**MICHIGAN STATE UNIVERSITY**

**PSY 455 Industrial and Organizational Psychology, Section 001**

**Spring 2025**

**Tuesday/Thursday 12:40 – 2pm**

**Berkey Hall, Room 217**

**Professor: Dr. Kevin Hoff**

Office: Psychology Building 346 Office Hour: Thursday, 2:00-3:00pm, or by appointment

Email: khoff@msu.edu

# Required Materials

* **iClicker software (free for MSU students)**: Required for tracking attendance (see below).
* All readings will be posted through links or pdfs on D2L or Sharepoint.

Course Description

Psychology 455 is designed to provide an in-depth perspective to the field of Industrial and Organizational (I/O) Psychology and the use of psychological research to address human resource problems in organizations. In particular, the emphasis for this class is on career development and how work is changing and is expected to change in the future. The course focuses on many issues relevant to technology’s impact on people’s careers and the field of I/O psychology. The course is intended to provide both a conceptual and a practical orientation to these topics. Consequently, many of the sessions for the class will take a group discussion/seminar approach to examining important concepts in the field while other sessions will involve more practical issues related to career development and the future of work.

Prerequisite

Prerequisites include Psychology 255 and Psychology 295 and completion of Tier I writing requirement.

Why an Advanced Course in I/O Psychology?

Most of us will spend a large proportion of our time working as adults. By understanding how careers and organizations operate, you can become better at determining what type of company you might want to work for and what issues you should explore before taking a job after your educational experiences at MSU. On a personal note, I was an undergraduate once in search of a career path – and I often felt lost and uncertain – so regardless of where you at with your career, this course is designed to help you plan for and manage your career!

Meet the Professor/Instructor for the Class

I first became interested in psychology when taking an AP Psych class in high school, but I chose to major in environmental science and eventually found my way back to psychology—first to counseling psychology and then to I/O psychology. I am grateful to have discovered I/O psychology as it is a fast-growing and relevant field. My major research interests involve career development, personality and interest assessments, and career success. I have published over 30 articles, chapters and books and have been a consultant with large organizations, including the World Bank and the U.S. Department of Labor. My Ph.D. is in psychology from the University of Illinois at Urbana-Champaign. Further information can be found at <https://psychology.msu.edu/directory/hoff-kevin.html>

# Instructional Objectives

* To examine core topics in industrial/organizational psychology in light of current trends in society and changes in the workplace
* To apply psychological principles to understand and address individual, team, and organizational effectiveness
* To develop skills in how to apply research-based principles and evidence-based practices in career planning and development
* To enhance oral communication skills (i.e., speaking and listening) and critical thinking through class discussion and groupwork.
* To enhance skills as a writer in the discipline through a variety of writing tasks and feedback (Tier II writing course)

# Course Requirements and Grading

Attendance/participation 75 points

Class discussion leader 25 points

Two in-class exams 200 points

Written assignments (best 2 grades of 3) 200 points

**Total** **500 points**

Final Grades will be determined as follows:

|  |  |  |
| --- | --- | --- |
| Grade | Total points | Percentage |
| 4.0  | 458 and above  | 91.5% and above  |
| 3.5  | 428 – 457 | 85.5% – 91%  |
| 3.0  | 398 – 427  | 79.5 – 85%  |
| 2.5  | 373 – 397  | 74.5 – 79%  |
| 2.0  | 348 – 372  | 69.5 – 74%  |
| 1.5  | 323 – 347  | 64.5 – 69%  |
| 1.0  | 298 – 322 | 59.5 – 64%  |
| 0.0  | Below 298  | 59% and below  |

*Note about grades:* I will firmly adhere to these cut-offs. I do not fit to a "curve" or "bump up" grades.

# Attendance and Participation

Attendance and participation are worth 75 total points, or 15% of your final grade. You can earn 38 of these points from attendance alone, and the remaining 37 points come from participation.

*Participation grades* reflect the extent to which you contributed to class discussion and groupwork while also showing engagement and respect towards others in the class (e.g., by answering or asking questions, paying attention while others talk, staying off phones/social media).

*Attendance* will be tracked using iClicker software through your mobile device, beginning in week 2. There are 23 total classes where attendance will be tracked. To receive the full 38 attendance points, you need to attend 19 out of the 23 classes. This means that you can miss 4 classes without it counting against you. These 4 days of leniency are built into the grading policy to account for missed classes due to minor health issues, travel, or other circumstances that cause you to miss class. Any excused absences (with documentation) must cover at least 3 class periods, in total, for attendance points to be added back. For example, if you miss 3 classes without documentation, but then have an excused absence with documentation causing you to miss 2 classes, the 2 excused classes would not be added back.

