



CH3612
Corporate
Psychology



UNIVERSIDAD
NEBRIJA

Centro de Estudios Hispánicos

Corporate Psychology

Hours: 45

Credits: 6 ECTS

Prerequisites: none

Instructor name: Cayetana Martinez Tapia, Clinic Psychologist

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Office hours: by appointment

1. Course Description

This course is covered in the framework of Psychology applied to Human Resources and has been programmed to study psychology from the perspective of the behavior of individuals in the workplace.

The course will cover the set of areas that affect the study of people's behavior in the workplace, corporate culture within organizations and the scientific study of the relationship between individuals and their working environment.

The aim of this course is to understand the dynamics and functioning of individuals and organizations from a psychosocial perspective; learn the terminology, methods and techniques commonly used in this discipline; and the basic psychosocial processes that take place in organizations.

2. Learning Objectives

Students who successfully complete this course will be able to:

- Describe the structural aspects of organizations and their consequences on the performance and satisfaction of employees.
- Identify motivational theories that explain why individuals remain in organizations (satisfaction, involvement, welfare, etc.).
- Explain the main techniques and tools to analyze and describe the different positions within an organization.
- Explain the psychological consequences of unemployment and the personal variables involved
- Collect and interpret relevant data and information to make judgments of a social, scientific or ethical nature.
- Analyze the factors involved in the assessment of employee performance (performance models, evaluation strategies, etc.) and their influence on the results (satisfaction, involvement, etc.).
- Describe the personal and organizational aspects involved in the strategic management of human resources.

3. Formative Activities

Academic activities will be developed during the course by means of different didactic strategies:

- activities
- practices
- projects
- others of similar objectives or nature:
 - practical cases
 - critical readings of articles,
 - individual and collective works, etc.

These activities will represent a 30% of the final grade.

4. Methodology

The majority of the course syllabus follows the main methodological guidelines of the Communicative Approach, based on the core principles of procedure conception and constructive acquisition of knowledge. The methodology is based on the teaching-learning procedures, focused on the learner, which encourages active participation and results in the development of general and specific competencies that prove knowledge, capacities and attitudes for their future professional careers.

5. Evaluation

The form of assessment is based on the core principles of the educational assessment, i.e., an active and participative teaching-learning process focused on the learner. The instructor uses numerous and differentiated forms of assessment to calculate the final grade received for this course. For the record, these are listed below. The content, criteria and specific requirements for each assessment category will be explained in greater detail in class.

5.1. Grading system

In the Spanish educational system, it is required to quantitatively express the result of each student's evaluation. In order to do so, Nebrija faculty uses different strategies and instruments such as: papers, exams, tests, projects, self-evaluation activities, etc. In order to issue a final grade for the Spanish Plus programs the following scale is established:

- 30 % Attendance and active participation in class
- 30% Daily work/ Papers/ Essays
- 40% Exams/ Final papers or projects*

Therefore, the final grade is the average between attendance and participation, daily work and exams, presentations, projects and essays.

Active participation in class is evaluated by means of different activities such as:

- Activities and exercises correction;
- Reflection upon the different contents in the course;
- Oral activities (individual, in pairs or in groups). Fluency, correction, adequacy and relevance are taken into account;

Daily work makes reference to any activity or task that is done inside or outside of the classroom, whether during the class time or at any other time.

Exams/ Final papers or projects

The course includes a midterm and a final written exam on theoretical concepts and course facts. If a student, unjustifiably, does not do or submit an exam, paper or project, it will be graded with a '0'.

*** A minimum grade of 5 must be obtained in a final exam/ final project in order to pass the course.**

5.2. Attendance, participation and grading policies

5.2.1. Attendance policy

Attendance is mandatory. In case of missing 5 or more sessions in one course, the student will receive a zero in his/her participation and attendance grade. In addition, not attending classes will not excuse the student from handing in any homework, papers or essays previously assigned.

The following situations must be considered:

- Each session of class will count as an absence.
- Two delays of more than 15 minutes will be considered an absence. The entrance to class will not be allowed after 30 minutes once it has started.
- There are no excused absences. E.g.: Not attending class because of sickness will count as an absence. The student is responsible for catching up with any homework done while absent.
- Exams dates have been officially approved by the University, therefore, they will not be changed.*

*Except for those courses where the professor will set up specific dates and inform the students at the beginning of the program.

