectives #1 (*Written Communication*), 3 (*Scientific and Quantitative Reasoning*), 4 (*Technological Competence*), 5 (*Critical Analysis and Reasoning*), 6 (*Information Literacy*), 10 (*Ethical Reasoning and Compassion*), 12 (*Psychological Knowledge*), and 14 (*Career Preparation*).

Course Materials:

Assigned readings will be posted on Canvas or sent to your TCNJ email address in the event of a modification to the syllabus.

Assignments and Communication:

Lab communication will occur via your TCNJ email account. If you use your TCNJ email infrequently, please forward your email from that account to the account that you check most regularly. I expect that you will remain aware of ongoing events in the lab and complete all assigned readings prior to our lab meetings so that you can participate in our discussions.

Course Requirements:**1. Preliminary assignment packet (5 points)**

Your first assignment is to complete a set of preliminary materials and submit them as instructed. You will receive instructions about these materials before classes begin:

- A set of preliminary readings designed to bring you up to speed on the theories and concepts underlying our planned studies for the semester. Each article is accompanied by a few short answer questions to confirm your understanding of the material.
- Your training certificate from the NIH to indicate that you completed the Protecting Human Research Participants modules. This is required by TCNJ's IRB before you can manage data collection.
- Your response to the discussion leader preference survey distributed via email.
- The work availability grid so that I can start working on the lab schedule.

2. Maintenance of lab hours & duties (30 points)

Students are expected to be actively involved in lab projects for six hours per week, following the set schedule that we establish early in the semester. How you spend your lab time will vary quite a bit, but generally involves the collection of primary data either by running occurrences or pulling research materials. During your down-time when you do not have participants, you are responsible for making sure that all supplies are in stock (including photocopies of study materials for the next RA), ensuring that the lab is clutter-free and professional in appearance, applying PIPER credit for your participants, returning any emails from participants, and assisting other RAs with their participants or work if you have none of your own. I expect that these lab-related duties will all be taken care of before you start working on assignments for other classes.

3. Reading Engagement (10 points)

Most days with assigned readings require you to post comments and discussions to the article using Perusall, which is accessible via each item in the "Reading Engagement" area under Assignments. The purpose of Perusall reactions is to ensure that you review the article in advance of the lab meeting and to help me identify points of confusion in advance of our discussion. Perusall engagement is graded on a 0/1-point rubric, where 1 point is awarded for demonstrated engagement with the assigned reading. I drop one reading reaction grade to allow for a week when you might be absent or otherwise distracted.

4. Discussion engagement in lab meetings (10 points)

During the lab meetings, we will discuss lab activities, data we have collected, plans for future studies, journal articles, and developmental opportunities. You are expected to regularly attend the lab meeting and make meaningful contributions to the group discussion. Participation is graded on a 0/1-point rubric for each lab meeting, where 1 point is awarded for substantive engagement in the discussion (not merely attending). I drop one meeting engagement grade to allow for a week when you might be absent or otherwise distracted.

5. Discussion leadership (10 points)

Each student will be the discussion leader for one class meeting. The discussion leader has the following responsibilities:

- Generate outlines of the articles to share with your classmates to aid in the discussion. Outlines should summarize the articles, typically in 1 single-sided page each. See Canvas for an example outline to follow and my rubric if you have never done this before.

- Generate a set of at least 5 discussion questions for each article. Good discussion questions should generate about 30 minutes of discussion, so think about interesting issues, controversies, or connections that will prompt conversation rather than questions that ask about rote facts or recollections from the text.
- Circulate both your outlines and discussion questions to me and your classmates no later than noon on the Monday prior to our Wednesday morning meeting.

6. Research proposal (5 points for midterm; 30 points for final)

The cumulative assignment for the course is a proposal for your own research project. Your project should be in some way related to an ongoing lab project or something we read in our lab meetings, and it should be realistic for you to actually run it as an individual study or senior honors thesis. Your midterm assignment is a sketch of your idea that outlines your research questions, initial literature, and proposed methodology so that I can give you feedback before you become too invested in a proposal that might not be feasible. The complete research proposal serves as your final exam and is due during our regularly-scheduled exam period. The complete proposal should consist of a complete Introduction section and a planned Methods section that outlines your target sample, the procedure you would use, and the measures you select. As a normative guideline, the complete proposal is generally around 10 pages of text and includes around 10 scholarly references. (For students repeating PSY390, your research proposal this semester must be substantially different from the proposal written in previous semesters. Please seek early input if you want to expand or elaborate on a previous topic.)

