

Degree	Type	Year
2500258 Labour Relations	FB	1

## Contact

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## Teachers

Maria Teresa Lara Vila

## Teaching groups languages

You can view this information at the [end](#) of this document.

## Prerequisites

For this subject there are non pre-prerequisites needed.

Group 01, Teacher: Jesús Rojas

Group 02, Teacher: Teia Lara

Group 51, Teachers: Teia Lara and Eduard Moreno

The matters of this subject will be taught considering the point of view of the Sustainable Development Goals.

## Objectives and Contextualisation

Goals:

It is a first year, introductory and conceptual subject.

Overall Goal:

Understand the relationship between the different psychosocial processes and the dynamics of industrial relations, specifying and delving into the different levels: individual, group, organizational and contextual.

Specifics Goals:

1. To know what the psychology of work is and which are the fields of application in organizations.

2. To know the main group processes within the scope of organizations.
3. To understand and relate the main psychosocial processes in the world of work.
4. To understand the importance of the concept of gender in the organizational context.
5. To know the main current working conditions.

## Competences

- Applying the information and communication technologies to the different areas of action.
- Drawing up and formalising reports and documents.
- Identify the foundations of the main legal and organisational areas in the field of human work.
- Identifying, analysing and solving complex problems and situations from an (economic, historical, legal, psychological, and sociological) interdisciplinary perspective.
- Organising and managing the available time.
- Students must be capable of deciding, sharply taking decisions and judging.
- Students must demonstrate they comprehend the relation between social processes and industrial relations dynamics.
- Verbally communicating and defending a project.
- Working effectively in teams.

## Learning Outcomes

1. Analysing the basic psychological processes of behaviour as a group.
2. Analysing the basic psychological processes of behaviour as an individual.
3. Analysing the basic psychological processes of behaviour on a organizational level.
4. Applying the information and communication technologies to the different areas of action.
5. Describing the basic psychosocial processes in the organizations (climate and organizational culture).
6. Drawing up and formalising reports and documents.
7. Identifying the basic psychological processes of behaviour as an individual.
8. Identifying the basic psychological processes of behaviour on a organizational level.
9. Organising and managing the available time.
10. Solving the relation problems between the organization and the person (motivation, satisfaction, CVL).
11. Students must be capable of deciding, sharply taking decisions and judging.
12. Verbally communicating and defending a project.
13. Working effectively in teams.

## Content

The subject covers the following knowledge blocks

1. Theoretical approach of the organization study. (1ects)
2. Main group procedures within the organization. (1ects)
3. The gender perspective in the organizational context. (1ects)
4. Fundamental psychosocial factors inside an organization. (1ects)
5. Conditions and the actual quality of working life. (1ects)

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
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Type: Directed

Seminars	22	0.88	11
Theoretical classes	22	0.88	1, 8, 6, 13
Type: Supervised			
Case studies resolution	10	0.4	3, 5, 11
Elaboration and presentation of a project	10	0.4	1, 11
Simulations and role playing	14.5	0.58	2, 4, 12, 5, 9, 6, 13
Type: Autonomous			
Books and texts reading	14	0.56	1, 3, 8
Report writing	30	1.2	3, 5, 8, 10, 11
Study	15	0.6	12, 6, 11

## Teaching Methodology

The teaching methodology of this subject is varied and is defined according to the proposed goals:

**Directed activity:** responds to a predetermined time schedule, which requires the face-to-face direction of the teaching staff and is developed in groups (theoretical classes, classroom practices, seminars, laboratory and field practices).

**Supervised activity:** it can be carried out autonomously although it requires more or less punctual supervision by the teaching staff (tutorials, external internships, practicum or in institutions, rotating-assistance practicum, final degree project). **Autonomous activity:** students organize their time and effort autonomously, either individually or in groups (study, bibliographic or documentary consultations, coursework, reports...

