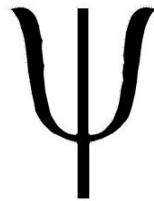




Academic Discipline: Psychology and Counselling



BSc (Anrh) Seicoleg

BSc (Hons) Psychology

Module ECPS5007

Psychology for Work

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Module Handbook
2022-23

Module ECPS5007 Psychology for Work

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This handbook has been designed to provide you with the necessary information required for your progression throughout the module. It is very important that you keep this in a safe place as it is your essential guide to module content and the learning outcomes required to complete the module.

Good luck with your studies. If you have any queries regarding this module, please contact the module leader.

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ECPS5007 Psychology for Work: Module Information

This is a Level 5 module and is intended to cover some of the major theories, debates and areas of research relevant to the field of Occupational Psychology.

Lectures for this module will introduce some of the theoretical perspectives of various areas of occupational psychology. The on-campus sessions will be more practically based and will allow you to engage in critical discussion, debate and comparison with your peers to consolidate your learning in this area. There will be sub-topics referred to within the on-campus sessions that may or may not be explicitly covered in lectures and, therefore, these are essential for your learning.

This handbook clearly sets out the requirements for your individual learning and it is expected that students will engage in all readings set out for lecture and on-campus session preparation.

Module Requirements

MODULE CODE:	ECPS5007
TITLE:	Psychology for Work
MODULE LEADER:	Stacey Coleman
LEVEL:	5
SEMESTER:	2
CREDITS:	20

AIM(S)

- To develop a critical understanding of how psychological theories can be applied to understanding and predicting human behaviours in the workplace, and to enable students to gain relevant placement experience.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Describe and evaluate the range of recruitment and selection methods used in the workplace;
- Demonstrate a critical understanding of the empirical evidence and methodologies used to explore role of individuals differences in predicting performance at work;
- Recognise professional and ethical frameworks in the field of occupational psychology and reflect and evaluate upon their existing strengths and future development needs in relation to their own professional development;
- Take responsibility for their own learning and skill development; including effective personal planning, self-reflection and project management skills.

INDICATIVE CONTENT

This module will include the equivalent of up to ten days placement experience over the course of the module in a workplace setting. The choice of settings can be varied but must involve the opportunity to gain workplace experience in relevant topics e.g. the selection, recruitment and development opportunities presented within an organisation, employee health and wellbeing strategies. In addition to this placement experience, module content will introduce key topics in the area of occupational psychology, with a strong focus on individual differences and psychometric assessment including:

- The role of Occupational Psychologists and related professions: training routes and professional and ethical frameworks
- Psychometric assessment processes in selection and recruitment

- Predicting future performance in the workplace: intelligence and personality
- Challenges of work in the 21st century (e.g. technology, home-work interface)
- Leadership in the workplace: trait, situational and behavioural perspectives
- Theories of job satisfaction and motivation at work
- Occupational stress: the individual and organisational causes and consequences of stress and ill-health at work
- Evidence for the effectiveness of workplace interventions tackling health and wellbeing at work.

Lectures and seminars will provide students with relevant theoretical and empirical understanding of the area of work psychology, with appropriate support and preparation for their work placement built into the scheduled learning time for this module.

Allocations of teaching to deliver the module are:

Activity type	Hours	Percentage
Scheduled learning	30	15%
Independent learning	110	55%
Placement learning	60	30%
Total	200	100%

This module will be assessed through two assessment components, each worth 50% of your overall module mark.

1. Students will be asked to demonstrate their critical understanding of the role of individual differences in the workplace through a 2,500 word written essay.
2. Your second assessment will be a portfolio containing three pieces of evidence plus an accompanying 1,000 word reflective piece, and will be based upon your placement experience.

Please see the individual Assessment Proformas on the Psychology for Work Moodle page for specific information regarding the assessment questions, requirements, and submission deadlines.

For this module you must submit both pieces of work for assessment and record a mark for each of the two elements of greater than zero, but to pass the module you require a combined mark of 40% or higher.