To register your iClicker for this course, visit this site: <https://join.iclicker.com/YVEB>. To receive credit, each student needs to [create an account in the iClicker student app](https://mhe.my.site.com/iclicker/s/article/How-to-Create-an-iClicker-Student-Account?r=800&ui-knowledge-components-aura-actions.KnowledgeArticleVersionCreateDraftFromOnlineAction.createDraftFromOnlineArticle=1):

* The **First** and **Last Name**in your iClicker account must match your name in D2L
* The **Email**in your iClicker account must be your school email.
* The **Student ID**in your iClicker account is the username you use to log into D2L.

# Written Assignments

There will be 4 written assignments due throughout the semester, each worth 70 points. Only your top 3 written assignment grades will count towards your final point total, so the lowest grade will be dropped. Together, these assignments are worth 210 points (42% of your final grade). All assignments will be turned in through D2L using Turnitin software.

# Class Discussion Leader

Each student will be assigned one class period where you will serve as a co-discussion leader. In this role, your job will be to come up with 1 activity (e.g., a case study, video, quiz/game, writing exercise, and/or discussion prompt) to help facilitate class discussion. The activity should take 10-15 minutes of class time, and **you must post the plan to a shared google doc the night before class**. We will assign class periods at the beginning of the semester, and I’m always happy to help students brainstorm ideas for their class (if you ask in advance). This is worth 25 total points, or 5% of your final grade.

# In-Class Exams

There will be two in-class exams, each worth 100 points. Together, the two tests will compose 200 points, 40% of your final grade.Tests will be closed book and closed notes. They will consist of short answer and multiple-choice questions.

# Make-up Policy

*All* assignments and tests must be completed when scheduled. Unless *prior permission* has been obtained, ***NO*** late or makeup assignments or tests will be accepted or given. Permission may be granted for those who contact the instructor *prior to* the scheduled date, and provides him with valid documentation related to the absence either before or after the absence.

# Accommodations

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation (“VISA”) form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc). Requests received after this date will be honored whenever possible.

# Religious Holiday

The official university policy is as follows:

*It has always been the policy of the University to permit students and faculty to observe those holidays set aside by their chosen religious faith. The faculty and staff should be sensitive to the observance of these holidays so that students who absent themselves from classes on these days are not seriously disadvantaged. It is the responsibility of those students who wish to be absent to make arrangements in advance with their instructors. It is also the responsibility of those faculty who wish to be absent to make arrangements in advance with their chairpersons, who shall assume the responsibility for covering their classes. As Michigan State University has become increasingly multicultural, the incidence of conflicts between mandatory academic requirements and religious observances has increased. In the absence of a simple and dignified way to determine the validity of individual claims, the claim of a religious conflict should be accepted at face value. Be aware that some degrees of observance may have a more extensive period of observance. Instructors may expect a reasonable limit to the number of requests by any one student. Some instructors attempt to cover all reasons for student absences from required academic events such as quizzes or exams with a blanket policy, e.g., allowing the student to drop one grade or two quizzes without penalty. If this is meant to extend to religious observances, the instructor should state this clearly at the beginning of the term. If instructors require make-up exams, they retain the right to determine the content of the exams and the conditions of administration, giving due consideration to equitable treatment.*

# Misconduct

Cheating, plagiarism, or other forms of academic dishonesty will result in failure of the course.

The official university policy is as follows:

*The principles of truth and honesty are fundamental to the educational process and the academic integrity of the University; therefore, no student shall:*

*1. claim or submit the academic work of another as one’s own, including the use of generative AI (see next section, below).*

*2. procure, provide, accept or use any materials containing questions or answers to any examination or assignment without proper authorization.*

*3. complete or attempt to complete any assignment or examination for another individual without proper authorization.*

*4. allow any examination or assignment to be completed for oneself, in part or in total, by another without proper authorization.*

*5. alter, tamper with, appropriate, destroy or otherwise interfere with the research, resources, or other academic work of another person.*

 *6. fabricate or falsify data or results.*

# Generative AI Policy

The use of generative AI tools (such as ChatGPT, DALL-E, etc.) is not permitted in this class, unless explicitly stated otherwise on assignment guidelines; therefore, any use of AI tools for work in this class may be considered a violation of Michigan State University’s policy on academic integrity, the Spartan Code of Honor Academic Pledge and Student Rights and Responsibilities, since the work is not your own. The use of unauthorized AI tools will result in a grade of 0 on the assignment.