Grading Criteria:

COURSE COMPONENT	POINT VALUE
Preliminary assignment packet	5
Midterm research proposal sketch	5
Maintenance of lab hours & duties (3@10 pts)	30
Lab meeting article reactions	10
Lab meeting participation	10
Discussion leadership	10
Final research proposal	30
TOTAL	100

EARNED PERCENTAGE TOTAL	COURSE GRADE	EARNED PERCENTAGE TOTAL	COURSE GRADE
93-100%	A	73-76%	C
90-92%	A-	70-72%	C-
87-89%	B+	67-69%	D+
83-86%	B	60-66%	D
80-82%	B-	<60%	F
77-79%	C+		

TCNJ Policies

Please see [TCNJ's Syllabus Policy page](#) for the full text of campus-wide policies that apply to this course. You are expected to understand and follow these policies:

- **Absence & Attendance**
- **Academic Integrity**
- **Americans with Disabilities Act (ADA) Policy**
- **Remote Classroom Camera/Microphone Use and Recording Policy**
- **Final Assessment and Reading Day Policy**
- **Policy Prohibiting Discrimination in the Workplace/Educational Environment**
- **Sexual Harassment, Misconduct, & Discrimination Policy**
- **Student Conduct Code**
- **Student Rights and Freedoms Policy**

Course-Specific Policies

Assignment Policies:

- **Assigned Reading:** Any required readings will be posted on Canvas for you to download. Read the materials carefully because you will be expected to discuss the readings and have sufficient understanding to participate in class activities.
- **Assignment Submission:** All assignments must be submitted to Canvas for a timestamp and plagiarism scan unless otherwise indicated; emailed submissions will not be accepted. You are responsible for checking that you have uploaded the correct file to Canvas before the assignment deadline, that your uploaded file has a valid .doc or .docx extension, and that your uploaded file can be opened. Incorrect or invalid submissions accrue a late penalty as noted below.
- **Late Assignments:** Canvas reports the dates and times that projects are due. I'm open to extensions on these assignments if you are proactive and responsible. Specifically, I expect you to reach out at least 24 hours in advance of the assigned due date and to offer a reasonable, alternative due date that you can meet. You never have to share details of your circumstances that necessitate an extension, but I expect that you will communicate your need for an extension openly and engage in a dialogue around a reasonable solution. This kind of self-advocacy is an essential skill for managing your post-TCNJ work life, so now is the time to start developing it.

Unless we have discussed an extension in advance, late submissions will be penalized at a rate of 15% per 24-hour block after the deadline. That is, an assignment submitted up to 24 hours late receives a 15% penalty, between 24-48 hours late receives a 30% penalty, and between 48-

72 hours late receives a 45% penalty. After an assignment is in excess of 72 hours late, including weekends, I will no longer accept it and you will receive a 0% grade.

Communication Policy:

All communication about the course will be sent to your TCNJ email. You are expected to regularly check this account. All communication to me should be emailed to dahling@tcnj.edu; please do not message me through Canvas because the interface is poorly designed and I'm likely to miss your question.

Statement of Ethical Principles:

The Psychology Department has adopted a set of [Ethical Principles](#) to communicate our values and guide the conduct of our members. We strive to uphold these principles in all of the contexts in which the members of the department engage: in courses, in research, and in the community. All members of our community - students, faculty and staff – are responsible for familiarizing themselves with these principles and abiding by them. This statement is not intended to replace, but rather expands on existing federal and state protections as well as local policies at TCNJ. Our intention is to more fully articulate the rights and responsibilities of an ethically responsible community of learners in the Psychology Department.

Tentative Schedule

A typical lab meeting will start with a discussion of lab business, which may include reviewing procedures for new studies, troubleshooting emergent problems, or reviewing preliminary results. Following lab business, the remainder of the meeting will focus on discussing the assigned article; discussion leadership will be managed by the person indicated in the schedule below. Please note that the schedule of topics and due dates below is subject to change.

Date	Topic & Assigned Reading	Notes / Items Due
Jan 24	Orientation No assigned reading. Introductions, syllabus, and overview of lab processes.	Preliminary assignment packet due
31	Writing about Psychological Theory, Part I <u>Discussion Leader:</u> Dr. Dahling Sutton, R.I., & Staw, B.M. (1995). What theory is not. <i>Administrative Science Quarterly</i> , 40, 371-384. (Read only through p. 378) Hagger, M.S. (2012). How to get your article rejected. <i>Stress and Health</i> , 28, 265-268. Anonymous (2023). Manuscript submitted to <i>Journal of Business and Psychology</i> .	Perusal reaction #1
Feb 7	Writing about Psychological Theory, Part II <u>Discussion Leader:</u> Dr. Dahling Grant, A.M., & Pollock, T.G. (2011). Publishing in <i>AMJ</i> , part 3: Setting the hook. <i>Academy of Management Journal</i> , 54, 873-879.	Reaction #2