Module Core Text and Wider Reading

Classification	Text	Electronic*
Essential	Chamorro-Premuzic, T., & Furnham A. (2009). <i>The psychology of personnel selection</i> . Cambridge University Press.	☒
Essential	The British Psychological Society (2009). <i>Code of Ethics and Conduct</i> . The British Psychological Society.	☒
Essential	Arnold, J. (2020). <i>Work psychology: Understanding human behaviour in the workplace</i> (7 th ed.). Pearson.	☒
Further	Chamorro-Premuzic, T. (2015). <i>Personality and individual differences</i> (3 rd ed.). John Wiley & Sons.	☐
Further	Furnham, A. (2008). <i>Personality and intelligence at work: Exploring and explaining individual differences at work</i> . Routledge. (E-book also available.)	☒
Further	Matthews G., Davies, D. B., Westerman, S. J., & Stammers, R. B. (2000). <i>Human performance: Cognition, stress and individual differences</i> . Psychology Press.	☐
Further	<i>Journal of Occupational Psychology</i>	☒
Further	<i>Journal of Occupational and Organizational Psychology</i>	☒
Further	<i>Journal of Occupational Health Psychology</i>	☒
Further	<i>Occupational Health and Safety</i>	☒

Lectures and On-campus Learning

This is a Level 5 module and is intended to cover some of the major theories, debates and areas of research relevant to the field of Occupational Psychology. On-campus sessions will be focused on specific areas of sub-topics that may or may not be explicitly covered in lectures, as well as allowing you to discuss some of the theories and debates with your fellow classmates. Seminars, therefore, are an essential part of your learning for this module.

This handbook clearly sets out the requirements for your individual learning and it is expected that students will engage in all readings set out for lecture and on-campus session preparation.

Readings

Readings and preparation for this module are set out in the Module Information section of this handbook and are essential. The core texts are available in the library (Y Fforwm), as well online versions of each (some previous editions). Some weeks will require you to engage with a chapter, or a number of chapters, from one of the essential books; please ensure you are aware of what is being covered each week and prepare accordingly.

Readings beyond the core texts for this module can be found through the University library system. When a reading is not widely available (e.g., a book chapter) it will be made available to you on the module Moodle site. However, journal articles that are freely available through the University system will not be made available on Moodle: at level 5 you are expected to retrieve these for yourself.

Lectures and seminars can only provide you with a scaffold of information – it is your wider reading that will help you to develop a comprehensive understanding of the topics discussed in lectures as well as knowledge of the applied application of these to the field of Occupational Psychology. It is suggested that you carry out the essential readings as we go along as this will enhance your understanding of the overall topics. It is often best to consolidate your learning by reading the text again; not only will this help you learn it will give you the information to digest any information provided in the lecture/seminar in your own way.

This module has been structured in such a way that the readings and lectures/on-campus sessions are integrated; someone who has prepared by carrying out the reading, attended the lecture and then reviewed the material should develop a good understanding of the material. A student who attends the lecture but does not carry out any of the readings will, in all likelihood, struggle to even understand what is being talked about in the lecture; they certainly will not develop the knowledge that will be required at more advanced levels of their degree.

At **Level 5** it is expected that the student will demonstrate the following qualities:

- More highly developed ability to complete a variety of written tasks effectively, including discursive essay, reports, and case study presentations.
- Be able to participate orally in a variety of different groups and settings in a confident and articulate fashion.
- Be able to use language with increasing complexity and sophistication.
- Be practised in hypothesis formation and knowledgeable about the means for testing hypotheses.
- Have the capacity to develop a major research interest evolving from the course and to prepare for an involvement with it.
- Be able to apply a range of theoretical models.
- Be able to synthesise theories, concepts and information in relatively novel ways.
- To have become more practised in critically appraising the competing claims of alternative primary and secondary sources.
- A growing ability to manage learning in a self-organised manner with a particular view to the importance of achieving desired outcomes within limited time periods.