5.2.2. Criteria to evaluate participation

| Criteria to evaluate participation | Grade |
|--|----------|
| The student participates very actively in the class activities. S/he successfully does the requested tasks. S/he contributes to a good development of the course, encourages his/her classmates and favor debate in class. | 8.5 - 10 |
| The student participates actively in the class activities. S/he does the requested tasks and submits them on time. Shows great interest to learn. | 7 - 8.4 |
| The student, occasionally, makes interesting remarks, but s/he basically answers when s/he is asked. S/he does not show a clear interest in the course. Misses classes occasionally. | 5 - 6.9 |
| The student does not participate unless s/he is asked. S/he has unjustified absences and delays. His/her attitude is not very participative. | 0 - 4.9 |

5.2.3. Criteria to evaluate Daily Work

| Criteria to evaluate Daily Work | Grade |
|---|----------|
| The student always does all the work demanded by the professor, not only during the class but also at home. He/she always or almost always meets the deadlines established. | 8.5 - 10 |
| The student almost always does all the work demanded by the professor, not only during the class but also at home. Occasionally, he/she submits work after the established deadline. | 7 - 8.4 |
| The student occasionally does the work demanded by the professor, not only during the class but also at home. He/she does not normally meet the established deadlines and even occasionally does not submit the work. | 5 - 6.9 |
| The student never or almost never does the work demanded by the professor. He/she never or almost never meets the established deadlines. | 0 - 4.9 |

5.2.4. Grading criteria

| Number Grade | Letter Grade | Percentage |
|--------------|--------------|------------|
| 10 | A+ | 100% |
| 9.5 – 9.9 | A | 95 – 99 % |
| 9 – 9.4 | A- | 90 – 94 % |
| 8.5 – 8.9 | B+ | 85 – 89 % |
| 7.5 – 8.4 | B | 75 – 84 % |
| 7 – 7.4 | B- | 70 – 74 % |
| 6.5 – 6.9 | C+ | 65 – 69 % |
| 6 – 6.4 | C | 60 – 64 % |
| 5 – 5.9 | C- | 5 – 59 % |
| 0 – 4.9 | F | 0 – 49 % |

5.3. Warning on plagiarism

When writing a University paper or essay and reference is made to certain authors, it is mandatory to cite them by means of a footnote or a direct reference. In no case it is acceptable that a student uses a text, no matter how brief it is, written by somebody else without putting it in inverted commas, as this means s/he is trying to make it look as his/her own. This is called plagiarism and in a university context it could be penalized with expulsion.

6. Bibliography

Basic bibliography

- **Goleman, D. (2005), *Emotional Intelligence: Why It Matter More than IQ* (Bantam: NYC)**
- **Furnham, Adrian. "The Psychology of Behaviour at Work: The Individual in the Organization". Oxford University Press, 2001.**
- **Morieux, Y. and Tollman, P. (2014), *Six Simple Rules. How to Manage Complexity without Getting Complicated*, Harvard Business Review Press**

Complementary bibliography

- Muchinsky, Paul. (2002). *Psychology Applied to Work: AND Concept Chart Booklet: An Introduction to Industrial and Organizational Psychology*. Wadsworth Publishing Co Inc.
- Covey, S. (2018), *The 7 Habits of Highly effective People*, Simon & Schuster: NYC
- Arnold, John and Arnold, John (2005a) ‘Chapter 5’, in *Work psychology: understanding human behaviour in the workplace*. 4th ed. Harlow, England: Prentice Hall/Financial Times.h.edu/emotional_intelligence/
- Koopman et al, P. L. (1999a) ‘National culture and leadership profiles in Europe: Some results from the GLOBE study’, *Business Source Premier, EBSCO Publishing*, 8(4), pp. 503–520
- Baguley, Phil and Chartered Management Institute (Great Britain) (2009) *Successful workplace communication*. London: Hodder Education.g/
- Matthewman, Lisa, Rose, Amanda and Hetherington, Angela (2009a) ‘Chapter 1’, in *Work psychology: an introduction to human behaviour in the workplace*. New York: Oxford University Press.
- Matthewman, Lisa, Rose, Amanda and Hetherington, Angela (2009r) *Work psychology: an introduction to human behaviour in the workplace*. New York: Oxford University Press.
- Warr, Peter (2002) *Psychology at work*. 5th ed. London: Penguin.
- Woods, Stephen A. and West, Michael A. (2010n) *The psychology of work and organizations*. Australia: South-Western Cengage Learning.
- Maund, Linda (2001a) ‘Chapter 6’, in *Introduction to human resource management: theory and practice*. Houndmills: PALGRAVE.

