

**PSY390-06: Collaborative Research (Organizational Psychology Lab)**

**Dr. Jason Dahling**

**Wednesdays, 9:30-10:50am**

**All class meetings held via Zoom; link accessible in Canvas.**

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Office: Social Sciences 123

Office Hours: M/Th 12-2 [by appt](#)

**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 Reactions (10 points)**

Most days with assigned readings require you to submit a short (1 page) reaction paper. Prompts are provided in Canvas. The purpose of the reaction paper is to ensure that you review the article in advance of the lab meeting and practice thinking about major course concepts (e.g., grounding hypotheses in theory). Reactions are graded on a 0/1-point rubric, where 1 point is awarded for a complete response that demonstrates engagement with the assigned reading.

**4. 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
<b>TOTAL</b>	<b>100</b>

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+		

## Course Policies

### **Academic Integrity Policy:**

Cheating and plagiarism are serious violations of the College's Academic Integrity Policy. It is your responsibility to familiarize yourself with this policy, which is available in full at the link below. Under this policy, I am obligated to file any academic integrity violations for review. In the interest of promoting academic integrity, all work submitted to Canvas will be subjected to a plagiarism scan. Please note that the result of this scan is that your work will be stored anonymously within the Turn-It-In system to be compared against future submissions made by other students.

<https://policies.tcnj.edu/?p=130>

### **Assignment Policies:**

- **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.
- **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.
- **Late Assignments:** Canvas reports the dates and times that items are due. Unless cleared by me 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.
- **Participation:** See the syllabus addendum on Canvas concerning participation for full details of how this grade is derived and what I expect. You are responsible for reading and understanding this document.

### **Attendance Policy:**

Attendance is expected in accordance with College attendance policy, as explained in full here:

<https://policies.tcnj.edu/?p=77>

### **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](mailto:dahling@tcnj.edu); please do not message me through Canvas because the interface is poorly designed and I'm likely to miss your question.

### **Disability Policy:**

Any student who has a documented disability and is in need of academic accommodations should notify me *during the first week of classes* and contact the Accessibility Resource Center (609-771-2571). Accommodations are individualized and in accordance with Section 504 of the Rehabilitation Act of 1973

and the Americans with Disabilities Act of 1992. See here for more information:  
<https://policies.tcnj.edu/?p=145>

**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. A link to the Ethical Principles can be found here:  
<https://psychology.tcnj.edu/ethical-principles/>

**Student Conduct Policy:**

The College of New Jersey Policy Prohibiting Discrimination in the Workplace/Educational Environment governs the college’s commitment to and expectations of having an environment that respects the diversity of all members of the campus community. Under this policy, forms of discrimination or harassment based upon specific protected categories are prohibited and will not be tolerated. If you wish to report a concern, please contact Kerri Thompson Tillett, Chief Diversity Officer, at 771-3139, or via email at [thomsok@tcnj.edu](mailto:thomsok@tcnj.edu).  
<https://policies.tcnj.edu/?p=870>

**DECIPHERING ACADEMESE** YES, ACADEMIC LANGUAGE CAN BE OBTUSE, ABSTRUSE AND DOWNRIGHT DAEDAL. FOR YOUR CONVENIENCE, WE PRESENT A SHORT THESAURUS OF COMMON ACADEMIC PHRASES

"To the best of the author's knowledge..." = "WE WERE TOO LAZY TO DO A REAL LITERATURE SEARCH."	"It should be noted that..." = "OK, SO MY EXPERIMENTS WEREN'T PERFECT. ARE YOU HAPPY NOW??"
"Results were found through direct experimentation." = "WE PLAYED AROUND WITH IT UNTIL IT WORKED."	"These results suggest that..." = "IF WE TAKE A HUGE LEAP IN REASONING, WE CAN GET MORE MILEAGE OUT OF OUR DATA..."
"The data agreed quite well with the predicted model." = "IF YOU TURN THE PAGE UPSIDE DOWN AND SQUINT, IT DOESN'T LOOK TOO DIFFERENT."	"Future work will focus on..." = "YES, WE KNOW THERE IS A BIG FLAW, BUT WE PROMISE WE'LL GET TO IT SOMEDAY."
	"...remains an open question." = "WE HAVE NO CLUE EITHER."