The following pages set out the lecture structure for this module. This handbook and the associated Moodle folder should be used to keep track of what is being covered each week and what you are required to do to prepare for lectures and seminars each week.

Module Series Information

Week	Lecture Content	Preparation (Arnold et al 7 th online edition unless otherwise stated)	Time Allocated
1	Applying Psychology to Work	Chapter 1	4 hours
2	Personnel Selection and Psychometric Assessment	Chapter 3 Part 1 of Chamorro-Premuzic contains further in-depth information on personnel selection methods	4 hours
3	Predicting Performance in the Workplace	Chapters 2 and 4 Or Chamorro-Premuzic: Chapters 6 and 7 Tett et al article	2 hours 4 hours
4	Workaholism and Well-Being	Technostress and remote working article	4 hours
Reading Week			
5	Remote Working	Chapter 13	2 hours
6	Occupational Stress: Causes and Consequences	Chapter 8	4 hours
7	Bias at Work	Chapter 12	4 hours
8	Leadership and Organisational Culture	Chapters 10 and 12	4 hours
9	Motivation and Job Design	Chapter 6	2 hours
10	Human Factors and Accidents at Work	Matthews et al: Chapter 8	2 hours
Total Reading = 36 hours			

Suggested plan for Assessment One: Essay		
Task	What is entails	Time assigned for task
General reading around topic area	Understand the question; key concepts related to the question; major issues related to the question; identify key papers	6 hours
In-depth research of essay topic	Reading key papers; identifying and reading more advanced and contemporary articles	Basic info / journal articles = 8 hours Advanced journal articles = 8 hours
Writing first draft	Writing basic arguments, structure of essay and main focus	8 hours
Writing second draft	Incorporate more advanced arguments and evidence into the essay	6 hours
Writing final draft	Writing the version that is to be submitted, complete with citations and full reference list	4 hours
Proofread and check	Proofread for structure and errors, check for presentation	2 hours
Total allocated to assessment = 42 hours		

Suggested plan for Assessment Two: Portfolio and Reflective Piece		
Task	What it entails	Time assigned for task
Collating of selected evidence	Keeping records of activities/tasks completed whilst on placement; starting to add notes to support how tasks relate to occupational psychology	8 hours

Portfolio first draft	Selecting evidence; collating information and deciding upon structure of portfolio, including narrative where required	6 hours
Portfolio second draft	Finalise portfolio structure; check for accuracy and coherence throughout	4 hours
Reflective piece first draft	Use evidence and collated notes to structure reflections; engage in reading of relevant literature to support reflections (where necessary)	6 hours
Reflective piece second draft	Add appropriate citations; finalise reflections and revisit evidence if required. Check for coherence.	4 hours
Final draft – portfolio and reflective piece	Writing the version that you will submit, complete with citations and a full reference list in APA style. Proofread for structure and errors, check for presentation	4 hours
Total allocated to assessment = 32 hours		

NOTE: The allocated times above are **suggested** times and should be used as a guide only. Essentially, these are the minimum number of hours you should be spending on each task. You may find that you are quicker or slower at certain tasks compared to other tasks. Likewise, you should not stop doing something if the number of suggested allocated hours has come to an end, especially if you still have assessments to finish or have further reading to do.

Total Independent Learning: 110 hours

Week One

Applying Psychology to Work

In this introductory lecture we will be looking at an overview of the role of the occupational psychologist in the workplace. We will be discussing the origin of work/occupational psychology and aim to describe the topics that are covered by work psychologists. We will also be exploring the route to becoming an Occupational Psychologist, as set out by the British Psychological Society, and the eight main areas covered within occupational psychology.

Part two of this weeks' coverage will focus on personnel selection; we will be looking at a number of techniques used in recruitment and selection and will continue this next week when we start to explore psychometric testing in recruitment and selection.

