

# Aligning Curriculum to Core Competencies: UTC I-O Psychology Case Study

February 14, 2018

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*(with full support of the UTC I-O PSY faculty)*

# Topics to address

- Competencies?
- Confidence, competence, competitiveness
- An in-progress case study example

Note: More details on competency-based selection are available in a 2012 RCIO presentation posted on my website: [sites.google.com/view/cjlcunningham](http://sites.google.com/view/cjlcunningham)

**How do we know that our programs  
are designed to facilitate career  
readiness for our students?**

*Simply teaching what we know doesn't cut it...*

# Targeting Specific Needs

- Increasing attention on identifying worker talent that is generalizable, flexible, adaptive
- Persistent need to recruit, select, train, and promote based on job-relevant criteria
- Increasing emphasis on UG and G level training that targets “what it takes” to perform effectively in a given occupation

# Competencies...

- ...speak to candidates' potential to become good at a particular activity by putting into play a constellation of individual differences that set them apart from other candidates
- ...are the underlying attributes of an individual that drive performance-related behaviors
- ...represent something more than a basic knowledge, skill, or ability requirement for a job



# Competencies: Here to Stay

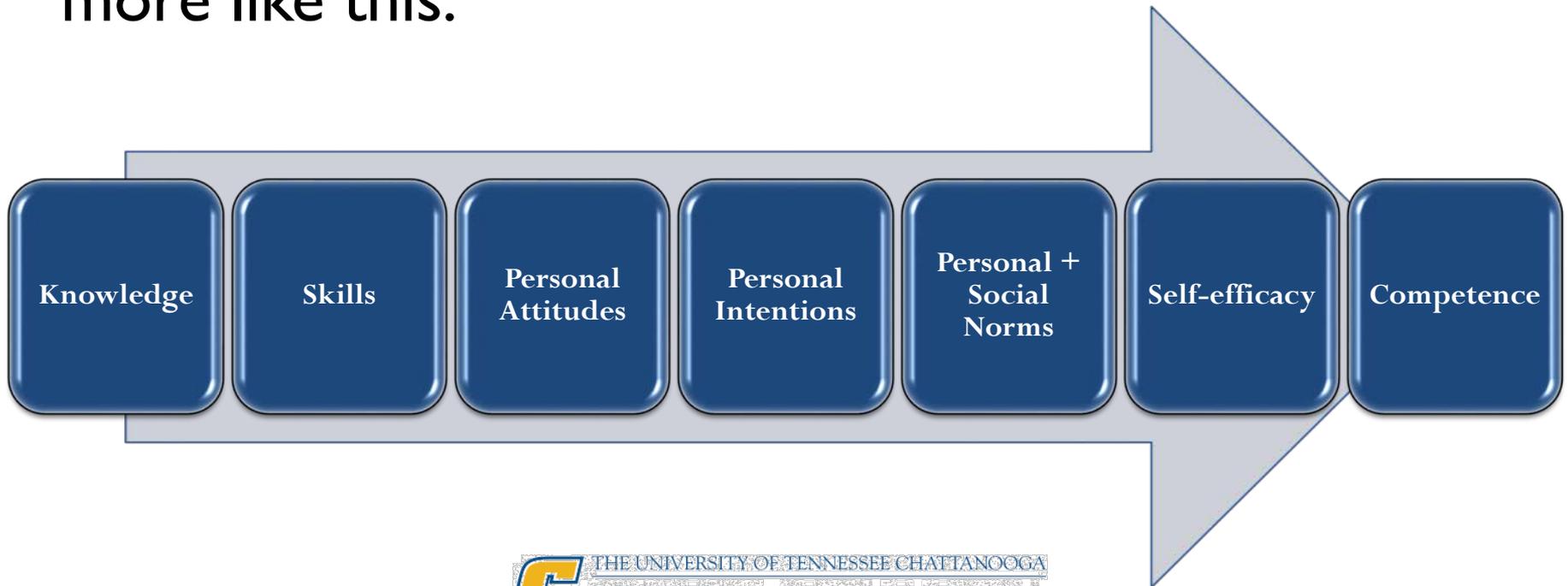
- As of a 1996 ACA survey, more than 75% of companies use competencies in at least one aspect of their HR practices
- Competency-related language is part of most core HR functions
  - Recruitment
  - Selection
  - On-boarding/training
  - Succession planning

# Developing Competencies

- We care so much about competencies because:

**Competencies → Competence**

- But the linkage is not so direct; requires something more like this:



# Competencies vs. learning objectives

- Learning outcomes are a big deal right now (not just at UTC)
- Where do your learning outcomes come from?
  - This is a very serious question with major implications
- Once established, our instruction tends to adhere to the learning outcomes and how they are measured/evaluated (i.e., teaching to a “test” or assessment)
- If/when learning outcomes are linked to a solid career-relevant competency framework, at least you know you are targeting outcomes with real lasting value to students and employers

# I-O Psychology Competencies

- The professional association for I-O psychologists (SIOP) undertook a careful study of competency needs for professionals in our field.
  - Full details: <http://www.siop.org/ETguidelines.aspx>
  - *Not specific to Master's or Doctoral level...*
- After review by graduate program coordinators and SIOP members, and full review and approval of APA, the new guidelines went into effect in August 2017

