



## COURSE DATA

### Data Subject

Code	44839
Name	Advanced course in work psychology
Cycle	Master's degree
ECTS Credits	4.0
Academic year	2024 - 2025

### Study (s)

Degree	Center	Acad. year	Period
2235 - Master's degree Erasmus Mundus on Work, Organizational and Personnel Psycho	Faculty of Psychology and Speech Therapy	1	First term

### Subject-matter

Degree	Subject-matter	Character
2235 - Master's degree Erasmus Mundus on Work, Organizational and Personnel Psycho	2 - Psychology of work. Explanatory introduction	Obligatory

### Coordination

Name	Department
VILLAJOS GIRONA, ESTHER	306 - Social Psychology
ZORNOZA ABAD, ANA	306 - Social Psychology

## SUMMARY

The "Advanced Course in Work Psychology" is a four-month and compulsory course taught in the first semester of the first year of the Master on Work, Organizational, and Personnel Psychology. Its workload is 4 ECTS credits. An explanatory approach to the work psychology area is developed. **Explanatory** refers to the knowledge of theory and comprehensive empirical evidence aiming to explain human behaviour in its context.

This class aims to provide the student with theoretical knowledge and the ability to describe, evaluate, diagnose, explain and interpret the core phenomena and psychosocial processes related to work. The acquisition of such knowledge and basic skills will enable the student to develop, in the second year of the master, the skills needed to carry out interventions in the field of organizations and work.



This overarching objective is achieved through a series of more specific objectives:

- Familiarization with essential authors, bibliography, documentation etc. related to the field of Work Psychology.
- Get to know and manage sources of bibliographic information, the traditional sources as well as those through new technology.
- Management and analysis of the scientific bibliography.
- Development of the ability to synthesize information.
- Learn methods to evaluate the distinct phenomena and psychosocial processes related to Work Psychology
- Understand the relationship between concepts and variables

## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

Good English knowledge is necessary

### 2235 - Master's degree Erasmus Mundus on Work, Organizational and Personnel Psycho

- Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.
- Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.
- Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.
- Students should demonstrate self-directed learning skills for continued academic growth.
- Students should possess and understand foundational knowledge that enables original thinking and research in the field.
- Que los estudiantes sean capaces de entrevistar a clientes o directivos para analizar sus necesidades y problemas, identificando necesidades y problemas subyacentes y clarificándolos de tal forma que sean comprendidos y aceptados por los clientes o directivos.



- Que los estudiantes sean capaces de seleccionar y aplicar instrumentos, técnicas y métodos para la evaluación de individuos en el contexto de la psicología del trabajo, de las organizaciones y de los recursos humanos.
- Que els estudiants siguin capaços de seleccionar i aplicar instruments, tècniques i mètodes per a l'avaluació de grups en el context de la psicologia del treball, de les organitzacions i dels recursos humans.
- Que los estudiantes sean capaces de seleccionar y aplicar instrumentos, técnicas y métodos para la evaluación de organizaciones en el contexto de la psicología del trabajo, de las organizaciones y de los recursos humanos.
- Que los estudiantes sean capaces de seleccionar y aplicar instrumentos, técnicas y métodos para la evaluación situacional en el contexto de la psicología del trabajo, de las organizaciones y de los recursos humanos.

At the end of the subject, the student will be able to:

- Carry out task and work analysis
- Understand and evaluate work motivation
- Analyze teamwork in virtual contexts
- Understand and develop work performance measures

## **DESCRIPTION OF CONTENTS**

### **1. NEW WAYS OF WORK IN A GLOBAL, DIVERSITY & MULTICULTURAL CONTEXT. WORK IN VIRTUAL TEAMS**

- 1.Globalization, diversity, multi, inter-cultural contex. New forms of work and employment:
- 2.Distributed work, distributed organizations
- 3.Telework and mobile work
- 4.Virtual cooperation and virtual teams
- 5.Competencies for virtual work
- 6.Psychological theories of teamwork and their applicability to virtual teams
- 7.The role of collaboration technology in teamwork
8. Analysing work group processes and developing solutions for distributed cooperative work.