Things to engage with this week:

- Welcome to the module video
- Quiz on Foundations of Personnel Selection
- Recorded session on Psychometric Properties (recap)

Week Two

Personnel Selection and Psychometric Assessment

This week we will be discussing the psychometric assessment techniques that can be, and are, used in recruitment and selection. The focus of this lecture will be on how employers select candidates based on a variety of selection methods and the issues related to these methods. We will mainly focus on the role of psychometric testing within recruitment and begin to discuss the strengths and limitations of assessing candidates' suitability via psychometric methods.

Week Three

Predicting Performance in the Workplace

During this lecture we will begin to explore how we can predict future performance at work. The guiding principle within work psychology is that the best predictor is future performance is past performance; we will be discussing this statement and begin to explore how the assessment of personality, cognitive ability, and emotional intelligence can be used to predict how well an employee is likely to perform at work.

You are expected to read the following article prior to this weeks' on-campus session

Tett, R.P., Freund, K.A., Christiansen, N.D., Fox, K.E. & Coaster, J. (2012). Faking on self-report emotional intelligence and personality tests: Effects of faking opportunity, cognitive ability, and job type. *Personality and Individual Differences*, 52, 195–201.

Week Four

Workaholism and Well-Being

In today's lecture we will explore, in depth, the impact of excessive working on the potential development of work addiction, or workaholism. We will discuss the definition of work addiction and will be comparing the core components of work addiction to other behavioural addictions, such as gambling. We will also be looking at the factors that may have impacted workaholism since the start of the Covid-19 pandemic.

You are expected to read the following article prior to this weeks' on-campus session

Spagnoli, P., Molino, M., Molinaro, D., Giancaspro, M. L., Manuti, A., & Ghislieri, C. (2020). Workaholism and Technostress during the Covid-19 emergency: the crucial role of the leaders on remote working. *Frontiers in Psychology*, 11, 3714.

Week Five

Remote Working

This week we will begin to explore elements of ‘dispersed working’, specifically focusing on the boom in remote working over, and since, the Covid-19 pandemic. You will be introduced to concepts such as work-life balance and we will discuss the myths surrounding work-life balanced. We will also be exploring some theories of work-life balanced and how the changing world of work has been seen to have an impact on our ability to balance work and life effectively.

Please watch the [Ted Talk by Nigel Marsh on how to make work life balance work](#)

Week Six

Occupational Stress: Causes and Consequences

During this lecture we will start to touch upon issues related to work-related stress and well-being at work. You will be introduced to models of work stress and will be encouraged to assess how you attempt to manage your own stress.

We will be considering the causes and consequences of work-related stress, including consideration of how stress can begin to impact on our physical and mental health. We will be exploring the negative influences of stress, but also circumstances in which stress and positive emotions can arise from the same experience.

Week Seven

Bias at Work

During this lecture we will be exploring different forms of bias present within the workplace. We will start to explore definitions of bias; from unconscious to conscious forms of bias and discuss how these can (potentially) impact upon our attitudes and relationships at work. We will then begin to look at diversity within the workplace and discuss whether inclusivity is likely to be still an issue at work.

Please read ONE article on the topic of ‘bias’ prior to attending this weeks’ on-campus session. A list is provided on Moodle but you are free to choose your own, also!

Week Eight

Leadership and Organisational Culture

During this lecture we will be exploring different forms of bias present within the workplace. We will start to explore definitions of bias; from unconscious to conscious forms of bias and discuss how these can (potentially) impact upon our attitudes and relationships at work. We will then begin to look at diversity within the workplace and discuss whether inclusivity is likely to be still an issue at work.

Week Nine

Motivation and Job Design

This week you will be introduced to a number of theories of work motivation and satisfaction, including common-sense approaches to motivation, need theories and content theories. We will start to explore individual differences in motivation and discuss intrinsic and extrinsic motivations. We will end the lecture by discussing the strengths and limitations of some of these theories and why the need for achievement in the workplace can have an impact on productivity at work, plus the further implications of this on workplace design.

Week Ten

Human Factors and Accidents at Work

We will begin to discuss human factors and human error at work, specifically focusing on the ways in which we can define human error, how errors can lead to accidents, and discussing the potential that some individuals are more prone to making errors.