# Incomplete Policy

The official university policy is as follows:

*The I-Incomplete may be given only when: the student (a) has completed at least 6/7 of the term of instruction, but is unable to complete the class work and/or take the final examination because of illness or other compelling reason; and (b) has done satisfactory work in the course; and (c) in the instructor's judgment can complete the required work without repeating the course. Provided these conditions are met, the instructor electing to give an I-Incomplete files an Agreement for Completion of (I) Incomplete at the time course grades are due. This agreement specifies what the student must do, and when, to remove the I-Incomplete. The department or school office gives a copy to the student, and retains a copy for at least one year.*

# Recording/photographing others or course content

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. You are not allowed to record any 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.

# Emergency Procedures

If an emergency occurs that would require cancellation of a class session, I will send a notification via D2L. Similarly, if a weather emergency or illness outbreak requires us to switch from in-person to online, I will notify you. In case of an emergency while in person in class, it is your responsibility to know the emergency procedures posted by the exit door and to understand evacuation, shelter-in-place, and other MSU directives.

# 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 services at www.caps.msu.

# 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 can learn more about the 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). Course Schedule (Subject to Change)

|  |  |  |
| --- | --- | --- |
| **Date/week** | **Topic** **\*see Required Readings list, below, for each class** | **Due** |
| 1: Tues, Jan. 14 | Introduction; Background on I-O Psych |  |
|  Thurs, Jan. 16 | Workplace trends |  |
| **Subtopic 1: Technology and the Changing Nature of Work** |
| 2: Tues, Jan. 21 | Technology and AI overview |  |
|  Thurs, Jan. 23  | Where and how we work |  |
| 3: Tues, Jan. 28 | Employment projections & AI |  |
|  Thurs, Jan. 30 | Interactions of workers and tech |  |
| 4: Tues, Feb. 4 | Technology and selection |  |
|  Thurs, Feb. 6  | Technology and training |  |
| 5: Tues, Feb. 11 | Worker surveillance | **Writing Assign. 1** |
|  *Thurs, Feb. 13* | *NO CLASSES HELD TODAY* |  |
| 6: Tues, Feb. 18 | Gig economy and alternative work arrangements |  |
|  Thurs, Feb. 20 | Technology and work around the world: part 1 |  |
| 7: Tues, Feb. 25 | Technology and work around the world: part 2 |  |
|  Thurs, Feb. 27 | **EXAM 1**  | **Exam 1 (in class)** |
|  *Tues, Mar. 4.* | *— — SPRING BREAK — —* |  |
|  *Thurs, Mar. 6* | *— NO CLASS —* |  |
| **Subtopic 2: Career Development and Well-Being at Work** |
| 8: Tues, Mar. 11 | Career choice and development |  |
|  Thurs, Mar. 13 | Vocational interests | **Writing Assign. 2** |
| 9: Tues, Mar. 18 | Work values |  |
|  Thurs, Mar. 20 | Personality in the workplace |  |
| 10: Tues, Mar. 25 | Income and career success |  |
|  Thurs, Mar. 27 | Job satisfaction and well-being |  |
| 11: Tues, Apr. 1 | Social contributions of jobs |  |
|  Thurs, Apr. 3 | Career center presentation (*guest* *lecture*) |  |
| 12: Tues, Apr. 8 | Corporate social responsibility |  |
|  Thurs, Apr. 10 | Diversity in the workplace |  |
| 13: Tues, Apr. 15 | Education and access to work | **Writing Assign. 3** |
|  Thurs, Apr. 17 | Mental health and wellness |  |
| 14: Tues, Apr. 22 | Course review |  |
|  Thurs, Apr. 24 | **EXAM 2** | **Exam 2 (in class)** |
| Finals week (Apr 28- May 2) |  |  |

\* The instructor reserves the right to change the content of this syllabus.

There will be an honors option for this course. Please talk to Professor Hoff if you are interested.

