VNIVERSITAT (Ó) DE VALÈNCIA

COURSE DATA

Data Subject	
Code	42731
Name	Introduction to work, organisational and personnel psychology
Cycle	Master's degree
ECTS Credits	6.0
Academic year	2023 - 2024

Study (s)			
Degree	Center	Acad. year	Period
2126 - Master's Degree in Human Resources Management	Faculty of Social Sciences	1	First term

Subject-matter		
Degree	Subject-matter	Character
2126 - Master's Degree in Human Resources Management	1 - Additional training	Obligatory

Coordination	
Name	Department
LORENTE PRIETO, LAURA	306 - Social Psychology

SUMMARY

In this subject, in addition to providing the necessary theoretical foundations to master the fundamentals of the course, it is intended that the student also receives the necessary training through exercises and practical assumptions that allow them to put into practice some of the tools and skills related to Work, Organizational and Personnel Psychology. The student is offered an approach to the most relevant concepts and applications of the discipline that can be considered essential for future professional practice.

The subject Introduction to **Work, Organizational and Personnel Psychology** is structured into four teaching units. A first teaching unit introduces basic concepts so that the student understands the objectives and strategies specific to work psychology, organizations, and human resources. Introductory contents to the discipline of Organizational Psychology, Work, and HR are developed, and the ENOP model for the differentiation of the three areas is addressed, tracing a historical journey on the evolution of the discipline. A second teaching unit related to Organizational Psychology is structured into three topics referring to the "Concept of Organization" and "Organizational Justice" and the one on "Power, Conflict, and Negotiation." teaching unit III addresses basic contents included in the area of Work

Psychology, such as "Work Socialization" and "Tasks, Positions, and Roles." In the final teaching unit IV, the function of human resources in organizations is presented through the study of different human resources models. The "selection" processes are specifically addressed within the area of Human Resources Psychology. Finally, a topic on "Intervention in Organizations" is presented, focusing on the phases of the intervention process in organizations.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

For the proper tracking of this subject contents, in general, students are expected to have the knowledge

COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

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- Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.

- 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 be able to self-organise, which means systematically planning and setting realistic time schedules for the different tasks in their personal agenda, prioritising their activities, attending to criteria of urgency and importance, using explicit tools and procedures to control the level of performance and optimising time.

- Students should be able to initiate, lead, promote and facilitate interactions, as well as to manage groups of people.

- Students should have the ability to communicate, influence and be effective in interpersonal relationships.

- Students should be prepared for lifelong learning and self-development. The individual develops the ability to incorporate new knowledge, skills and professional competences.

- Students should be able to lead people and teams to achieve the objectives of human resources management. In this sense, they should develop a certain level of relational sensitivity and empathy.

- Students should develop a certain tolerance for uncertainty.

- Students should know the concepts of the psychology of work, of organisations and of human resources to carry out human resources management tasks.

- Students should be able to delve into other more complex aspects of the psychology of work, of organisations and of human resources.

LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)

1. That the student knows the foundations and functions of the Psychology of Organizations, Labor and Human Resources.

2. That the student develops skills for the analysis of needs in organizations at the individual and work team level

3. That the student develops intervention activities in matters of organizations, work and human Resources

1.1. That the student acquires knowledge of the definitions and general characteristics of the professional activity in the field of work psychology, organizations and human resources.

1.2. That the student understands the relationship between the basic concepts of the Psychology of Organizations, Work and Human Resources, and the repercussions at the level of organizational health and of the quality of work life.

2.1. That the student knows the activities of the discipline in work Psychology, the Organizations and Human Resources.

2.2. That the student be able to identify organizational needs and problems in the areas of psychology of work, organizations and human resources.

3.1. That the student applies the fundamentals of the psychology of work, organizations and human resources to the formulation of intervention programs in organizations.

3.2. That the student knows and applies in the development of practical assumptions the concepts, skills and attitudes necessary for the management of work activity in organizations.

3.3. That the student knows and applies research techniques to the study of the areas of intervention from the psychology of organizations, work and human resources.

DESCRIPTION OF CONTENTS

1. Introduction to Work, Organizational and Personnel Psychology

- Conceptual approach.
- Theoretical perspectives and historical development of the Work and Organizational Psychology.

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2. Work Psychology

- Labor socialization and reception programs.
- Tasks, employments and roles.
- Concepts about well-being and health at work: motivation, job satisfaction, mental and emotional overload, and psychological capital

3. Organizational Psychology

- Concept of organization: The organizations of the XXI century.
- Healthy and resilient organizations.

