



UNIVERSITY OF NEW YORK IN PRAGUE

Course: PSY216 Personnel and Work Psychology (6 ECTS /3 US credits)

Semester: Fall 2023

Prerequisites: C- or better in General Psychology

Instructor:

Contact:

Class meets:

Office hours:

1. Catalogue Description

An introduction into the field of personnel and work (organizational) psychology. This course gives an overview of key organizational and personnel psychology topics, theories, as well as new developments. An emphasis is placed on practical implications relevant for psychology students and on using the concepts in practice.

2. Course Purpose

This course is intended as an introduction to basic concepts of personnel and work psychology, including the relevant theories, administration of assessment and development practices, and psychological aspects of work. The lectures will cover the theoretical frameworks as well as offer practical examples and discussion tasks for students.

3. Required Readings

All of the books listed are available at Perlego. The chapters in each book that will be covered in lectures are listed as part of the Course Schedule.

Arnold, J., Coyne, I., Randall, R. & Patterson, F. (2020). *Work Psychology: Understanding Human Behaviour in the Workplace* (7th ed.). Pearson.

Beevers, K., Rea, A., & Hayden, D. (2019). *Learning and development practice in the workplace* (4th ed.). Kogan Page Publishers.

Truxillo, D. M., Bauer, T. N., & Erdogan, B. (2021). *Psychology and Work: An Introduction to Industrial and Organizational Psychology* (2nd ed.). Taylor & Francis.

It is up to you to access this book before the class. We will be using it from the first day of class onwards.

4. Additional Readings

The instructor will provide case studies, and students are encouraged to keep abreast of actual management issues and developments through their own research and readings.

Suggested reading for project groups (all the books are available on Perlego):

1. Theories of generational differences (leadership, values, goals, motivation): is there evidence for differences?
 - Grubb, V. M. (2016). *Clash of the generations: Managing the new workplace reality*. John Wiley & Sons.
 - Scholz, C., & Rennig, A. (2019). *Generations Z in Europe: Inputs, insights and implications*. Emerald Group Publishing.
2. Business in the digital age (digital skills, digital leadership, digital communication and management) and how can knowledge of psychology help shape this approach
 - Derks, D., & Bakker, A. (2013). *The psychology of digital media at work*. Psychology Press.
 - Chmiel, N., Fraccaroli, F., & Sverke, M. (2017). *An introduction to work and organizational psychology: An international perspective* (3rd ed.). John Wiley & Sons. (Chapters 7 & 8, 20)
3. How has COVID-19 impacted the global working conditions: psychological changes, resilience, and impact on the current and future generations of employees
 - Cooper, C. L. (2020). *Psychological insights for understanding COVID-19 and work*. Routledge.
 - Collins, C., Landivar, L. C., Ruppner, L., & Scarborough, W. J. (2021). COVID-19 and the gender gap in work hours. *Gender, Work & Organization*, 28, 101-112.
 - Hupkau, C., & Petrongolo, B. (2020). Work, care and gender during the Covid-19 crisis. *Fiscal studies*, 41(3), 623-651.
 - Bick, A., Blandin, A., & Mertens, K. (2020). Work from home after the COVID-19 Outbreak.
 - Brynjolfsson, E., Horton, J. J., Ozimek, A., Rock, D., Sharma, G., & TuYe, H. Y. (2020). *COVID-19 and remote work: an early look at US data* (No. w27344). National Bureau of Economic Research.
 - Tan, W., Hao, F., McIntyre, R. S., Jiang, L., Jiang, X., Zhang, L., ... & Tam, W. (2020). Is returning to work during the COVID-19 pandemic stressful? A study on immediate mental health status and psychoneuroimmunity prevention measures of Chinese workforce. *Brain, behavior, and immunity*, 87, 84-92.
 - Rigotti, T., De Cuyper, N., & Sekiguchi, T. (2020). The corona crisis: What can we learn from earlier studies in applied psychology?. *Applied psychology= Psychologie appliquee*.
4. Psychological aspects of work-from-home: the benefits and shortcomings
 - Norgate, S. H., & Cooper, C. L. (2020). *Flexible work: Designing our healthier future lives*. Routledge.