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### 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
Feb 3	<b>Orientation</b> No assigned reading. Introductions, syllabus, and overview of lab processes.	Preliminary assignment packet due
10	<b>Writing about Psychological Theory, Part I</b> <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. <b>(Read only through p. 378)</b> Hagger, M.S. (2012). How to get your article rejected. <i>Stress and Health</i> , 28, 265-268. Anonymous (2020). <i>Wolves in sheep's clothing: How and when Machiavellian leaders demonstrate strategic abuse.</i>	Reaction paper due
17	<b>Writing about Psychological Theory, Part II</b> <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. 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.	Reaction paper due
24	<b>Interesting Research, Part I: Women at Work</b> <u>Discussion Leader:</u> <b>TBD</b>  Grandey, A. A., Gabriel, A. S., & King, E. B. (2020). Tackling taboo topics: A review of the three M s in working women's lives. <i>Journal of Management</i> , 46(1), 7-35.	Reaction paper due
Mar 3	<b>Interesting Research, Part II: Enemyship</b> <u>Discussion Leader:</u> <b>TBD</b>  Motro, D., & Sullivan, D. (2017). Could two negative emotions be a positive? The effects of anger and anxiety in enemyship. <i>Journal of Experimental Social Psychology</i> , 69, 130-143.	Reaction paper due

10	<p><b>Interesting Research, Part III: COVID-19</b>  <u>Discussion Leader:</u> <b>TBD</b></p> <p>Hennekam, S., Ladge, J., &amp; Shymko, Y. (2020). From zero to hero: An exploratory study examining sudden hero status among nonphysician health care workers during the COVID-19 pandemic. <i>Journal of Applied Psychology</i>, 105(10), 1088-1100.</p>	Reaction paper due
17	<b>Spring Break Observed – No Lab Meeting</b>	
24	<p><b>Interesting Research, Part IV: Decent Work</b>  <u>Discussion Leader:</u> <b>TBD</b></p> <p>Duffy, R. D., Kim, H. J., Allan, B. A., &amp; Prieto, C. G. (2020). Predictors of decent work across time: Testing propositions from Psychology of Working Theory. <i>Journal of Vocational Behavior</i>, 123, 103507.</p>	Reaction paper due
31	<p><b>Interesting Research, Part V: Performance Appraisal</b>  <u>Discussion Leader:</u> <b>TBD</b></p> <p>Brown, M., Kraimer, M. L., &amp; Bratton, V. K. (2020). Performance appraisal cynicism among managers: A job demands resources perspective. <i>Journal of Business and Psychology</i>, 35(4), 455-468.</p>	<p>Research proposal concept due</p> <p>Reaction paper due</p>
Apr 7	<p><b>Interesting Research, Part VI: Organizational Personalities</b>  <u>Discussion Leader:</u> <b>TBD</b></p> <p><b>3</b></p> <p>Zhu, X. S., Dalal, D. K., Nolan, K. P., &amp; Barnes-Farrell, J. L. (2020). Understanding the role of organizational personality and social identity concerns on initial recruitment outcomes. <i>Journal of Vocational Behavior</i>, 103518.</p>	Reaction paper due
14	<p><b>Interesting Research, Part VII: Email</b>  <u>Discussion Leader:</u> <b>TBD</b></p> <p>Rosen, C. C., Simon, L. S., Gajendran, R. S., Johnson, R. E., Lee, H. W., &amp; Lin, S. H. J. (2019). Boxed in by your inbox: Implications of daily e-mail demands for managers' leadership behaviors. <i>Journal of Applied Psychology</i>, 104(1), 19-33.</p>	Reaction paper due
21	<p><b>Interesting Research, Part VIII: Robots</b>  <u>Discussion Leader:</u> <b>TBD</b></p> <p>Yam, K. C., Bigman, Y. E., Tang, P. M., Ilies, R., De Cremer, D., Soh, H., &amp;</p>	Reaction paper due

	<p>Gray, K. (2020). Robots at work: People prefer—and forgive—service robots with perceived feelings. <i>Journal of Applied Psychology</i>. <a href="https://doi.org/10.1037/apl0000834">https://doi.org/10.1037/apl0000834</a>.</p>	
28	<p><b>Professional Development: Grad School &amp; Career Directions</b>  <u>Discussion Leader:</u> Dr. Dahling</p> <ul style="list-style-type: none"> <li>Also review grad school links posted to Canvas for discussion.</li> </ul> <p>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<sup>nd</sup> ed., pp. 1551-1553). Thousand Oaks, CA: Sage.</p> <p>Hedge, J.W., &amp; 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 &amp; 4]</p> <p>Breitfelder, M.D., &amp; Dowling, D.W. (2008, July-August). Why did we ever go into HR? <i>Harvard Business Review</i>, 86(7/8), 39-43.</p>	None
May 5	<p><b>Recap of Semester</b>  <i>No assigned reading. Recap projects from the semester, ongoing work, and student presentations in lab meeting. Attend CoSA presentations at times/locations TBD.</i></p>	None
14	<p><b>Final Exams</b>  <i>No lab meetings or lab duties once reading days begin.</i></p>	Final research proposal