

## **Block 10: Joint intensive learning units (winter school).**

**COURSE: JOINT INTENSIVE LEARNING UNITS (WINTER SCHOOLS) ON NEW DEVELOPMENTS IN WORK, ORGANIZATIONAL AND PERSONNEL PSYCHOLOGY: EUROPEAN PERSPECTIVES.**

**ALL UNIVERSITIES**

**OPTIONAL:** Every student will choose one joint intensive learning unit (winter school).

**ECTS:** 10

Within the general framework and the designed structure of the master, the four parallel joint intensive learning units (winter schools) are foreseen as a way of intensifying training and learning processes on new developments in each area that composes the core issues of the European Master on WOP-P.

### **Generic goals of the joint intensive learning (winter school).**

The generic goals that every joint intensive learning unit (winter school) will intend to achieve are the following ones:

- 1.- To promote the learning of knowledge, competences and skills about the recent developments in Work, Organizational, and Personnel Psychology and their implications for professional practices emphasizing European perspectives. Special attention will be paid to develop competences oriented towards the design and development (R&D) of new tools and methodologies in the field of Work, Organizational, and Personnel Psychology. The fourth joint intensive learning unit (winter school) will emphasize research competencies and knowledge in the three areas of the discipline also paying special attention to the European perspectives.
- 2.- To promote mobility of high quality scholars in the fields of the master providing a space where the students of the Master will have the opportunity to meet leading scholars from a number of European Universities outside (and within) the consortium and/or professionals in different relevant topics.
- 3.- To facilitate the mobility of the students and the visit to the departments of other Universities in the consortium.
- 4.- To stimulate the interaction among the students from the different Universities within the consortium, promoting learning processes and cooperation in intellectual work of these students and facilitating the opportunities of networking between the students and teaching staff of different countries who are interested in similar topics.

### **Administrative and logistic organization of the joint intensive learning (winter schools).**

The joint intensive learning units (winter schools) are jointly planned, organized and evaluated by the 5 Universities of the consortium. Each winter school will be located every year in a University of the consortium (hosting institution). The specific University where each joint intensive learning unit (winter school) will be located every year will be decided well in advance by the Coordination Committee.

The hosting institution will provide information about the lodging, travel, etc., to the participants and will organise the logistics providing support for the accommodation of the students who will participate in the joint intensive learning (winter school).

Every student of the Erasmus-Mundus Master will have to participate in one joint intensive learning unit (winter school) according to their preferences, although there will be a maximum number of participants (suggested maximum number is 20 students for every joint intensive learning unit (winter school)). The Coordination Committee of the Master will develop the rules to establish priorities just in case there is over demand on any of the joint intensive learning units (winter schools).

According to the linguistic policy of the Master the language for the Winter School will be English.

### **Academic organization of the joint intensive learning (winter schools).**

All the teaching and learning activities organised within one joint intensive learning unit (winter school) are considered as one teaching Unit of 10 ECTS.

Every joint intensive learning unit (winter school) is organized as a blended learning course with the following stages:

Phase 1: Distance Learning: (a period of 2 months, from the starting point of the joint intensive learning unit (winter school): 4 ECTS). The students study the materials for every topic included in the programme. This will be supported by a restricted working area in the web page of the Master Erasmus-Mundus where only the registered students will have a user identification and password. In such a working area there will be a folder for every topic with the programme, instruction, materials and information to guide the work of the student during this period<sup>1</sup>. During this period the academic staff involved in the WS will be available for the students involved by email, and they can ask for exercises or assignments according to the study workload allotted to every topic.

Phase 2: Internship in the hosting consortium member institution (a period of 2 weeks: 3 ECTS). During this period, the different topics included in the contents of the Winter School programme will be taught. A combination of different face-to-face training and learning activities will be organized, according to the specific contents of every topic. Nevertheless, we plan to promote some presentations by the academic staff and discussions with the participants, and also team-work of the students about tasks planned and assigned by the staff. Team-work intends to promote the competences of R&D of methodologies, tools, and strategies for interventions, emphasizing that Work, Organizational, and Personnel Psychology interventions are grounded in scientific research and will extremely benefit from the competences of development of new products, tools and methodologies. Finally, opportunities for individual and group tutoring will be facilitated and promoted<sup>2</sup>.

At the beginning of the internship, a session will be devoted to promote acquaintance and induction of the participants and, at the end, one session will be devoted to evaluate, appraise and obtain feedback from the participants.