- Dubey, A. D., & Tripathi, S. (2020). Analysing the sentiments towards work-from-home experience during covid-19 pandemic. *Journal of Innovation Management*, 8(1), 13-19.
 - Shao, Y., Fang, Y., Wang, M., Chang, C. H. D., & Wang, L. (2021). Making daily decisions to work from home or to work in the office: The impacts of daily work- and COVID-related stressors on next-day work location. *Journal of Applied Psychology*, 106(6), 825.
 - Min, H., Peng, Y., Shoss, M., & Yang, B. (2021). Using machine learning to investigate the public's emotional responses to work from home during the COVID-19 pandemic. *Journal of Applied Psychology*, 106(2), 214.
 - Baker, E., Avery, G. C., & Crawford, J. D. (2007). Satisfaction and perceived productivity when professionals work from home. *Research & Practice in Human Resource Management*.
5. Employee experience: mapping the journey, finding contact points, and applying principles of psychology to create a positive employee experience
- Bridger, E., & Gannaway, B. (2021). *Employee experience by design: How to create an effective EX for competitive advantage*. Kogan Page.
 - Maylett, T., & Wride, M. (2017). *The employee experience: How to attract talent, retain top performers, and drive results*. John Wiley & Sons.
 - Morgan, J. (2017). *The employee experience advantage: How to win the war for talent by giving employees the workspaces they want, the tools they need, and a culture they can celebrate*. John Wiley & Sons.
 - Whitter, B. (2019). *Employee experience: Develop a happy, productive and supported workforce for exceptional individual and business performance*. Kogan Page Publishers.

5. Learning Outcomes

Knowledge gained

Upon completion of this course, the students should be able to:

- describe the important steps in the employee work cycle: from hiring to retirement
- describe major contemporary views of the nature of employee selection, management, development and the role of work in society;
- describe the role of a psychologist in an organization, functions of planning, organizing, influencing, and controlling, and to be able to formulate ideas and suggestions for managerial action;
- recognize the important implications of workplace digitalization on productivity and employee workplace satisfaction.

Skills gained

Upon completion of this course, the students should be able to:

- recognize and discuss some of the major issues involved in employee selection, development, and management;
- name different approaches in employee selection
- understand how to identify employee development needs
- discuss and evaluate current leadership and motivational concepts;
- identify the significant problems faced by managers in working with people.

6. Course Schedule

- Week 1: Course overview, what is Personnel and Work Psychology, the importance of a psychologist within an organization
- Arnold, Coyne, Randall, & Patterson (2020): Chapter 1: The discipline of work psychology: An initial orientation
- Week 2: Individual differences within the organization: how are personality, intelligence, and communication style reflected in the approach to work
- Arnold, Coyne, Randall, & Patterson (2020): Chapter 2: Individual differences
- Week 3: Selection process: modern approaches to advertising work, employee assessment and selection procedures (Questionnaires, Inventories, Interview, game-based assessment, roleplays and case studies)
- Truxillo, D. M., Bauer, T. N., & Erdogan, B. (2021). Chapter 6: Personnel Selection: Tests and Other Selection Procedures
- Week 4: Organisational culture: measurement, key elements, and change
- Arnold, Coyne, Randall, & Patterson (2020): Chapter 12: Understanding organizational change and culture
- Week 5: The relationship between competencies, behaviors, and productivity at work; presenteeism, absenteeism and being busy
- Arnold, Coyne, Randall, & Patterson (2020): Chapter 4: Assessing performance at work
- Week 6: Work-life balance, stress management, and burnout (guest lecturer)
- Arnold, Coyne, Randall, & Patterson (2020): Chapter 8: Work-related stress and well-being
- Week 7: Mid Term Exam (written); Mid Term group project update (written)
- Week 8: Review of Mid-Term.
Leadership and management theories, competencies and why leaders/managers fail. Cross-cultural differences in leadership
- Arnold, Coyne, Randall, & Patterson (2020): Chapter 10: Leadership
- Week 9: Motivation and rewards: what makes the employee work harder. Theories and applications
- Arnold, Coyne, Randall, & Patterson (2020): Chapter 6: Work motivation
- Week 10: Employee development: how to find top performers, how to evaluate which competencies should be developed (DC); creating individual development plans – guest lecturer
- Beevers, Rea, & Hayden (2019): Chapter 03: Identifying learning and development needs
- Week 11: Employee development: learning, trainings, coaching, and workshops – guest lecturer

