

Psychology of Career Pursuit

PSY 464

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Office Hours: <https://psychology.sfsu.edu/faculty-staff>

Nature of Course: Web-based interactive course. There are no in-person sessions for the course. All assignments are completed remotely and submitted virtually via iLearn course portal.

Course Description: This is a web-based course intended for upper-division standing students studying any major. Students will have the opportunity to (a) evaluate psychological research related to career interests, career success, job satisfaction, and workplace discrimination; (b) learn about the legal standards for determining workplace discrimination and harassment; (c) develop skills such as resume building, goal setting, network building, job searching, and interviewing; (d) engage in self-exploration about one's identity and career interests.

Course Grading

Each assignment in the course is worth 10 points. Most assignments are activities designed for you to engage the material. This means that grades are primarily based upon effort:

- submitted before due date
- followed instructions
- thoughtfulness in responses and answers

Course Grade Information		
Grade	% of Points	Definition
A	95 to 100	Performance has been at the highest level with sustained excellence.
A-	90 to 94.99	Performance has been at the highest level with frequent excellence.
B+	85 to 89.99	Performance has been good with occasional excellence.
B-	80 to 84.99	Performance has been good, though not at the highest level.
C	70 to 79.99	Performance has been adequate, satisfactory meeting the requirements.
F	0 to 69.99	Performance has been such that course requirements have not been met.

General Information

Canvas: I utilize iLearn to communicate with the class and to post reading materials. The university requires that your SFSU e-mail account be used for iLearn communications. It is your responsibility to check this account for information related to this class.

Plagiarism: This is a form of cheating; it occurs when someone misrepresents the work of another as his/her own. Plagiarism may include using the ideas, sentences, or the whole text of another without referencing the source. It also includes allowing another person to copy your work. Any student who plagiarizes or assists others in plagiarism will receive an "F" for the course and reported: <https://conduct.sfsu.edu/academic-dishonesty>

Students with Disabilities: Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process: <http://www.sfsu.edu/~dprc>

Religious Holidays: The faculty of San Francisco State University shall accommodate students wishing to observe religious holidays when such observances require students to be absent from class activities. It is the responsibility of the student to inform the instructor, in writing, about such holidays during the first two weeks of the class.

Student Learning Outcomes & Assignments

Assignments will be provided weekly with instructions. See iLearn for detailed instructions for each assignment. There are 6 Student Learning Outcomes that the assignments target:

1. Apply the methods of inquiry and analysis characteristic of one or more of the behavioral and social science disciplines to the study of human behavior, institutions, or socio-economic systems as related to the appropriate economic, ethnic, geographic, historical, political, social, or cultural contexts.
2. Articulate how theories and practices in one or more of the behavioral and social science disciplines come to be accepted, contested, changed, or abandoned by the scholarly community.
3. Evaluate the quality of behavioral and social scientific information and claims on the basis of their sources and the methods used to generate that information.
4. Construct coherent and sound arguments with support from multiple sources, including library resources and proper citations, that communicate what students have discovered.
5. Analyze economic, political, social, or cultural issues as well as ethical dilemmas and choices that arise out of behavioral or social scientific research, discoveries, and applications.
6. Analyze issues of equity and discrimination related to human behavior or to economic, political, social, or cultural institutions or systems, in the present or in the past, and, as appropriate, apply that knowledge to their own lives and to ways in which they could contribute purposefully to the well-being of their local communities, their nations, and the people of the world; to social justice; and/or to the sustainability of the natural environment.

Course Materials

All materials are provided on Canvas.

Online Videos

- Achor, S. (2011). The happy secret to better work. TEDxBloomington.
https://www.ted.com/talks/shawn_achor_the_happy_secret_to_better_work
- Adichie, C. N. (2009). The danger of a single story. TEDGlobal.
https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story/transcript?language=en
- Porath, C. (2018). Why being respectful to your coworkers is good for business. TED.
<https://www.youtube.com/watch?v=YY1ERM-NIBY>
- Rousseau, D. (2014). Changes in the psychological employment contract. FNEGE.
<https://www.youtube.com/watch?v=EKGyUyFn6rA>