---

<sup>1</sup> The Consortium coordinator (the U.V.) has experienced with such a system and platform during three academic years in the Interuniversity Doctoral Studies on Work and Organizational Psychology coordinated by this University with very satisfactory and effective results (see [www.uv.es/DoctoradoPOT](http://www.uv.es/DoctoradoPOT)).

<sup>2</sup> There is an important tradition and experience in organizing similar kind of activities in the members of the consortium. In fact, Prof. Vincent Rogard (Univ. Paris V) and Prof. José M. Peiró (U.V.) have participated in the organizing group and/or in the teaching staff of the fourth edition of the European Summer School of Information Technology, Work, and Organizational Psychology, organized by the European Network of Work and Organizational Psychology (ENOP) (Berlin, 1989; Tilburg, 1992; Budapest, 1997; Paris, 2002). In every edition the participants have built a network that have lasted during several years after the summer school and have organised meetings to exchange information and results about their work. These editions of the Summer School have provided the organisers with very relevant experiences and practices that now are useful for these WS.

Phase 3: Distance tutored work to prepare an assignment about the topic of the joint intensive learning (winter school) (up to 2 months after the end of the internship: 3 ECTS). The assignment will be defined, tutored and evaluated by the staff who coordinates the WS (at least 2 staff). The assignment will consist in a proposal to develop a methodology of intervention and how to design and evaluate it or a critical study of one existing methodology of intervention.

The students will also have the opportunity to contact the invited academic staff of the WS.

### **COURSE 10a: JOINT INTENSIVE LEARNING ON RECENT TRENDS AND NEW DEVELOPMENTS IN WORK PSYCHOLOGY. A EUROPEAN PERSPECTIVE. (optional)**

The aim of this WS in the frame of the E-M Master Curriculum is to provide the participants an intensification of knowledge and competence developments in the field of Work Psychology Interventions. Emphasis will be placed in promoting the competences of product development for intervention. The focus is on new Research and Developments in selected topics of work psychology, its implications for professional practice and also on the developments in technologies for professional assessment and intervention. A special attention will be paid to the relevant topics and demands related to work in European society and the responses and contributions that European researchers are providing on these issues within the international scene.

#### **Specific goals of this course.**

At the end of this course the student will be able to:

- Describe, elaborate and critically analyse relevant issues related to work, unemployment, and other related topics in Europe, especially in the content areas considered in this course.
- Identify demands and opportunities in these situations and policies and to relate them to the theoretical developments, empirical findings and professional methodologies and practices, obtained through their work and interaction with staff and students during the course.
- Present and critically analyse the relevant information and knowledge obtained from the study in the five topics described below and to achieve the basic competences in some of the practices presented during the course, as well as their effectiveness and the contingencies that can influence it.
- Be able of developing a new methodology or tool for intervention in Work Psychology or to critically analyse and evaluate one methodology recently developed.

#### **Topics of the course.**

- Diversity at work, immigration and cultural differences.
- New Information and Communication Technologies and their implications for work.
- Quality of Working life, and Occupational health and well being (work-life balance, European Agenda of Occupational Health and Risk prevention, Affective responses at work, stress ...)
- New work values, quality of work and job (re)design.
- Work activity and Performance (role innovation, self monitoring, initiative, etc.)

## **Learning and teaching methodologies.**

The learning in this course will be stimulated and achieved by several type of didactic methods

- Reading of relevant materials (research articles, documents, review articles, etc.) on every topic.
- Case studies.
- Appraisal and critical analysis of some relevant methodologies or intervention strategies and techniques
- Work group to develop a project of research or intervention
- Individual writing of an assignment.

## **Bibliography and other teaching materials.**

Although more specific teaching materials and bibliography will be provided to the students at the beginning of this WS and they will be organised as basic and complementary, here we provide some of those materials to inform about the contents and type of work during this course.