- Arnold, Coyne, Randall, & Patterson (2020): Chapter 7: Training and development

Week 12: Team development and team building. How groups form and fall apart – guest lecturer; Group project upload deadline

- Arnold, Coyne, Randall, & Patterson (2020): Chapter 9: Groups, teams, and teamwork

Week 13: Student project presentations: Theories of generational differences (leadership, values, goals); Business in the digital age (digital skills, digital leadership, digital communication and management); Employee experience: mapping the journey, finding contact points, and applying principles of psychology to create a positive employee experience

- To prepare your group project, you can use the sources listed in “Recommended reading” section

Week 14: Student project presentations: How has COVID-19 impacted the global working conditions; Psychological aspects of work-from-home: the benefits and shortcomings

- To prepare your group project, you can use the sources listed in “Recommended reading” section

Week 15: Final Exam

7. Course Requirements and Grading

This course will be graded on the basis of:

Overall Participation/Engagement	10%
Group final project	25%
Group Presentation	15%
Midterm Exam	20%
<u>Final Exam</u>	<u>30%</u>
 Total	 100%

Overall Participation/Engagement (10%)

Students are expected to actively participate in discussions, answer questions and show active engagement, as well as be prepared to discuss the required reading which should be read before the class. In case of missing a class, the points can be regained by writing a brief 1-page homework on a topic related to the lecture content. This option needs to be agreed with the lecturer before the lecture starts.

Group project final paper (25%)

Topics:

1. Theories of generational differences (leadership, values, goals, motivation): is there evidence for differences?
2. Business in the digital age (digital skills, digital leadership, digital communication and management) and how can knowledge of psychology help shape this approach
3. How has COVID-19 impacted the global working conditions: psychological changes, resilience, and impact on the current and future generations of employees
4. Psychological aspects of work-from-home: the benefits and shortcomings
5. Employee experience: mapping the journey, finding contact points, and applying principles of psychology to create a positive employee experience

Students are required to form groups at the beginning of the semester and agree on the topic choice. During the semester, they are expected to work on creating a written project report containing literature overview, case studies and business examples related to the topic, and a summary of findings which would be relevant to psychologists and other professionals. For week 7, they are expected to write a brief outline of their project timeline and progress, be ready to answer questions and ask for any help necessary for their project to be successfully completed.

The report length will depend on the amount of information found but should be between 6 and 10 pages of text (excluding literature list and title page). All material must be appropriately cited using the APA 7 Style. The report should be uploaded to the course e-learning page by week 12.

The grade will be based on the number and quality of resources used (aim to use peer-reviewed journals, books, and quality business journals such as Harvard Business Review), a minimum of 1–3 case studies or business examples showing the impact of the phenomenon on business, understanding and relating psychological theories and concepts which we will cover in the lectures to the topic. The project should present a cohesive “story” which is simple to follow and understandable.

Group project presentation (15%)

Weeks 13 and 14 will be dedicated to student presentations of the completed projects. The presentation should be around 10–15 minutes and will be followed by a QnA session. All students will need to take part in presenting (the options will be further discussed in the introductory class). The presentations will need to be uploaded to the e-learning page after the class. Grading will be based on the quality of presenting (audience being engaged, not reading text directly from slides), presentation including the relevant aspects of the topic, pro and con points (avoid one-sided bias), and using the appropriate citation/referencing.

At the end of the project presentation, include the names of the group members and their contribution to the project.

