

The Psychology of Work
The Swedish Program
Stockholm School of Economics
Fall, 2019

Time: Thursdays, 12:30 - 15:30

Instructor: Aleksandra Bujacz

Email: aleksandra.bujacz@swedishprogram.org

Office hours: appointment

Course description

During this course we will talk about selected topics in social psychology with a main focus (and application to) work and organizational psychology. In our discussions throughout the course we will be moving from a person-oriented to an organization-oriented perspective.

The course consists of two modules:

- I. *A person and a situation:* work environment, stress, burnout, motivation and goals of an individual, and how are these influenced by work environment.
- II. *A team and an organization:* leadership, teamwork, climate, culture, organizational processes, and how to initiate a change.

The goal of this course is to give you a possibility to reflect on questions about human behavior at work and in the organizational context. You will get familiar with current research findings on selected topics, and based on this knowledge you will be asked to form your own opinions and recommendations for solving real-life problems. We will work with case studies and practical examples that will give you an opportunity to find an immediate application of your knowledge.

Learning outcomes

During this course you will learn how to:

- characterize a work environment in terms of risk factors and protective factors for workers' well-being;
- understand basic mechanisms of work related motivation;
- define and apply key concepts of organizational science (teamwork, leadership, culture, climate, intervention) to describe organizational processes;
- outline a change process taking into consideration the multilevel complexity of an organization;
- present an evidence-based argument in a clear and concise way.

Course requirements and examinations

The final grade for the course is based on the following:

Active participation	20%
Midterm paper and presentation	30%
Final paper and presentation	50%

Grading

You will be required to present your work in front of the class for both midterm and final exams. Papers will be peer-reviewed. You will review at least two papers written by your classmates. You will be able to respond to the comments raised by your reviewers in your presentation. Your paper and presentation will be graded with one grade according to the following criteria:

A = excellent work reflecting a mastery of assigned task (90-100% achievement of learning outcomes)

B = very good work but still lacking something (80-90% achievement of learning outcomes)

C = average work reflecting the minimal effort/competence/knowledge (70-80% achievement of learning outcomes)

D = below average work showing little effort/competence/knowledge (65-70% achievement of learning outcomes)

F = poor and unacceptable level of effort/competence/knowledge (less than 65% achievement of learning outcomes)

Attendance

This course assumes an interactive approach which requires engaged participation from all students. Your presence is essential to the liveliness of this course. Regular attendance is mandatory. An unexcused absence will negatively affect your final grade. However, your grade will not be affected if you miss a class due to illness or in the case of a (documented) emergency situation. If you have a personal or family event that conflicts with a class, and cannot be re-scheduled, you may ask your instructor for an excused absence. Such a request should be made at least one week prior to the class in question.

Active participation

The course requires not only attendance, but also an active and constructive participation in discussions. To facilitate active participation, you will be given a small homework prior to each class. Homework assignments will be related to course literature, and their aim is to help you prepare for class and facilitate our discussions during class. Homework is obligatory (even when a student will not be present during class!). Every time you will come to class unprepared, your active participation grade will be decreased by one point (e.g., A will become A-).

Midterm paper and presentation

This assignment requires conducting a short interview with a working adult of your choice regarding their work environment. You will combine the information you gained from the interview into a paper and a presentation.

Final paper and presentation

This assignment requires reading and critically reviewing a popular psychology book chapter or an article (from the list provided by the instructor or of your own choice). Each student should review different text. You will focus on reviewing an intervention or a "prescription" suggested by your chosen text. You will discuss possible short and long term consequences of such intervention taking into consideration multilevel structure of organizations and dynamic organizational processes. You will present the review as a paper and as a presentation.

Classroom rules

We are all expected to behave respectfully in the classroom. This includes, but is not limited to, coming to class on time, giving speakers your undivided attention, addressing your classmates and the instructor with respect, and refraining from academic dishonesty (e.g., plagiarism, taking credit for the work of others, etc.). At the first session you will be given a chance to propose other rules and recommendations that will facilitate your work during the course.

Required readings

We will analyze recent publications that review topics of our interest and present important studies. The selected research articles and other scientific resources will be available online during the course (no hard copies will be distributed). The articles are listed in the syllabus, but they might be subject to change.

Course schedule

Students are expected to read course materials before each session and prepare for active involvement. You are welcomed to look for, and present during class, any additional information that will help you discuss the topic. Total time for each session is expected to be 3 hours including breaks. The course consists of three types of in-class activities:

1. **Thematic seminars** which cover specific topics (8 sessions). Reading course materials and preparation for discussion is required before the seminars. Each seminar is structured as follows:
 - a. Reflection on homework assignments and discussion based on the course materials;
 - b. Experimental assignment (solve a problem, play a role etc.) or practical assignment (case study, real world example etc.);
 - c. Summary and feedback.
2. **Students' presentations** (2 sessions). Students' work will be presented, discussed and graded twice during the course.
3. **Integration seminars/study visits** (2 sessions). During these sessions you will work on integrating the knowledge you've acquired in the first and second part of the course.