- Agut, S., Grau, R., & Salanova, M. (2001). Technostress and Burnout among Spanish Workers: Gender differences. In C. Wilkert, E. Torkelson & J. Pryce (Eds.), *Occupational Health Psychology: Europe 2001*, (pp.28-31) Nottingham: I-WHO Publications.
- Aycan, Z. & Kanungo, R.N. (2001). Cross-cultural industrial and organizational psychology: a critical appraisal of the field and future directions. In N. Anderson, D. S. Ones, H. K. Sinangil & C. Viswesvaran (Eds.) *Handbook of Industrial, Work and Organizational Psychology*, Vol. 1 *Personnel psychology* (pp. 385-408). London: Sage
- Curral, L. A., Forrester, R. H., Dawson, J. F., & West, M. A. (2001). It's what you do and the way that you do it: Team task, team size, and innovation-relation group processes. *European Journal of Work and Organizational Psychology*, 10, 187-204.
- European Agency for safety and health work.  
([http://agency.osha.eu.int/publications/newsletter/8/en/news8\\_en.pdf](http://agency.osha.eu.int/publications/newsletter/8/en/news8_en.pdf))
- Geurts, S. & Demerouti, E. (2002). *Work/Non-Work Interface: A Review of Theories and Findings*. In Marc J. Schabracq (Editor), Jacques A. M. Winnubst (Editor), Cary L. Cooper (Editor) *The Handbook of Work and Health Psychology*. Chichester, U.K: John Wiley.
- Jackson, S. E. & Joshi, A. (2001). Research on domestic and international diversity in organizations: A merger that works?. In N. Anderson, D. S. Ones, H. K. Sinangil & C. Viswesvaran (Eds.) *Handbook of Industrial, Work and Organizational Psychology*, Vol. 2. *Organizational psychology* (pp. 206-231). London: Sage.
- Kochan, T., Bezrukova, K., Ely, R., Jackson, S., Joshi, A., Jehn, K., Leonard, J., Devine, D., & Thomas, D. (2003). The effects of diversity on business performance: Report of the diversity research network. *Human Resource Management*, 42, 3-21.
- Kompier, M. (2002) *Job Design and Well-Being*. In Marc J. Schabracq (Editor), Jacques A. M. Winnubst (Editor), Cary L. Cooper (Editor) *The Handbook of Work and Health Psychology*. London: JohnWiley.

## **Learning evaluation.**

One document about the procedure and contents of the evaluation will be provided to the students at the beginning of the course, together with the other materials and guides. Such a document will specify the work to be done and evaluated in the different phases, its extension, contents and characteristics, the deadline for the delivery and the staff to whom it should be delivered, and the criteria for evaluation as well as the grading scale.

Learning will be assessed and evaluated by the staff members in the following way:

The staff in charge of each topic will assess the learning achieved by the students in such a topic taking into account the work delivered during the first stage, and the work performed during the internship on such a topic. The staff of the hosting institution will evaluate the final assignments, and will provide detailed feedback about it to the students.

## **Teaching Staff:**

Prof. Vincent Rogard (University of Paris V, Paris, France).

Dr. Xavier Caroff (University of Paris V, Paris, France).

Prof. Kari Lindstrom (FIOH, Helsinki, Finland).

Prof. Erik Andriessen (Delft University of Technology, Delft, The Netherlands).

Prof. Claude Levy Leboyer (University of Paris V, Paris, France).

Prof. Miklos Antalovits (Technical University of Budapest, Hungary)

## **COURSE 10b: JOINT INTENSIVE LEARNING ON RECENT TRENDS AND NEW DEVELOPMENTS IN ORGANIZATIONAL PSYCHOLOGY. A EUROPEAN PERSPECTIVE. (optional)**

The aim of this WS in the frame of the E-M Master Curriculum is to provide the participants an intensification of knowledge and competence developments in the field of Organizational Psychology. The focus is on new research and developments in selected topics of organizational psychology, its implications for professional practice and also on the developments in technologies for professional assessment and intervention. A special attention will be paid to the relevant topics and demands related to organizations and enterprises in European society and the responses and contributions that European researchers are providing on these issues within the international scene.

## **Specific goals of this course.**

At the end of this course the student will be able to

- Describe, elaborate and critically analyse relevant issues related to organizations, paying attention also to some differential aspects such as organizational processes and structure etc., as well as to the models of Quality management in Europe, especially in the content areas considered in the course.

- Identify demands and opportunities from the companies in these situations and to relate them to the theoretical developments, empirical findings and professional methodologies and practices of organizational and work-units development and transformation.
- Present and critically analyse the relevant information and knowledge obtained from the study in the five topics described below and to achieve the basic competences in some of the practices presented during the course, as well as their effectiveness and the contingencies that can influence it.
- Be able of developing a new methodology or tool for intervention in Organizational Psychology or to critically analyse and evaluate one methodology recently developed.