	<p>Pollock, T.G., & Bono, J.E. (2013). Being Scheherazade: The importance of storytelling in academic writing. <i>Academy of Management Journal</i>, 56, 629-634.</p> <p>Wang, J. (2019). Enhancing research significance by addressing “why.” <i>Human Resource Development Review</i>, 18(3), 291-293.</p>	
14	<p><i>Developing Research Ideas</i> <u>Discussion Leader:</u> Dr. Dahling</p> <p>Colquitt, J. A., & George, G. (2011). Publishing in <i>AMJ</i>, part 1: Topic choice. <i>Academy of Management Journal</i>, 54(3), 432-435.</p> <p>Fisher, G., Mayer, K., & Morris, S. (2021). From the Editors—Phenomenon-based theorizing. <i>Academy of Management Review</i>, 46(4), 631-639.</p>	Reaction #3
21	<p><i>Interesting Research, Part I: Mental Health at Work</i> <u>Discussion Leader:</u> TBD</p> <p>McChesney, J., & Foster, L. (2024). Is It #okaytosay I have anxiety and depression? Evaluations of job applicants who disclose mental health problems on LinkedIn. <i>Journal of Business and Psychology</i>, 1-17. https://doi.org/10.1007/s10869-023-09907-6</p>	Reaction #4
28	<p><i>Interesting Research, Part II: Emotions at Work</i> <u>Discussion Leader:</u> TBD</p> <p>Zhang, S., Mo, S., & Liu, W. (2024). Anger for good? Unethical-behavior-targeted leader anger expression and its consequences on team outcomes. <i>Journal of Organizational Behavior</i>. https://doi.org/10.1002/job.2756</p>	Reaction #5
Mar 6	<p><i>Interesting Research, Part III: Leadership</i> <u>Discussion Leader:</u> TBD</p> <p>Gartzia, L. (2024). The caring advantage: When and how parenting improves leadership. <i>Journal of Organizational Behavior</i>. https://doi.org/10.1002/job.2762</p>	Reaction #6
13	<p><i>Spring Break</i> No lab meeting or lab hours this week!</p>	
20	<p><i>Interesting Research, Part IV: Diversity & Inclusion</i> <u>Discussion Leader:</u> TBD</p> <p>Bradley, C., Moergen, K.J.N., Roumpi, D., & Simon, L.S. (2024). Don’t just tell me, show me: Impacting perceptions of organizational attraction and fit using activating LGBT diversity signals.</p>	<p>Research proposal concept due</p> <p>Reaction #7</p>

		<i>Personnel Psychology</i> . https://doi.org/10.1111/peps.12595	
27		<i>Interesting Research, Part V: Entrepreneurship</i> <u>Discussion Leader:</u> TBD Kim, J.-Y., Grijalva, E., Newman, D.A., & Li, Y. (2024). Entrepreneur weirdness as a double-edged sword: Effects on product creativity and investor attraction. <i>Personnel Psychology</i> . https://doi.org/10.1111/peps.12613	Reaction #8
Apr 3		<i>Interesting Research, Part VI: Jobs & Careers</i> <u>Discussion Leader:</u> TBD Sirola, N. (2024). Job insecurity and well-being: Integrating life history and transactional stress theories. <i>Academy of Management Journal</i> . https://doi.org/10.5465/amj.2022.0285	Reaction #9
10		<i>Interesting Research, Part VII: Selection and Hiring</i> <u>Discussion Leader:</u> TBD Nurmohamed, S., & Schwingel-Sauer, Z. (2023). Beyond the first choice: The impact of being an alternate choice on social integration and feedback seeking. <i>Journal of Applied Psychology</i> . https://dx.doi.org/10.1037/apl0001163	Reaction #10
17		<i>Society for Industrial/Organizational Psychology Conference</i> No lab meeting this week, but lab hours run as usual.	
24		<i>Professional Development: Grad School & Career Directions</i> <u>Discussion Leader:</u> Dr. Dahling Dahling, J.J. (2017). Succeeding in academic careers in industrial/organizational psychology. In S.G. Rogelberg (Ed.), <i>The SAGE encyclopedia of industrial and organizational psychology</i> (2 nd ed., pp. 1551-1553). Thousand Oaks, CA: Sage. Hedge, J.W., & Borman, W.C. (Eds.) (2008). <i>The I/O consultant: Advice and insights for building a successful career</i> . Washington, D.C.: APA [Chapters 1 & 4] Breitfelder, M.D., & Dowling, D.W. (2008, July-August). Why did we ever go into HR? <i>Harvard Business Review</i> , 86(7/8), 39-43.	Reaction #11
May 1		<i>Project Presentations & Findings</i> No assigned reading. Presentations of capstone research and overview of findings from the semester.	
14		<i>Final Exams</i> No lab meetings or lab duties once reading days begin.	Final research proposal