**Annotation:** Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Assessment

### Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Practices notebook	20%	2.5	0.1	3, 5, 1, 7, 8
Project presentation	30%	7.5	0.3	4, 12, 5, 8, 6, 13
Written test	50%	2.5	0.1	1, 2, 4, 12, 5, 9, 6, 10, 11, 13

## Evaluation

The continuous evaluation has the following fundamental goals:

1. To monitor the teaching-learning process, allowing both the student and the teacher to know how the skills are achieved and have the necessary tools to correct possible errors.
2. Encouraging ongoing effort.
3. To verify that students have achieved the specific competences in this subject.

The evaluation will be carried out throughout the course with a group part and an individual part. At the beginning of the course a schedule will be placed with the weekly activities, this schedule will appear at the beginning of the classes.

Group evaluation: 50%

This part evaluates the work done as a group and the compliance with the CT2, CT4 and CT7 competencies.

The following instruments are available to make this assessment: (1) documentation provided by students of a written work that is done throughout the course; (2) presentation in the classroom of a learning proposal on a specific topic based on the use of technologies: web, IG, Kahoot, blog, Youtube... (3) the performance carried out in group practices and dynamics.

Individual evaluation: 50%

In this part, the scientific-technical knowledge of the subject achieved by the students will be individually evaluated through a written test that is taken at the end of the course (where the minimum grade to be able to average is 4.5).

Students will be evaluated whenever they have carried out a set of activities where the weight is equivalent to a minimum of 2/3 of the total grade for the subject. If the value of the activities carried out does not reach this limit, the subject's teaching staff may consider the student as non-evaluable.

Re-evaluation

The re-evaluation may be done only in the following cases and in no case serves to raise the grade.

- For the written test:
  - Students who have previously taken the test and who have scored 4.49 or fewer
  - The maximum grade you can get is 5.0
- For the practices:
  - In case of not attending the practices, do a written job
- For the project
  - Not having delivered or having the group work failed, in this case an individual written work will be requested.

Single evaluation:

- Final test (50% final)
- Individual written work related to the subject of the practices. (20%)
- Individual written work on a topic of the project and oral presentation. (30%)

Revaluation:

The same recovery system will be applied as for the continuous evaluation

## Bibliography

Bibliography

Basic bibliography

Alcover, C Et al (2004) Introducción a la Psicología del Trabajo. Madrid: McGraww-Hill

Ibáñez, T (Coord.) (2003) Introducción a la psicología social. Barcelona:EDIUOC

Izquierdo, M. Jesús (1998) El malestar de la desigualdad. Valencia: Cátedra

Izquierdo, M Jesús (2001) Sin vuelta de hoja: sexismo, placer y trabajo. Barcelona: Ed. Bellaterra

Lamberth, J (1986) Psicología Social. Madrid: Ediciones Pirámide

Peiró, J.M. (1986) Psicología de la Organización.Madrid. UNED

Varela, N. (2013) Feminismo para principiantes. Barcelona: Zeta Bolsillo

Recommended bibliography

Eyben, R. y Turquet, L. (2013). Feminims in Development Organizations: Change from the Margins: Practical Action Publishing; edition: UK

Gasalla, J.M. (2005). La nueva dirección de empresas y el directivo. Pretics Hall. Madrid.

Ibáñez,T. (1988). Aproximaciones a la Psicología Social: Barcelona. Sendai.

Martín, A. (1995). Flexibilidad y relaciones laborales. Estrategias empresariales y acción sindical. Consejo Económico y Social: Madrid.

Martín-Quirós, M.A y Zarco, V. (2009). Psicología del trabajo, de las organizaciones y de los Recursos Humanos. Un área abierta a la reflexión. Pirámide: Madrid.

Myers,D.G. (1987). Psicología Social. México: MacGraw Hill.

Tirado, F., Baleriola, E., Gálvez, A. (2017). Critical Management Studies. Hacia una sorganizaciones más éticas y sostenibles. Editorial UOC: Barcelona

## Software

no kind of special software is used for this subject

## Language list

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	1	Spanish	second semester	morning-mixed

(PAUL) Classroom practices	2	Catalan	second semester	morning-mixed
(PAUL) Classroom practices	51	Catalan	second semester	afternoon
(TE) Theory	1	Spanish	second semester	morning-mixed
(TE) Theory	2	Catalan	second semester	morning-mixed
(TE) Theory	51	Catalan	second semester	afternoon

PROVISIONAL