### **Topics of the course.**

- New forms of organizations and their implications for organizational behaviour and processes (flexible forms of organizing, socialization in new organizational forms.).
- Multilevel study of team work, group processes and team development. (Teams mediated by new technologies, team climate)
- Developments in consulting (expert and/or process) Organizational Development and transformation. (Change management, resistance, innovation ...)
- High reliability systems. Organizational analysis and safety culture.
- Competences and knowledge management in organizations

### **Learning and teaching methodologies.**

The learning in this course will be stimulated and achieved by several type of didactic methods:

- Reading of relevant materials (research articles, documents, review articles, etc.) on every topic.
- Case studies.
- Appraisal and critical analysis of some relevant methodologies or intervention strategies and techniques
- Work group to develop a project of research or intervention
- Individual writing of an assignment.

### **Bibliography and other teaching materials.**

Although more specific teaching materials and bibliography will be provided to the students at the beginning of this WS and they will be organised as basic and complementary, here we provide some of those materials to inform about the contents and type of work during this course.

Correia, A. M. & Sarmiento, A. (2003) Knowledge management: key competences and skills for innovation and competitiveness Paper presented at the Technology and HRM Conference on The dual interaction between technology and human resource, CERAM Sophie Antipolis, France, 19-21 May.

[http://www.isegi.unl.pt/ensino/docentes/acorreia/preprint/CERAM\\_Sophie\\_Antipolis\\_10Jan03.pdf](http://www.isegi.unl.pt/ensino/docentes/acorreia/preprint/CERAM_Sophie_Antipolis_10Jan03.pdf)

- Härenstam, A., Bejerot, E., Leijon, O., Schéele, P. & Waldenström, K. (The MOA Research Group) (2004) Multilevel analyses of organizational change and working conditions in public and private sector. *European Journal of Work and Organizational Psychology*, 13, 3, 305 - 343

- Parker, S.K. & Wall, T.D. (1998) Transformations and a Workforce in Transition. In Job and Work Design Organizing Work to Promote Well-Being and Effectiveness. Advanced Topics in Organizational Behavior, vol 4. London: Sage.
- Parker, S.K. & Wall, T.D. (1998) Managing the Change Process In Sharon K. Parker & Toby D. Wall Job and Work Design Organizing Work to Promote Well-Being and Effectiveness. Advanced Topics in Organizational Behavior, vol 4
- Salas, E., Stagl, K. C., & Burke, C. S. (2004). 25 years of team effectiveness in organizations: Research themes and emerging needs. In C. L. Cooper & I. T. Robertson (Eds.), International Review of Industrial and Organizational Psychology, 19, pp. 47-91. Chichester, U.K.: John Wiley.
- Weick, K. E. & Quinn R. E. (1999). Organizational change and development Annual Review of Psychology, 50: 361-386

### **Learning evaluation.**

One document about the procedure and contents of the evaluation will be provided to the students at the beginning of the course, together with the other materials and guides. Such a document will specify the work to be done and evaluated in the different phases, its extension, contents and characteristics, the deadline for the delivery and the staff to whom it should be delivered, and the criteria for evaluation as well as the grading scale.

Learning will be assessed and evaluated by the staff members in the following way:

The staff in charge of each topic will assess the learning achieved by the students in such a topic taking into account the work delivered during the first stage, and the work performed during the internship on such a topic. The staff of the hosting institution will evaluate the final assignments, and will provide detailed feedback about it to the students.

### **Teaching Staff:**

Prof. Guido Sarchielli (University of Bologna, Bologna, Italy).

Prof. Marco De Polo (University of Bologna, Bologna, Italy).

Prof. Magnus Sverke (Stockholm University).

Prof. Branimir Sverko (University of Zagreb, Croatia).

Prof. David Guest (King's College, University of London, U.K.).

Prof. Anna Leonova (Moscow State University, Russia).

### **COURSE 10c: JOINT INTENSIVE LEARNING ON RECENT TRENDS AND NEW DEVELOPMENTS IN PERSONNEL PSYCHOLOGY. A EUROPEAN PERSPECTIVE. (optional)**

The aim of this WS in the frame of the E-M Master Curriculum is to provide the participants an intensification of knowledge and competence developments in the field of Personnel Psychology. The focus is on new research and developments in selected topics of personnel psychology, its implications for professional practice and also on the developments of technologies for professional assessment and intervention. A special attention will be paid to the relevant topics and demands related to organizations,

enterprises and social partnership in European society and the responses and contributions that European researchers are providing on these issues within the international scene.

