

The Psychology of Work
The Swedish Program
Stockholm School of Economics
Fall, 2020

Time: Tuesdays and Thursdays 8.00-9.30 (see syllabus for exceptions)

Instructor: Helena Schiller

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Office hours: appointment

Course description

During this course we will talk about selected topics in health and 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 the 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 reflect on questions about human behavior at work and in the organizational context. You will get familiar with current research findings 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	40%
First paper and presentation	30%
Second paper and presentation	30%

Grading

You will be required to present your work in front of the class for both the first and second exam. 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 mastery of assigned task

B = very good work but still lacking effort/competence/knowledge
C = average work reflecting the acceptable effort/competence/knowledge
D = below average work reflecting the minimal effort/competence/knowledge
F = poor and unacceptable level of effort/competence/knowledge

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 rescheduled, 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 and group assignments (e.g. quizzes, solving case studies, preparing for midterm and final group presentations). To facilitate active participation, you will be given a small homework prior to each class. Homework assignments will be related to the 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!).

First assignment

This assignment requires conducting a short interview with a working adult of your choice regarding their work environment. In the first paper you will analyze the information you gained from the interview. You will focus on identifying risk and protective factors in your interviewee's work environment.

Second assignment

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.

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.).

It has become increasingly clear that many students use their computer in class in improper ways, i.e., e-mailing or browsing the internet. Such behavior undermines student learning and can be a distraction for other students. Therefore, student usage of computers in the classroom is limited to note taking and solving group assignments.

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. 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. Practical assignments (case study, real world example etc.);
 - c. Summary and feedback.
2. **Students' presentations.** Students' work will be presented and discussed twice during the course.
3. **Integration seminars/study visits.** During these sessions you will work on integrating the knowledge you've acquired in the first and second parts of the course.

<i>Syllabus</i>	<i>Topics and Readings</i>
Session 1 Tuesday 25/08 8.00-9.30	Seminar: Setting the stage Individual. Psychosocial context. + discussing the rules of participation in the course Eurofound and EU-OSHA. (2014). Psychosocial risks in Europe: Prevalence and strategies for prevention (Chapter 1). Luxembourg. doi:10.2806/70971
Session 2 Tuesday 01/09 8.00-9.30 Thursday 3/09 8.00-9.30	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 An Introduction to Work and Organizational Psychology (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. Annual Review of Clinical Psychology, 1(1), 607–628. http://doi.org/10.1146/annurev.clinpsy.1.102803.144141
Session 3 Tuesday 08/09 8.00-9.30	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

Thursday 10/09 8.00-9.30	Work. In An Introduction to Work and Organizational Psychology (eds N. Chmiel, F. Fraccaroli and M. Sverke). doi:10.1002/9781119168058.ch5
Session 4 Tuesday 15/09 8.00-9.30	Seminar: Needs and motives Basic needs. Work motivation. 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
Thursday 17/09 8.00-9.30	
Session 5 Tuesday 22/09 8.00-9.30	Integration seminar and midterm presentation workshop Career planning. Sustainable career. <i>first assignment draft deadline: 22/09</i>
Thursday 24/09 8.00-9.30	
Session 6 Tuesday 29/09 8.00-9.30	Midterm presentations <i>peer review deadline: 29/09</i> <i>first assignment submission deadline: 06/10</i>
Thursday 01/10 8.00-9.30	
Session 7 Tuesday 06/10 8.00-9.30	Seminar: Interventions Interventions. Targeting. Implementation. 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
Thursday 8/10 8.00-9.30	
Session 8 Tuesday 13/10 8.00-9.30	Seminar: Teams Groups. Information sharing. Decision making. 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
Thursday 15/10 8.00-9.30	Mesmer-Magnus, J. R., & DeChurch, L. (2009). Information sharing and team performance: A meta-analysis. The Journal of Applied Psychology, 94(2), 535–46. http://doi.org/10.1037/a0013773
Session 9 Tuesday 20/10 8.00-9.30	Seminar: Leaders Leadership. Status. Influence. 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
Thursday 22/10 8.00-9.30	
Weeks 44-45	<i>NO CLASS</i>
Session 10	Seminar: Organization

Monday 9/11 8.00-9.30	Climate. Culture. Structure. 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
Thursday 12/11 8.00-9.30	Schneider, B., Ehrhart, M. G., & Macey, W. H. (2013). Organizational Climate and Culture. Annual Review of Psychology, 64(1), 361–388. http://doi.org/10.1146/annurev-psych-113011-143809
Session 11	Integration seminar and final presentation workshop
Monday 16/11 8.00-9.30	Change in organizations. <i>second paper draft deadline: 16/11</i>
Thursday 19/11 8.00-9.30	
Session 12	Final presentations
Tuesday 24/11 8.00-9.30	<i>peer review deadline: 24/11</i> <i>second paper submission deadline: 4/12</i>
Tuesday 01/12 8.00-9.30	