Non-Academic Resources

- Harts, Minda. *The memo: What women of color to secure a seat at the table*. IBSN-13: 9781541675414. Publisher: Basic Books
- Grant, A. & Sandberg, S. (2014). When talking about bias backfires. *The New York Times*.
- Green, E. (2019). Six pronoun practices to build trans-affirming workplaces & why they matter. *DiversityBestPractices.com*.
- Knight, R. (2017). How to tell if a company's culture is right for you. *Harvard Business Review*.
- Bolles, R. N. (2016). The 10 best and worst ways to look for a job. *Forbes.com*.
- The Department of Fair Employment and Housing (2017). Employment inquiries: What can employers ask applicants and employees?
- Schulte, B. (2018). To combat harassment, more companies should try bystander training. *Harvard Business Review*.
- SFSU Career Services & Leadership Development (2019). Informational interviewing.
- SFSU Career Services & Leadership Development (2019). Resume writing guide.
- SFSU Career Services & Leadership Development (2019). Cover letter writing guide.

Academic Articles

(all published in *Industrial and Organizational Psychology: Perspectives of Science and Practice*)

Cultures & Diversity

- Ferdman, B. M., & Sagiv, L. (2012). Diversity in organizations and cross-cultural work psychology: What if they were more connected?
- Sawyer, K., & Thoroughgood, C. (2012). Culture doesn't just intersect with diversity, culture defines diversity.
- King, E. B., Kravitz, D. A., McCausland, T., & Paustian-Underdahl, S. (2012). Values cannot be ignored.
- Feitosa, J., Grossman, R., Coultas, C. W., Salazar, M. R., & Salas, E. (2012). Integrating the fields of diversity and culture: A focus on social identity.
- Butts, C. C., Trejo, B., Parks, K. M., & McDonald, D. P. (2012). The integration of diversity and cross-cultural work: Competencies and commonalities.

Disabilities

- Santuzzi, A. M., Waltz, P. R., Finkelstein, L. M., & Rupp, D. E. (2014). Invisible disabilities: Unique challenges for employees and organizations.
- Pryor, K., Dunleavy, E. M., & Cohen, D. (2014). Funny you should mention it: New disability EEO/AA regulations finalized for federal contractors.
- Isom-Schmidtke, J., Bradley-Geist, J. C., & Schmidtke, J. M. (2014). Law as last resort: Approaching invisible disabilities proactively.
- Gabbard, R. M., Sharrer, D. D., Dunleavy, E. M., & Cohen, D. (2014). New Self-Identification Regulations for Individuals With Disabilities: Will a Compliance-Focused Approach Work?
- Nittrouer, C. L., Trump, R. C., O'Brien, K. R., & Hebl, M. (2014). Stand up and be counted: In the long run, disclosing helps all.

Discrimination

- Jones, K. P., Arena, D. F., Nittrouer, C. L., Alonso, N. M., & Lindsey, A. P. (2017). Subtle discrimination in the workplace: A vicious cycle.
- Gardner, D. M., & Ryan, A. M. (2017). Does Intentionality Matter? An Exploration of Discrimination With Ambiguous Intent.
- Madera, J. M., Lee, L., & Kapoor, C. E. (2017). Wait! What About Customer-Based Subtle Discrimination?
- Klein, J. M., & Briggs, E. P. (2017). A Fruitful Framework: Commentary for a More Integrative Approach.

International Legal Issues

- Myers, B., Lievens, F., Schollaert, E., Van Hove, G., Cronshaw, S. F., Mladinic, A., ... & Schuler, H. (2008). International perspectives on the legal environment for selection.
- Praslova, L. (2008). The legal environment for selection in Russia.
- Gutman, A. (2008). Legal environment for selection in the United States. *Industrial and Organizational Psychology*, 1(2), 255-257.
- Cozma, I., & Woehr, D. (2008). International perspectives on the legal environment for selection: Romania case.
- Premarajan, R. K., Thornton, G. C., & Padhi, P. K. (2008). Legal environment for selection in India.