**Required Reading list:**

**Direct link to all pdfs in Sharepoint folder:** [**PSY 455 - Readings**](https://michiganstate-my.sharepoint.com/%3Af%3A/g/personal/khoff_msu_edu/EvvxOG1-qxtGhS6Arscg2BUB-ghlqV3xxJFyKC-sAa2rAQ?e=8EZqMQ)

Jan. 14: Background and Review of I/O Psychology

* No readings due before first day of class

Jan. 16: Workplace trends

* SIOP (2023). Top 10 Workplace Trends 2023 <https://www.siop.org/Business-Resources/Top-10-Work-Trends>
* Agovino, T. (2024). What will the workplace look like in 2025? *Society for Human Resource Management Feature Story.* <https://www.shrm.org/topics-tools/news/all-things-work/will-workplace-look-like-2025>
* Wigert, D., & Pendell, R. (2024). 7 Workplace Challenges for 2025. *Gallup Workplace.* <https://www.gallup.com/workplace/654329/workplace-challenges-2025.aspx>

**SUBTOPIC 1. TECHNOLOGY AND THE CHANGING NATURE OF WORK**

Jan 21: Technology and AI Overview

* Cascio, W.F. & Montealegre, R. (2016). How technology is changing work and organizations. *Annual Review of Organizational Psychology and Organizational Behavior, 3,* 349-375.
* O’Brien & Parvini (2024). In 2024, artificial intelligence was all about putting AI tools to work. *AP News*. <https://apnews.com/article/ai-artificial-intelligence-0b6ab89193265c3f60f382bae9bbabc9>
* Bureau of Labor Statistics: Employment Projections: Popular graphics. (Just look at the graphics available through the link): <https://www.bls.gov/emp/graphics/>

Jan 23: Where and how we work

* Shockley, Allen & Grant (2024). Remote Work: Post-COVID-19 State of the Knowledge

and Best Practice Recommendations. *SIOP White Papers.* <https://www.infocop.es/wp-content/uploads/2024/10/Remote-Work-Post-COVID-19-State-of-the-Knowledge-and-Best-Practice-Recommendations.pdf>

* Allen, T., Beham, B., Ollier-Malaterre, A., Baierl, A., Alexandrova, M., Beauregard, A., ... & Waismel-Manor, R. (2024). Boundary management preferences from a gender and cross-cultural perspective. *Journal of Vocational Behavior*, 148, 103943.

Jan. 28: Employment Projections and AI

* Kinder, M., Briggs, X., Muro, M. & Liu, S., (2024). Generative AI, the American worker, and the Future of Work. *Brookings Institute Report*. <https://www.brookings.edu/articles/generative-ai-the-american-worker-and-the-future-of-work/>
* Yeyati (2024). Commentary: Why gen AI can’t fully replace us (for now). *Brookings Institute.* <https://www.brookings.edu/articles/why-gen-ai-cant-fully-replace-us-for-now/>

Jan. 30: Interactions of people and technology

* Hoff, K. A., & Bashir, M. (2015). Trust in automation: Integrating empirical evidence on factors that influence trust. *Human Factors*, *57*(3), 407-434.
* Seo, S.H., Griffin, K., Young, J.E., Bunt, A., Prentice, S, & Loureiro-Rodriguez, V. (2018). Investigating people’s rapport building and hindering behaviors when working with a collaborative robot. *International Journal of Social Robotics, 10,* 147-161.
* Juma (2016). Why do people resist new technologies? History might provide the answer. *World Economic Forum.* <https://www.weforum.org/stories/2016/07/why-do-people-resist-new-technologies-history-has-answer/>

Feb. 4: Technology and selection

* Nye et al (2023). Considerations and Recommendations for the Validation and Use of AI-Based Assessments for Employee Selection. *SIOP Task Force Report. Available at:* <https://www.siop.org/Portals/84/SIOP%20Considerations%20and%20Recommendations%20for%20the%20Validation%20and%20Use%20of%20AI-Based%20Assessments%20for%20Employee%20Selection%20010323.pdf?ver=5w576kFXzxLZNDMoJqdIMw%3d%3d>
* Landers & Behrend (2023). Auditing the AI Auditors: A Framework for Evaluating Fairness and Bias in High Stakes AI Predictive Models. *American Psychologist.* <https://psycnet.apa.org/fulltext/2022-30899-001.pdf>

Feb. 6: Technology and training

* Mast, M. S., Kleinlogel, E. P., Tur, B., & Bachmann, M. (2018). The future of interpersonal skills development: Immersive virtual reality training with virtual humans.*Human Resource Development Quarterly, 29*(2), 125-141.
* Noguchi, Y. (2019, Oct 8). Virtual reality goes to work, helping train employees. NPR. <https://www.npr.org/2019/10/08/767116408/virtual-reality-goes-to-work-helping-train-employees> 4:00