# SIOP Competencies for I-O Psychology

## GENERAL KNOWLEDGE AND SKILLS

- 1. Ethical, Legal, Diversity, and International Issues
- 2. Fields of Psychology
- 3. History and Systems of Psychology
- 4. Professional Skills
- 5. Research Methods
- 6. Statistical Methods/Data Analysis

## CORE CONTENT

- 7. Attitude Theory, Measurement, and Change
- 8. Career Development
- 9. Criterion Theory and Development
- 10. Groups and Teams
- 11. Human Performance
- 12. Individual Assessment
- 13. Individual Differences

- 14. Job Evaluation and Compensation
- 15. Job/Task/Work Analysis, Competency Modeling
- 16. Judgment and Decision-Making
- 17. Leadership and Management
- 18. Occupational Health and Safety
- 19. Organization Development
- 20. Organization Theory
- 21. Performance Appraisal/Management
- 22. Personnel Recruitment, Selection, and Placement
- 23. Training
- 24. Work Motivation

## RELATED AREAS OF COMPETENCE

- 25. Consumer Behavior
- 26. Human Factors

# Our UTC I-O Case Study example so far...



# UTC I-O Psychology Competency Matrix

SIOP Competencies	Means of Training (Courses, Independent Study, Supervised Research)																			Totals Per Competency						
	Teaching of PSY (PSY 5020)	Organiz. Psych (PSY 5060)	Stats I (PSY 5100)	Employee Performance and Dev't. (PSY 5120)	Job/Work Analysis and Personnel Selection (PSY 5210)	Stats II (PSY 5150)	Adv. Research Design/Thesis in Prep (PSY 5140)	Training (PSY 5160)	Group/Teams (PSY 5200)	Occupational Health (PSY 5210)	Business Skills (PSY 5250)	OD & Change (PSY 5260)	Comp & Benefits (PSY 5300)	I-O Practicum (PSY 5360)	Advanced Research/Stat (PSY 5510)	Advanced Stat. Modeling (PSY 5520)	Intro to I-O (PSY 5400)	Strategic I-O (PSY 5500)	Thesis (PSY 5530)	Alt. elective	Alt. elective	Option 1		Option 2		
	I	P	D	X																						
<b>GENERAL KNOWLEDGE AND SKILLS</b>																										
1. Ethical, Legal, Diversity, and International Issues				X	X								X	X			X	X					0	0	0	6
2. Fields of Psychology	X																X						0	0	0	2
3. History and Systems of Psychology	X	X										X					X						0	0	0	4
4. Professional Skills	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X				0	0	0	18
5. Research Methods		X	X	X	X	X	X	X		X		X		X	X	X	X		X				0	0	0	12
6. Statistical Methods/Data Analysis		X	X	X	X	X	X							X	X	X	X		X				0	0	0	11
<b>CORE CONTENT</b>																										
7. Attitude Theory, Measurement, and Change		X		X	X			X	X	X		X				X			X				0	0	0	9
8. Career Development	X			X	X						X	X		X			X						0	0	0	7
9. Criterion Theory and Development	X	X	X	X	X	X		X						X	X	X							0	0	0	10
10. Groups and Teams		X						X	X			X				X							0	0	0	5
11. Human Performance	X	X		X	X			X	X		X	X				X	X	X	X				0	0	0	11
12. Individual Assessment	X			X	X			X						X	X	X			X				0	0	0	8
13. Individual Differences		X	X	X	X	X		X	X	X		X	X	X	X	X	X	X					0	0	0	14
14. Job Evaluation and Compensation				X	X			X		X		X	X			X							0	0	0	8
15. Job/Task/Work Analysis, Competency Modeling				X	X			X				X	X	X		X	X						0	0	0	8
16. Judgment and Decision-Making	X		X	X	X	X			X	X	X						X						0	0	0	9
17. Leadership and Management	X	X		X					X		X					X	X						0	0	0	8
18. Occupational Health and Safety		X								X						X			X				0	0	0	4
19. Organization Development		X		X				X	X	X		X				X		X					0	0	0	8
20. Organization Theory		X						X	X	X		X				X							0	0	0	3
21. Performance Appraisal/Management	X	X		X	X			X	X			X				X							0	0	0	8
22. Personnel Recruitment, Selection, and Placement		X	X	X	X	X			X				X	X	X		X		X				0	0	0	11
23. Training				X				X	X			X		X		X							0	0	0	6
24. Work Motivation	X	X		X	X			X	X	X		X	X	X		X			X				0	0	0	12
<b>RELATED AREAS OF COMPETENCE</b>																										
25. Consumer Behavior				X																			0	0	0	1
26. Human Factors				X	X			X		X						X							0	0	0	5
																							0	0	0	208

# Current and Future Work

- Standard competency “blurbs” now being added to all I-O course syllabi to frame each course around targeted competencies
- For each of the 26 I-O competencies, we are developing 3-4 learning outcomes statements that are tied to each competency AND tailored to a master's level practitioner
  - These competency-specific outcomes will then be used in our course syllabi (hopefully beginning Fall 2018)
- We will supplement standard UTC course evaluations with program-specific evaluations tied to these competency-specific learning outcomes

# Current and Future Work

- Students to evaluate extent to which course provides opportunities (for each targeted competency) to:
  - Gain basic understanding
  - Practice with feedback
  - Gain/demonstrate/experience mastery
- Student responses can populate student-specific competency maps (personal strengths/weaknesses)
- Data will also help us identify course and program strengths and weaknesses