### **Specific goals of this course.**

At the end of this course the student will be able to:

- Describe, elaborate and critically analyse relevant issues related to personnel policies and practices, paying attention also to psychosocial processes of industrial relations, and other content areas considered in the course.
- Identify demands and opportunities from the companies and their management and development of human and social and to relate them to the theoretical developments, empirical findings and professional methodologies and practices of personnel psychology.
- Present and critically analyse the relevant information and knowledge obtained from the study in the five topics described below and to achieve the basic competences in some of the practices presented during the course, as well as their effectiveness and the contingencies that can influence it.
- Be able of developing a new methodology or tool for intervention in Personnel Psychology or to critically analyse and evaluate one methodology recently developed.

### **Topics of the course.**

- Social dialogue, industrial relations and human resources management and their psychological implications. The psychological contract.
- New trends in personnel selection.
- Career development, flexibility and long life learning in a knowledge society.
- Compensation systems (compensation in voluntary organizations...)
- A design approach to Human resources practices and interventions.

### **Learning and teaching methodologies.**

The learning in this course will be stimulated and achieved by several type of didactic methods:

- Reading of relevant materials (research articles, documents, review articles, etc.) on every topic.
- Case studies.
- Appraisal and critical analysis of some relevant methodologies or intervention strategies and techniques
- Work group to develop a project of research or intervention
- Individual writing of an assignment.

### **Bibliography and other teaching materials.**

Although more specific teaching materials and bibliography will be provided to the students at the beginning of this WS and they will be organised as basic and complementary, here we provide some of those materials to inform about the contents and type of work during this course.

- Hough, L.M. & Oswald, F. L. (2000) Personnel Selection: Looking Toward the Future-- Remembering the Past. *Annual Review of Psychology*, Vol. 51: 631-664
- Kauffeld, S., Jonas, E., Frey, D. (2004) Effects of a flexible work-time design on employee- and company-related aims *European Journal of Work and Organizational Psychology*, 13,1, 79 - 100
- Lievens, F., Van Dam K., & Anderson, N. (2002). Recent trends and challenges in personnel selection. *Personnel Review*, 31, 580-601.
- Salgado, J.F., Viswesvaran, Ch. & Ones, D.S. (2001) Predictors used for personnel selection: An overview of constructs, methods and techniques. In N. Anderson, D. S. Ones, H. K. Sinangil & C. Viswesvaran (Eds.) *Handbook of Industrial, Work and Organizational Psychology*, Vol. 1 Personnel psychology (pp. 165-199). London: Sage
- Schalk, R. & Rousseau, D.M. (2001). Psychological contracts in employment. In N. Anderson, D. S. Ones, H. K. Sinangil & C. Viswesvaran (Eds.) *Handbook of Industrial, Work and Organizational Psychology*, Vol. 2 Organizational psychology (pp. 133-142). London: Sage

### **Learning evaluation.**

One document about the procedure and contents of the evaluation will be provided to the students at the beginning of the course, together with the other materials and guides. Such a document will specify the work to be done and evaluated in the different phases, its extension, contents and characteristics, the deadline for the delivery and the staff to whom it should be delivered, and the criteria for evaluation as well as the grading scale.

Learning will be assessed and evaluated by the staff members in the following way:

The staff in charge of each topic will assess the learning achieved by the students in such a topic taking into account the work delivered during the first stage, and the work performed during the internship on such a topic. The staff of the hosting institution will evaluate the final assignments, and will provide detailed feedback about it to the students.

### **Teaching Staff:**

Prof. Santiago Quijano (University of Barcelona, Spain).

Prof. Robert Roe (University of Maastrich, The Netherlands).

Prof. Jesús Salgado (University of Santiago de Compostela, Spain).

Prof. Shimon Dolan (ESADE, Barcelona, Spain).

Prof. Dave Bartram (SHL Group, United Kingdom).

### **COURSE 10d: JOINT INTENSIVE LEARNING ON RESEARCH IN WORK, ORGANIZATION AND PERSONNEL PSYCHOLOGY. A EUROPEAN PERSPECTIVE. (optional)**

The aim of this WS in the frame of the E-M Master Curriculum is to provide the participants an intensification of knowledge and competence developments in the research activities on Work, Organizational, and Personnel Psychology. The focus is on developing knowledge and competencies relevant for carrying good quality research knowing also the different types of research activities in the discipline of work, organizational, and personnel Psychology. A special attention will be paid to the

relevant topics and approaches in European and to the contributions of European researchers within the international scene.