On line references and research tools

British Psychological Society <https://www.bps.org.uk/>

Academy of Management <http://aom.org/>

American Sociological Association <https://www.asanet.org/>

American Psychological Association <https://www.apa.org/>

Society for Human Resources Management <https://www.shrm.org/>

Society for industrial and Organizational Psychology <https://www.siop.org/>

7. Lecturer Brief CV

Cayetana Martinez Tapia is a Clinical Psychologist with over 25 years of experience on the field, working as a practitioner in retail. She received her BA in Psychology from the Universidad Complutense de Madrid where she also pursued postgraduate studies in Graphology, Sexology and Clinical Psychodiagnostic & Rorschach Diagnosis. She has worked in Jigsaw Retail UK and has developed most of her professional career at Hennes & Mauritz (HM) Spain & Portugal in different managerial and Human Resources positions. She mainly focuses on staff coaching, organizational efficiency and communication skills.

8. Office Hours

Tutorial schedule will be confirmed in the first couple of sessions, to guarantee that the time schedule suits the needs of students and instructor. However, it is always advisable to make an appointment with the lecturer beforehand in order to ensure availability.

Campus Madrid Princesa

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9. Course Content

| SESSIONS | TOPIC |
|---|---|
| <p>PRESENTATION OF THE COURSE (Session 1)</p> | <ul style="list-style-type: none"> • Course aims, working procedures and assessments • Introduction to the material |
| <p>PSYCHOLOGY FROM THE PERSPECTIVE OF THE BEHAVIOUR AT WORK</p> <p>PART 1 (Sessions 2-5)</p> | <ul style="list-style-type: none"> • Psychological aspects of an individual: old brain vs new brain • Emotional intelligence • XXI century: exponential times • Who are you? Strengths and weaknesses • Fixed mindset vs growing mind set • Reactive language vs proactive language: luck is an attitude • Learning and thinking skills: critical thinking • The power of the right communication • Feedback skills • Out of the box thinking: listening to our language • Attitudes in interpersonal relationships: your responsibility • Stress epidemic • Mind fullness |
| <p>ORGANIZATIONS</p> <p>PART 2 (Sessions 6-8)</p> | <ul style="list-style-type: none"> • Structure aspects of organization • Performance and satisfaction of employees • Remain or not remain in an organization: motivational theories • Positions within an organization: techniques and tools to analyze • Role descriptions |
| <p>JOINING AND FUNTION IN AN ORGANIZATION</p> <p>PART 3 (Sessions 9-11)</p> | <ul style="list-style-type: none"> • Environments: positive and toxic • Work or belong in an organization? • Your “<i>respons-ability</i>” in creating a positive environment • Multitasking • Time management • Psychological aspects facing when adapting to rules and people • Six simple rules: smart simplicity |
| <p>SESSION 12</p> | <ul style="list-style-type: none"> • MID-TERM EXAM |
| <p>CORPORATE CULTURE</p> <p>PART 4 (Sessions 13-17)</p> | <ul style="list-style-type: none"> • Corporate Entrepreneurship • Corporate Culture (social media/networks) • Creativity and Innovation in Organizations |

| | |
|--|---|
| | <ul style="list-style-type: none"> • Human Resources Management |
| <p>PERFORMANCE IN ORGANIZATIONS</p> <p>PART 5 (Sessions 18-22)</p> | <ul style="list-style-type: none"> • Performance models: evaluation strategies • Active performance in Organizations • Organizational Identity • Assessment • Authentic Leadership in Organizations • Personal initiative |
| <p>HEALTH AND WELLNESS VS UNEMPLOYMENT</p> <p>PART 6 (Sessions 23-27)</p> | <ul style="list-style-type: none"> • Occupational Stress • Psychosocial Risk Prevention • Healthy Organizations • Stress epidemic • Mind fullness • Psychological consequences of unemployment |
| <p>SESSION 28</p> | <ul style="list-style-type: none"> • FINAL EXAM |