

Degree programme	Type	Course
Labour Relations	FB	1

Contact lecturer

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Teaching staff

Maria Teresa Lara Vila

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Group languages

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

Prerequisites

For this subject there are non pre-prerequisites needed.

Group 01, Teacher: Alejandra Araiza and Laura Sicilia

Group 02, Teacher: Teia Lara

Group 51, Teachers: Teia Lara and Laura Sicilia

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

Objectives

Goals:

It is a first year, introductory and conceptual subject.

Overall Goal:

To understand the relationship between different psychosocial processes and the dynamics of labour relations, specifying and exploring in depth the different levels: individual, group, organisational, and contextual.

Specific goals:

1. To understand what psychology is and the fields in which it is applied within organisations.
2. To understand the main group processes within organisational settings.
3. To understand and relate the principal psychosocial processes in the world of work.

4. To understand the importance of diversity and inclusion mechanisms within organisations

Learning outcomes

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

Contents

The subject covers the following knowledge blocks

1. What is psychology: a brief history (1 ECTS)
2. Human motivation and emotions (1 ECTS)
3. Collective behaviour and interpersonal relations (1.5 ECTS)
4. Diversity management and inclusion (1 ECTS)
5. Working conditions and occupational health (1.5 ECTS)

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Theoretical classes	22	0.88	2, 3, 12, 14
Case studies resolution	10	0.4	6, 8, 10
Books and texts reading	14	0.56	3, 5, 6
Simulations and role playing	14.5	0.58	4, 8, 9, 11, 12, 13, 14
Elaboration and presentation of a project	10	0.4	5, 10
Report writing	15	0.6	10, 11, 12
Study	30	1.2	3, 6, 7, 8, 10
Seminars	22	0.88	10

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	Weight	Hours	ECTS	Learning outcomes
Written test	50%	2.5	0.1	4, 5, 7, 8, 9, 10, 11, 12, 13, 14
Project presentation	30%	7.5	0.3	3, 8, 11, 12, 13, 14
Practices notebook	20%	2.5	0.1	1, 2, 3, 6, 8

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 project 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. (30%)
- Individual written work on a topic of the project and oral presentation. (20%)

Bibliography

Basic bibliography

Alcover, C. et al. (2004) *Introducción a la Psicología del Trabajo*. Madrid: McGraw-Hill

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

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

Morris, C. y Maisto, A. (2005). *Introducción a la psicología*. México: Prentice Hall.

Recommended bibliography

Alonso Fabregat, M. B. y Cifre Gallego, E. (2002). Teletrabajo y Salud: un nuevo reto para la Psicología. *Papeles del Psicólogo*, 83, 2002, 55-61.

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

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

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

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

Software

no kind of special software is used for this subject

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(TE) Theory	1	Spanish	second semester	morning-mixed
(PAUL) Classroom practices	1	Catalan	second semester	morning-mixed
(TE) Theory	2	Catalan	second semester	morning-mixed
(PAUL) Classroom practices	2	Catalan	second semester	morning-mixed
(TE) Theory	51	Catalan	second semester	afternoon
(PAUL) Classroom practices	51	Catalan	second semester	afternoon