### **Specific goals of this course.**

At the end of this course the student will be able to:

- Describe, elaborate and critically analyse relevant issues related to the selected research areas in the content of the programme.
- Develop the competencies of reading empirical and review articles: identify the assumptions, weaknesses and strengths, new opportunities for research etc.
- Identify critical requirements to develop applied, and R+D research of good quality paying attention to the processes of transfer of research in good practice.
- Present and critically analyse the relevant information and knowledge obtained from the study in the five topics described below and to achieve the basic competences in some of the practices presented during the course, as well as their effectiveness and the contingencies that can influence it.

### **Topics of the course.**

- Stress at work. Reading and thinking critically. Post-doc analysis.
- Team and organizational climate studies. Multilevel and longitudinal issues of research in WOP-P.
- How theories provide insight for research and for interventions. The case of social comparison.
- Peer review process. Providing and receiving feedback.
- From research to development. The case of competence models and tools for analysis and intervention in HRM.

### **Learning and teaching methodologies.**

The learning in this course will be stimulated and achieved by several type of didactic methods:

- Reading of relevant materials (research articles, documents, review articles, etc.) on every topic.
- Case studies.
- Exercises such as post-doc analysis, peer reviewing simulation, identifying the features of Research and Development (R+D). Analysing editorial policies of scientific journals in the field.
- Individual writing of an assignment.

### **Bibliography and other teaching materials.**

Although more specific teaching materials and bibliography will be provided to the students at the beginning of this WS and they will be organised as basic and complementary, here we provide some of those materials to inform about the contents and type of work during this course.

- Fletcher, C. & Perry, E.L. (2001) Performance appraisal and feedback: a consideration of national culture and a review of contemporary research and future trends. In N. Anderson, D. S. Ones, H. K. Sinangil & C. Viswesvaran (Eds.) Handbook of Industrial, Work and Organizational Psychology, Vol. 1 Personnel psychology (pp. 127-144-199). London: Sage

- Hulin, C. L. (2001). Applied psychology and science: Differences between research and practice. *Applied Psychology: An International Review*, 225-234
- Ilgen, D. R., John R. Hollenbeck, Michael Johnson, Dustin Jundt (2005) Teams in Organizations: From Input-Process-Output Models to IMO Models. *Annual Review of Psychology Volume 56*,
- Mathieu, J.W., Marks, M.A. & Zaccaro, S.J. (2001) Multiteam systems. In N. Anderson, D. S. Ones, H. K. Sinangil & C. Viswesvaran (Eds.) *Handbook of Industrial, Work and Organizational Psychology*, Vol. 2 Organizational psychology (pp. 289-313). London: Sage
- Murphy, L. (2002) Stress Management at Work: Secondary Prevention of Stress. In Marc J. Schabracq (Editor), Jacques A. M. Winnubst (Editor), Cary L. Cooper (Editor) *The Handbook of Work and Health Psychology*. Chichester, U.K.: John Wiley..
- Ostroff, C., Kinicki, A. J., & Tamkins, M. M. (2003). Organizational culture and climate. In I.B. Weiner (Series Ed.) & W. C. Borman, D. R. Ilgen, & R. J. Klimoski (Vol. Eds.) *Handbook of Psychology: Vol. 12. Industrial and Organizational Psychology* (pp. 565-594). Hoboken, NJ: John Wiley & Sons

### **Learning evaluation.**

One document about the procedure and contents of the evaluation will be provided to the students at the beginning of the course, together with the other materials and guides. Such a document will specify the work to be done and evaluated in the different phases, its extension, contents and characteristics, the deadline for the delivery and the staff to whom it should be delivered, and the criteria for evaluation as well as the grading scale.

Learning will be assessed and evaluated by the staff members in the following way:

The staff in charge of each topic will assess the learning achieved by the students in such a topic taking into account the work delivered during the first stage, and the work performed during the internship on such a topic. The staff of the hosting institution will evaluate the final assignments, and will provide detailed feedback about it to the students.

### **Teaching Staff:**

Prof. José M. Peiró (University of Valencia, Spain).

Prof. Vicente González-Roma (University of Valencia, Spain).

Prof. Bram Buunk (University of Groningen, The Netherlands).

Prof. Bernhard Wilpert (Berlin University of Technology, Berlin, Germany).

Prof. Michael Frese (University of Giessen, Germany).

Prof. Lourdes Munduate (University of Sevilla, Spain).