

**COURSE DATA****Data Subject**

Code	44839
Name	Advanced course in work psychology
Cycle	Master's degree
ECTS Credits	4.0
Academic year	2022 - 2023

Study (s)

Degree	Center	Acad. year	Period
2235 - M.D. in Work, Organ. and Personnel Psychology-Erasmus Mundus	Faculty of Psychology and Speech Therapy	1	First term

Subject-matter

Degree	Subject-matter	Character
2235 - M.D. in Work, Organ. and Personnel Psychology-Erasmus Mundus	2 - Psychology of work. Explanatory introduction	Obligatory

Coordination

Name	Department
RODRIGUEZ MOLINA, ISABEL	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 work psychology area of training is developed. **Explanatory** refers to the knowledge of theory and up-to-date 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:

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

OUTCOMES

2235 - M.D. in Work, Organ. and Personnel Psychology-Erasmus Mundus

- 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.

LEARNING OUTCOMES

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. Objectives:
 - A. Insight in
 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 team work and the applicability to virtual teams



7. The role of collaboration technology in teamwork

B. Skills

Analysing work group processes and developing solutions for distributed cooperative work.

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

Work analysis (WA) is crucial for understanding the psychological aspects of work and for successful interventions in human resources management and in the design of tasks, jobs, team structures, work tools and human-machine systems. This course starts with a general description of work analysis and a categorization of the numerous methods that are used by psychologists, ergonomists and engineers. It articulates the different theoretical perspectives from which methods are derived and the application purposes for which they can be used. After presenting some basic notions and models from work psychology, and discussing ways in which work-related information can be gathered, it introduces a number of often-used descriptive techniques. Next, it describes a number of methods for analyzing work at the level of tasks and jobs that can be used for instruction and training, recruitment and selection, and the design of work and work systems. This includes both 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. Next to existing work, attention is given to new forms of work such as eWork and dWork.

3. WORK MOTIVATION

OBJECTIVES:

1. Students will be able to understand the role of motivation in explaining organizational behavior and performance.
2. Students will be able to identify the most important theories of work motivation.
3. Students will learn their assumptions, principles and propositions.
4. Students will be able to use these motivation theories to 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

5. HUMANIZATION AND WORK ETHICS: VOLUNTARY WORK AND DECENT WORK.



1. Work ethic
2. Work humanization
3. Decent work
4. Voluntary work

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	40,00	100
Attendance at events and external activities	5,00	0
Development of group work	10,00	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	4,00	0
Resolution of online questionnaires	1,00	0
TOTAL	100,00	

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 to help highlight the main points.

2. Study and preparation of assignments for class: the student's preparation for class is fundamentally learning discipline. 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 can not 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

- Chmiel, N. (2008). An introduction to Work & Organizational Psychology. A European perspective. Blackwell Publishing
- Elliot, A. J., & Dweck, C. S. (Eds.). (2013). Handbook of competence and motivation. Guilford Publications.
- Ghai, D. (Ed.) (2006). Decent work: Objectives and Strategies. Geneva: International Institute for Labour Studies (IILS)/ International Labour Office.
- Kanfer, R., Chen, G., & Pritchard, R.D. (2008). Work Motivation. Past, present and future. Taylor & Francis Group, New York.



- Truxillo, D., Bauer, T., & Erdogan, B. (2016). Psychology & Work: Perspectives on Industrial & Organizational Psychology. NY: Routledge.
- Ashkanasy, N. & Ashton-James, Ch. 2005. Emotion in organizations: A neglected topic in I/O Psychology, but with a bright future. International Review of Industrial and Organizational Psychology. 20.
- Jex, S. M., & Britt, T. W. (2014). Organizational psychology: A scientist-practitioner approach. John Wiley & Sons.
- Kraiger, K., Passmore, J., dos Santos, N. R., & Malvezzi, S. (Eds) (2015), The Wiley-Blackwell Handbook of the Psychology of Training, Development, and Performance Improvement. UK, Chichester, West Sussex: Wiley Blackwell.
- Mor Barak, M. E. (2014). Managing diversity: Toward a globally inclusive workplace (Third Edition). Thousand Oaks, CA: SAGE Publications.

Additional

- Armstrong, M., & Taylor, S. (2014). Armstrong's handbook of human resource management practice. Kogan Page Publishers
- Referencia c3: Dipboye, R. L., & Colella, A. (Eds.). (2013). Discrimination at work: The psychological and organizational bases. Psychology Press.
- Gilson, L. L., Maynard, M. T., Young, N. C. J., Vartiainen, M., & Hakonen, M. (2015). Virtual Teams Research 10 Years, 10 Themes, and 10 Opportunities. Journal of Management, 41(5), 1313-1337.
- Hogg, M. A., & Terry, D. J. (Eds.). (2014). Social identity processes in organizational contexts. Psychology Press.
- Judge, T. A., & Kammeyer-Mueller, J. D. (2012). Job attitudes. Annual review of psychology, 63, 341-367.
- Wilson, M. A., Bennett Jr, W., Gibson, S. G., & Alliger, G. M. (Eds.). (2013). The handbook of work analysis: Methods, systems, applications and science of work measurement in organizations. Routledge Academic