<i>Syllabus</i>	<i>Topics and Readings</i>
Session 1 29/08 Aula	Seminar: Setting the stage Individual. Psychosocial context. + discussing the rules of participation in the course Eurofound and EU-OSHA. (2014). <i>Psychosocial risks in Europe: Prevalence and strategies for prevention (Chapter 1)</i> . Luxembourg. doi:10.2806/70971
Session 2 5/09 tba	Seminar: Stress at work Stressor. Strain. Well-being. Recovery. Kecklund, G. , Beckers, D. G., Leineweber, C. and Tucker, P. (2017). How Does Work Fit with My Life? The Relation Between Flexible Work Arrangements, Work–Life Balance and Recovery from Work. In <i>An Introduction to Work and Organizational Psychology</i> (eds N. Chmiel, F. Fraccaroli and M. Sverke). doi:10.1002/9781119168058.ch23 Schneiderman, N., Ironson, G., & Siegel, S. D. (2005). Stress and Health: Psychological, Behavioral, and Biological Determinants. <i>Annual Review of Clinical Psychology</i> , 1(1), 607–628. http://doi.org/10.1146/annurev.clinpsy.1.102803.144141
Session 3 12/09 tba	Seminar: Work environment Engagement. Burnout. Demands. Resources. de Jonge, J. and Dormann, C. (2017). Why Is My Job So Stressful? Characteristics, Processes and Models of Stress at Work. In <i>An Introduction to Work and Organizational Psychology</i> (eds N. Chmiel, F. Fraccaroli and M. Sverke). doi:10.1002/9781119168058.ch5

Session 4	Seminar: Needs and motives
19/09	Basic needs. Work motivation.
133	Van den Broeck, A. , Carpini, J. , Leroy, H. and Diefendorff, J. M. (2017). How Much Effort Will I Put into My Work? It Depends on Your Type of Motivation. In An Introduction to Work and Organizational Psychology (eds N. Chmiel, F. Fraccaroli and M. Sverke). doi:10.1002/9781119168058.ch19
Session 5	Integration seminar and midterm presentation workshop
26/09	Career planning. Sustainable career.
133	<i>midterm paper draft deadline: 26/09</i>
Session 6	Midterm presentations
3/10	<i>peer review deadline</i>
342	<i>midterm paper submission deadline: 10/10</i>
Session 7	Seminar: Teams
10/10	Groups. Information sharing. Decision making.
350	Lantz Friedrich, A. and Ulber, D. (2017). Why Are We in a Team? Effects of Teamwork and How to Enhance Team Effectiveness. In An Introduction to Work and Organizational Psychology (eds N. Chmiel, F. Fraccaroli and M. Sverke). doi:10.1002/9781119168058.ch12 Mesmer-Magnus, J. R., & DeChurch, L. (2009). Information sharing and team performance: a meta-analysis. <i>The Journal of Applied Psychology</i> , 94(2), 535–46. http://doi.org/10.1037/a0013773
Session 8	Seminar: Leaders
17/10	Leadership. Status. Influence.
350	Kelloway, E. K. and Gilbert, S. (2017). Does It Matter Who Leads Us?: The Study of Organizational Leadership. In An Introduction to Work and Organizational Psychology (eds N. Chmiel, F. Fraccaroli and M. Sverke). doi:10.1002/9781119168058.ch11
Session 9	Seminar: Organization
24/10	Climate. Culture. Structure.
342	Chmiel, N. and Grote, G. (2017). Why Do I Put Myself and Others in Danger or Help Increase Safety? Person- and Situation-Related Causes of Safety Behaviours. In An Introduction to Work and Organizational Psychology (eds N. Chmiel, F. Fraccaroli and M. Sverke). doi:10.1002/9781119168058.ch21
Week 44	<i>NO CLASS</i>
Week 45	<i>NO CLASS</i>
Session 10	Interventions
14/11	Interventions. Targeting. Implementation. .
tba	Day, A. and Nielsen, K. (2017). What Does Our Organization Do to Help Our Well-Being? Creating Healthy Workplaces and Workers. In An Introduction to Work and Organizational Psychology (eds N. Chmiel, F. Fraccaroli and M. Sverke). doi:10.1002/9781119168058.ch16
Session 11	Seminar: Integration seminar and final presentation workshop
21/11	Change in organizations.
tba	<i>final paper draft deadline: 21/11</i>

Session 12	Final presentations
28/11	<i>peer review deadline</i>
542	<i>final paper submission deadline: 5/12</i>