**2. WORK ANALYSIS: role and contributions in 21st century**

1. Psychological aspects of work in designing tasks, jobs, team structures, work tools, and human-machine systems
2. Work analysis description and categorization of different methods for work analysis
3. Theoretical perspectives, models and descriptive techniques
4. Methods for analyzing work at the level of tasks and jobs. Used for instruction and training, recruitment and selection, and the design of work and work systems.
5. Standardized methods, some of which are linked to occupational classification systems (like O\*Net), and methods that allow tailoring the analysis to the idiosyncratic nature of the work.
6. Introduction to new forms of work such as eWork and dWork.

**3. WORK MOTIVATION**

1. The role of motivation in explaining organizational behavior and performance.
2. Theories about work motivation, main assumptions, principles and propositions.
3. Design motivational strategies aimed at increasing job performance.

**4. WORK PERFORMANCE**

1. Work performance and productivity
2. Dimensions of work performance
3. Theoretical models on work performance
4. Measures of work performance
5. Counterproductive work behavior

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	40,00	100
Development of group work	15,00	0
Development of individual work	5,00	0
Study and independent work	5,00	0
Readings supplementary material	5,00	0
Preparation of evaluation activities	10,00	0
Preparing lectures	10,00	0
Preparation of practical classes and problem	5,00	0
Resolution of case studies	5,00	0
<b>TOTAL</b>	<b>100,00</b>	



## TEACHING METHODOLOGY

The development of the class is structured around four axes: the classroom, preparation for the class, the tutorials and the development of the final project.

**1. Classroom - oral presentations:** there will be two types of classes.

- sessions whose objectives is to put the topic in context and offer the student the opportunity to discuss all of the aspects related to a specific topic. Also, these classes indicate those resources that are most suitable for further preparation of the subject in depth.

- sessions in which the student will expose and analyze the work done on the topic in question. The idea is not to give a detailed summary of the readings, but to integrate the readings in a cohesive and coherent review. Whenever possible, the student should link the articles and look for the strong and weak points, suggesting future lines. The student will use PowerPoint (or other presentation software) to help highlight the main points.

**2. Study and preparation of assignments for class:** Given the philosophy underlying the approach and development of this master, the knowledge, abilities and skills to be acquired should be achieved through an interactive approach and a joint collaboration between teacher and student. Therefore, the student's participation and active dedication is considered, prior to class assistance, a basic requirement as a methodological perspective.

**3. The individual tutorials and small group discussions.** They are seen as activities whose main purpose is to resolve doubts, discuss progress, review research questions raised, offer documentation and keep each student on track with their assignments and learning.

## EVALUATION

The evaluation scale goes from 0 to 10, with 5 being the minimum grade to pass the subject. The final assessment will be made according to the workload that the students have had in the different parts of this subject. Given the nature of this subject, the competencies cannot be evaluated through examination. The specific instructions for each job and the evaluation criteria will be explained in the material provided by each teacher. Some of the elements and evaluation criteria considered are:

Attitudes and participation of students: absences, punctuality, quality and quantity of participation.

The quality of oral presentations of students: the logic of the argumentation used, use of theories, quality of critical thinking, leadership and guidance of the discussion with the class.

Preparation of assignments for the integration of knowledge or for the analysis of a relevant topic

Critical analysis of articles and other materials



Critical case analysis.

Quality in the use and design of instruments

In order to obtain the final grade of this subject, two aspects will be taken into account: on the one hand, punctuality in delivery (the first day of delay in delivery implies a reduction of 10% in the grade and each day of additional delay a 5% reduction and, on the other hand, the out-of-range delivery in question of size, which will be evaluated by the teacher and decrease by 10% of the grade.

## REFERENCES

### Basic

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- Mor Barak, M. E. (2014). *Managing diversity: Toward a globally inclusive workplace (Third Edition).* Thousand Oaks, CA: SAGE Publications.
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### **Additional**

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