Feb. 11: Worker Surveillance

* Partnoy, F. (2018). What your boss could learn by reading the whole company’s emails. *The Atlantic*, September. Available at: <https://www.afr.com/work-and-careers/workplace/what-your-boss-could-learn-by-reading-the-whole-companys-emails-20180819-h146g5>
* American Psychological Association (2023). Electronically monitoring your employees? It’s impacting their mental health. <https://www.apa.org/topics/healthy-workplaces/employee-electronic-monitoring>
* Ravid et al., (2022). A meta-analysis of the effects of electronic performance monitoring on work outcomes. *Personnel Psychology*. <https://onlinelibrary.wiley.com/doi/10.1111/peps.12514>

Feb 13: NO CLASS

Feb 18: Alternative Work Arrangements

* Charlton, S. (2024). What is the gig economy and what's the deal for gig workers? <https://www.weforum.org/stories/2024/11/what-gig-economy-workers/>
* Noguchi Jan 23, 2018. Will Work For No Benefits: The Challenges Of Being In The New Contract Workforce. <https://www.npr.org/2018/01/23/579720874/will-work-for-no-benefits-the-challenges-of-being-in-the-new-contract-workforce>
* Spreitzer, GM, Cameron, L & Garrett, L (2017). Alternative work arrangements: Two Images of the New World of Work. *Annual Review of Organizational Psychology and Organizational Behavior, 473-499.*

Feb. 20: Technology and Work Around the World: part 1

* Meyer, E. (2017). Being the boss in Brussels, Boston, and Beijing. *Harvard Business Review*, July-August, 70-77.
* United Nations (2024). *Shifting Demographics*. https://www.un.org/en/un75/shifting-demographics

Feb. 25: Technology and Work Around the World: part 2

* Allen (2021). The Promises and Perils of Africa’s Digital Revolution. *Brookings Institute.* <https://www.brookings.edu/articles/the-promises-and-perils-of-africas-digital-revolution/>
* Knappert, L., Kornau, A., & Figengül, M. (2018). Refugees' exclusion at work and the intersection with gender: Insights from the Turkish-Syrian border. *Journal of Vocational Behavior*, *105*, 62-82.

Feb 27: IN CLASS EXAM 1

**SUBTOPIC 2. CAREER DEVELOPMENT AND WELL-BEING AT WORK**

March 11. Career choice and development

* Lent, R. W., & Brown, S. D. (2019). Social cognitive career theory at 25: Empirical status of the interest, choice, and performance models. *Journal of Vocational Behavior, 115*. 103316.
* DePatie, T. P., Sachdeva, A., Shahani-Denning, C., Grossman, R., & Nolan, K. P. (2022). Enhancing the representation of women: How gender diversity signals and acknowledgement affect attraction to men-dominated professions. *Personnel Assessment and Decisions*, *8*(2), 4. <https://doi.org/10.25035/pad.2022.02.004>
* \*Also, explore gender differences in employment rates across occupations using this website: <https://www.dol.gov/agencies/wb/data/occupations>

March 13. Vocational Interests

* Wille, B., & De Fruyt, F. (2023). The resurrection of vocational interests in human resources research and practice: Evidence, challenges, and a working model. *International Journal of Selection and Assessment*.
* Hoff, K. A., Granillo-Velasquez, K. E., Hanna, A., Morris, M. L., Oswald, F. L., & Rounds, J. (2024). Interest gaps in the labor market: Comparing people’s vocational interests with national job demands. *Journal of Business and Psychology*, 1-22.
* \*Also, take the O\*NET Interest Profiler (and save a screenshot of your results), available here: <https://www.mynextmove.org/explore/ip>

March 18. Work values

* Abessolo, M., Hirschi, A., & Rossier, J. (2019). Development and Validation of a Multidimensional Career Values Questionnaire: A Measure Integrating Work Values, Career Orientations, and Career Anchors. *Journal of Career Development*, 1-17. doi:10.1177/0894845319846567
* Kalleberg, A. L., & Marsden, P. V. (2019). Work Values in the United States: Age, Period, and Generational Differences. *The Annals of the American Academy of Political and Social Science*, *682*(1), 43–59. https://doi.org/10.1177/0002716218822291
* \*Also, take the CareerOneStop Values Matcher (and save a screenshot of your results), available here: <https://www.careeronestop.org/Toolkit/Careers/work-values-matcher.aspx>