4. Personnel Psychology.

- The evaluation-intervention process in psychosocial risks.
- Organizational intervention strategies. Practical cases.

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	38,00	100
Tutorials	12,00	100
Classroom practices	10,00	100
Attendance at events and external activities	12,00	0
Development of individual work	12,00	0
Study and independent work	25,00	0
Preparation of evaluation activities	25,00	0
Preparing lectures	4,00	0
Preparation of practical classes and problem	12,00	0
TOTAL	150,00	

TEACHING METHODOLOGY

In the teaching-learning process, different teaching methods will be used, seeking a balance between traditional and innovative methods. In this sense, lectures will be used in the case of theoretical classes, although these sessions will be developed with the participation of the students. Thus, readings of the bibliography will be proposed as background of the theoretical classes to stimulate participation and collective discussion before the theoretical presentations in the classroom. Prior to the presentation of each topic, students will participate with some suggestive questions related to the corresponding theoretical contents, so that the debate and reflection on said topic precedes its exposition. Previous readings will encourage these experiences of reflection and participation collective in the classroom. On the other hand, each topic is associated with the development of an activity, so the student must develop it

once the theoretical presentation of the topic is finished and it will be presented in class in the following theoretical session by students.

Work will be done on assumptions or case studies, real or fictitious, with the support of reference materials. It will include searches for documentation and information during the corresponding classroom session or before the same. The preparation of written reports and the oral presentation of work will be encouraged in order to contribute to the development of these skills together with the deepening of aspects of the subject.

Finally, the subject program provides for a period of tutorials, which students will be able to use individually or collectively.

EVALUATION

The evaluation system will be carried out continuously based on different criteria:

- Activities: the assessment of the activities of each topic (which must be delivered on the dates established by the teaching staff via virtual classroom), represents 50% of the final grade for the subject. The assessment includes the student's attendance, attitude and participation during classes and the quality of their oral presentations. Due to their nature, some of these activities are not recoverable on second call.

- Final exam: it will consist of a written test in which multiple choice questions or short development questions can be combined, together with the resolution of practical cases. The assessment of this test corresponds to 50% of the final grade for the subject.

Each of the two parts may be recovered in the 2nd call with the same minimum requirements, except for the grades corresponding to non-recoverable activities.

The honorable mention will follow the provisions of article 17 of the UV Evaluation and Qualification Regulations, having had to obtain at least a grade of 9. The procedure to follow in the event of a tie in the grade will be established by the teaching staff. , in the case of a written or oral test in which the contents of the subject will be assessed.

MINIMUM REQUIREMENTS

In order to add both grades (activities and exam), the student will have had to deliver at least the two mandatory reports before the date of the first call exam and have obtained a 5 out of 10 in the exam.

WARNING

The manifest copy or plagiarism of any task that is part of the evaluation will imply the impossibility of passing the subject, subsequently submitting to the appropriate disciplinary procedures. In the event of fraudulent practices, the procedure will be as determined by the Protocol of action in the event of fraudulent practices at the University of Valencia (ACGUV 123/2020):
https://www.uv.es/sgeneral/Protocols/C83sp.pdf

Keep in mind that, in accordance with article 13. d) of the University Student Statute (RD1791/2010, of December 30), it is the duty of a student to refrain from using or cooperating in fraudulent procedures in evaluation tests, in the works that are carried out or in official documents of the university.

During tutoring hours, the teaching staff may require individual or group interviews in order to verify the degree of participation and achievement of the objectives set for any task developed. Not accepting said verification will mean not passing the task or activity in question.

GRADING SYSTEM

The detection of plagiarism in one or more of the works to be developed by the student in the subject It will suppose the automatic suspension of the author or authors of the work.

The qualification of the subject, as well as its challenge will be subject to the provisions of the

Regulation d'Assessment and Qualification of the University of Valencia for Grau and Master degrees

(ACGUV1 0 8 / 2 0 1 7 of 3 0 of m a i g of 2 0 1 7) .

Http://www.uv.es/graus/normatives/2017_108_Reglament_avaluacio_qualificacio.pdf

REFERENCES

Basic

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Additional

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- Osca, A. (2004). Motivación y Satisfacción Laboral en A. Osca (Ed) Psicología de lasOrganizaciones. Sanz y Torres. Pp.263-291.

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- Lorente, L., Salanova, M., y Martínez, I. (2007). Estrategias de prevención del burnout desde los recursos humanos. Gestión Práctica de Riesgos Laborales, 41, 12-20.