LGBT

- King, E. B., & Cortina, J. M. (2010). The social and economic imperative of lesbian, gay, bisexual, and transgendered supportive organizational policies.
- Barron, L. G., & Hebl, M. R. (2010). Extending lesbian, gay, bisexual, and transgendered supportive organizational policies: Communities matter too.
- Martinez, L. R., & Hebl, M. R. (2010). Additional agents of change in promoting lesbian, gay, bisexual, and transgendered inclusiveness in organizations.
- Eschleman, K. J., & Gooden, M. P. (2010). Effects of Policy Change on Nonstigmatized Employees.
- Madera, J. M. (2010). The cognitive effects of hiding one's homosexuality in the workplace.

Sexual Harassment

- Medeiros, K., & Griffith, J. (2019). # Ustoo: How IO psychologists can extend the conversation on sexual harassment and sexual assault through workplace training.
- Steele, L. M., & Vandello, J. A. (2019). When training backfires and what can be done about it.

- Dhanani, L. Y., Johnson, R. C., Colton, C. E., & Hall, T. K. (2019). A missing perspective: Considering survivors in sexual misconduct training.
- Bergman, M. E. (2019). Ending harassment is about changing power structures more than providing training.
- Lee, S. Y., Hanson, M. D., & Cheung, H. K. (2019). Incorporating bystander intervention into sexual harassment training.

Stereotypes & Bias

- Landy, F. J. (2008). Stereotypes, bias, and personnel decisions: Strange and stranger.
- Leslie, L. M., King, E. B., Bradley, J. C., & Hebl, M. R. (2008). Triangulation across methodologies: All signs point to persistent stereotyping and discrimination in organizations.
- Maynard, D. C., & Brooks, M. E. (2008). The persistence of stereotypes in the context of familiarity.
- Heilman, M. E., & Eagly, A. H. (2008). Gender stereotypes are alive, well, and busy producing workplace discrimination.
- Rudman, L. A. (2008). The validity of the Implicit Association Test is a scientific certainty.

Psychology Department Statement on Inclusion

We VALUE Respect, Civility, and Inclusion

The Psychology Department is committed to providing a multi-cultural academic setting and climate that is respectful, inclusive, civil, and harassment-free for individuals regardless of ability, age, ethnicity, gender identity or expression, indigenous heritage, immigration status, nationality, physical appearance, political affiliation, race, religion or spirituality (or lack thereof), sexual orientation, social class, socioeconomic status, or other cultural, demographic, and social identification*.

We ASK that all members of our department, including undergraduate students, graduate students, faculty, staff, and guests, treat each other with respect and civility. We strive for this in every aspect of our interactions including, for example, in language (e.g., pronouns), verbal and written communication (e.g., thoughtful and active listening), and behaviors in the virtual or real classroom, research laboratory, as well as in any other setting that holds a department function.

Examples of language or behaviors that are not respectful include but are not limited to:

- Discriminatory statements that are overt (e.g., hostility) or subtle (e.g., microaggressions)
- Posting discriminatory materials on campus or campus-related forums (iLearn, Zoom)
- Behaviors or statements that interfere with the learning of others
- Marginalizing individuals based on their social or demographic identity, or perceived identity
- Inappropriate, unwelcome, or non-consensual comments, behaviors, photography or recording
- Advocating for or encouraging any of the above

We encourage ACCOUNTABILITY and seeking SUPPORT

To receive support for

- Asian American and Pacific Islander Retention and Education <https://aspire.sfsu.edu/home>
- Disability Programs and Resource Center <https://access.sfsu.edu/>
- Diversity, Student Equity, and Interfaith Programs <https://equity.sfsu.edu/node/16>

- Mental health at Counseling & Psychological Services <https://psyservs.sfsu.edu/>
- Physical health at the Health Center <https://health.sfsu.edu/>
- Sexualized violence at the Safe Place <https://psyservs.sfsu.edu/content/safe-place>
- Undocumented students at the Dream Resource Center (<https://drc.sfsu.edu>)

To contact

- Professors <https://psychology.sfsu.edu/>
- The University Police Department <https://upd.sfsu.edu/>

To report

- Sexual Harassment or Discrimination <https://titleix.sfsu.edu/content/reporting>
- A Bias Incident <https://equity.sfsu.edu/content/bias-incident-education-team-sf-state>

To learn about the University Code of Conduct

- Undergraduate: <https://conduct.sfsu.edu/standards>
- Graduate: <http://bulletin.sfsu.edu/graduate-education/academic-policies-procedures/>