March 20. Personality in the workplace

* Hoff, K. A., Einarsdóttir, S., Chu, C., Briley, D. A., & Rounds, J. (2021). Personality changes predict early career outcomes: Discovery and replication in 12-year longitudinal studies. *Psychological Science*, *32*(1), 64-79.
* Joseph, D. L., Jin, J., Newman, D. A., & O'Boyle, E. H. (2015). Why does self-reported emotional intelligence predict job performance? A meta-analytic investigation of mixed EI. *Journal of Applied Psychology*, *100*(2), 298.
* \*Also, take at least 125 items on the SAPA personality test (and save a screenshot of your results, though you don’t need to share your cognitive ability test results). Click the ‘Start the test’ button on upper-right part of the screen: <https://www.sapa-project.org/> (note this site also includes links to a number of other assessments, which you can take for fun if you’d like)

March 25: Income and Career Success

* Ward, S. (2024). Choosing money over meaningful work: Examining relative job preferences for high compensation versus meaningful work. *Personality and Social Psychology Bulletin*, *50*(7), 1128-1148.
* Ng, T. W., Eby, L. T., Sorensen, K. L., & Feldman, D. C. (2005). Predictors of objective and subjective career success: A meta‐analysis. *Personnel Psychology*, *58*(2), 367-408.
* \*Also, take the CareerOneStop Skills Matcher, (and save a screenshot of your results), available here: <https://www.careeronestop.org/Toolkit/Skills/skills-matcher.aspx>

March 27. Job satisfaction

* Judge, T. A., Zhang, S. C., & Glerum, D. R. (2020). Job satisfaction. *Essentials of job attitudes and other workplace psychological constructs*, 207-241.
* Tay, L., Batz-Barbarich, C., Yang, L. Q., & Wiese, C. W. (2023). Well-being: The ultimate criterion for organizational sciences. *Journal of Business and Psychology*, *38*(6), 1141-1157.
* Pew Research Center (2024). Most Americans Feel Good About Their Job Security but Not Their Pay. <https://www.pewresearch.org/social-trends/2024/12/10/most-americans-feel-good-about-their-job-security-but-not-their-pay/>

April 1. Social contributions of jobs

* Liao, H., Su, R., Ptashnik, T., & Nielsen, J. (2022). Feeling good, doing good, and getting ahead: A meta-analytic investigation of the outcomes of prosocial motivation at work. *Psychological bulletin*, *148*(3-4), 158.
* Gallup (2024). Ethics Ratings of Nearly All Professions Down in U.S. <https://news.gallup.com/poll/608903/ethics-ratings-nearly-professions-down.aspx>
* Wiblin (2015). What are the 10 most harmful jobs? *80,000 Hours Blog.* <https://80000hours.org/2015/08/what-are-the-10-most-harmful-jobs/>

April 3. CAREER CENTER PRESENTATION (GUEST LECTURE)

April 8. Corporate social responsibility

* Heijas, K., Miller, G & Scarles (2019). “It’s like hating puppies!” Employee disengagement and social responsibility. *Journal of Business Ethics, 157*, 319-337.
* Kaplan, DeShon & Tetrick (2017). The bigger picture of employee well-being: its role for individuals, families and societies. SHRM-SIOP White paper. Available here: <https://www.infocoponline.es/pdf/BIENESTAR-EMPLEADOS.pdf>
* Durbin, D. (2024). Protesters demand Kellogg remove artificial colors from Froot Loops and other cereals. Available at: <https://apnews.com/article/kellogg-artificial-colors-dyes-cereal-c167f3c51f03d8f43612fc6afe9b2fdd>

April 10. Diversity in the workplace

* Hoff, K. A., Granillo-Velasquez, K. E., Hanna, A., Morris, M., Nelson, H. S., & Oswald, F. L. (2024). Interested and employed? A national study of gender differences in basic interests and employment. *Journal of Vocational Behavior*, 148, 103942.
* Williams, J.C. Mihaylo, S (2019). How the best bosses interrupt bias on their team *Harvard Business Review,*
* AP News: Which US companies are pulling back on diversity initiatives?*https://apnews.com/article/diversity-dei-goals-companies-lawsuits-eb052e0b420824485041263b7df1f715*

April 15. Education and Access to Work

* Schneider, B, and Young, L. (2019). Advancing workforce readiness among low-income and minority high school students. In *Workforce Readiness and the Future of Work*, 1st ed. London: Routledge, pp. 53–70.
* Esweran (2024). From classroom to career: Building a future-ready global workforce. *World Economic Forum.* <https://www.weforum.org/stories/2024/12/from-classroom-to-career-building-a-future-ready-global-workforce/>
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April 22. Course review

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