Midterm Exam (20%)

The midterm exam will cover the content of lecture weeks 1–6. Students are expected to be able to answer questions related to theories covered in the required reading, to recognize the important terminology and be able to explain concepts discussed in lectures. The exam will include true/false questions, require students to fill in brief answers or write longer answers. Before the exam, the students will be provided with review sheets which will cover the relevant concepts and topics.

Final Exam (30%)

The midterm exam will cover the content of lecture weeks 8–12. Students are expected to be able to answer questions related to theories covered in the required reading, to recognize the important terminology and be able to explain concepts discussed in lectures. The exam will include true/false questions, require students to fill in brief answers or write longer answers. Before the exam, the students will be provided with review sheets which will cover the relevant concepts and topics.

**Note: Written work must contain citations in APA 7 format. Guidelines and resources for proper referencing will be given to you and links will be put on e-learning. Papers submitted without any citations/references will be considered plagiarism and receive an automatic F.*

Grading Scale

Letter Grade	Percent (%)	Generally Accepted Meaning	Notes
A	95-100	Outstanding work	X
A-	90-94		X
B+	87-89	Good work, distinctly above the average	X
B	83-86		X
B-	80-82		X
C+	77-79	Acceptable Work	X
C	73-76		X
C-	70-72		X
D+	67-69	Work that is significantly below average	Credits for the course will not transfer to ESC
D	63-66		Credits for the course will not transfer to ESC
D-	60-62		Credits for the course will not transfer to ESC
F	0-59	Work that does not meet the minimum standards for passing the course	No credits awarded

8. Key UNYP Policies

Attendance

It is your responsibility to show up to class on time. If you are late you will be marked as absent for that hour. **If you miss more than 12 (twelve) hours of class for any reason, you will automatically fail the entire course. Pay strict attention to this. This class policy is standard UNYP policy.**

Academic Honesty

- The university's rules on academic dishonesty (e.g., cheating, plagiarism, submitting false information) will be strictly enforced. Please familiarize yourself with the *student honor code* or ask your instructor for clarification.

- For examinations: copying from your neighbor, communicating with another student, using a phone or anything similar will result in you failing the test or quiz.
- On written papers, properly note your sources with academic citations. Cutting and pasting from the Internet without accurately citing the source will be considered plagiarism. Students will be required to submit papers electronically, which could mean an automated check for plagiarism via the Turnitin resource. Students may also be required to defend the content of a paper orally to an instructor as a check on authorship.
- If you have questions about any of the above, please consult with the instructor.

9. General Requirements

- Students are expected to attend each class session and participate in a positive way.
- Students are expected to come to class fully prepared to discuss homework readings, projects or cases.
- Students are expected to turn in assignments at the agreed time on the day they are due. Any late submission will result in a reduction in points.
- Students are expected to leave their mobile phones, beepers, pagers, and so forth switched off.
- Students may not use laptops or netbooks for any reason other than taking notes. ***Do not*** surf the Web during class time.
- In the event of illness or emergency, contact your instructor ***in advance*** to determine whether special arrangements are possible.

10. European Credit Transfer and Accumulation System (ECTS)

Students who complete the course will receive 6 ECTS credits, which are the equivalent of 3 American credits. (In other words, 2 ECTS credits equal 1 American credit hour.)

Further, 1 ECTS credit corresponds to 25-30 hours of work. Thus, a 6-credit ECTS course (equivalent to a 3-credit American course) will total 150-180 projected work hours. For this course, students are expected to spend time in the following course-related activities:

Class lectures and exams	45 hours
Reading class-related material	50 hours
Exam preparations	25 hours
<u>Final paper & project preparation (including teamwork)</u>	<u>45 hours</u>
 TOTAL	 165 hours

11. Technology Expectations

Assignments, excluding those that are carried out exclusively in class, must be completed on a computer. Students are assumed to be familiar with the use of the Internet and in particular with the gathering of data from the Worldwide Web. This will be a necessary tool for carrying out some of the course assignments (i.e., group project or class presentations).