

THE IDOCAL

NEWSLETTER

THE IDOCAL BULLETIN



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Research Institute of Personnel Psychology,
Organizational Development and
Quality of Working Life

NEWS

Call for Consortium Scholarships 2026-2028 is now open!



We are pleased to announce that applications are now open for the Consortium Grants for Graduate Students in Psychology to join the prestigious Erasmus Mundus Master on Work, Organizational and Personnel Psychology (WOP-P). Scholarship application deadline: May 10, 2026

Applications submitted after this date will only be considered for admission to the WOP-P programme without scholarship. We strongly encourage applicants to submit their applications as early as possible.

More information: <https://www.erasmuswop.org/>
Please feel free to share this opportunity with potential candidates!

NEWS

Leadership Dialogue in Portugal



Between March 23 and 28, Núria Tordera participated as an Erasmus scholar at the Escola Superior de Ciências Empresariais, Instituto Politécnico de Setúbal (Portugal). Her activities included participation in the Leadership Meeting organized by Lina Fortes Ferreira within the Master's Degree in Logistics and Supply Chain Management.

The activity included a seminar delivered by Prof. Tordera and a roundtable featuring panelists from different professional backgrounds (Isabel Cristóvão, Helena Santos, and Francisco Rocha) who shared their experience and expertise in this area. The meeting served as a platform for open dialogue, critical reflection, and the exchange of ideas on contemporary leadership between the panelists and the professionals enrolled in the master's program. Participants analyzed complex leadership scenarios and emerging global challenges.

NEWS

The IDOCAL Institute participates in the Saber Mirar Paiporta conference series.



The Museu de la Rajoleria in Paiporta hosted a conference on how to foster a climate of safety, organized by the Carmen Santisteban Foundation, the Saber Mirar Paiporta series. The session was delivered by two researchers from the institute, Núria Tordera and Inma Silla, professors at the Faculty of Psychology and Speech Therapy of the Universitat de València. The session was structured in three parts. First, the concepts of organizational and community resilience and their key factors were explained, with special emphasis on the role of social capital in responding to situations such as floods. In the second part, a tool was presented to identify and enhance the community's existing resources and strengths. Finally, a practical activity was proposed to reflect on personal experiences and shared learning.

RESEARCH STAY

Milena Guimaraes at
Instituto Politécnico de
Setúbal, Portugal.



From March 13th to April 17th, Milena Guimaraes, a PhD candidate at IDOCAL is undertaken a research stay at Instituto Politécnico de Setúbal, Portugal. In collaboration with Professor Lina Fortes-Ferreira, at the School of Business Sciences to study the impact of experiential learning, and emotional contagion of leadership in work teams, while also working on her doctoral thesis on the leadership competencies in telework and psychological safety in remote work contexts. This stay presented as a valuable opportunity to exchange knowledge with experts, build collaborations and contribute to the research on leadership competencies.

NEW PUBLIC-FACING ARTICLE

Certifying digital competence does not transform: a public-facing article on organizational conditions and the effective use of educational technology

González-Anta, B., Orengo, V., & Zornoza, A. (2026). ¿Por qué las competencias digitales docentes no garantizan un buen uso de la tecnología? *The Conversation*.
<https://doi.org/10.64628/aa0.u53pxddnm>

SUMMARY

In the debate on educational digitalization, we usually focus on whether teachers have digital competences. But there is a less frequently asked question: do they have the organizational conditions to put them into practice?

A recent article from the DIGEDU Project published in *The Conversation* addresses this issue for a general audience, arguing that while teachers' digital competence is necessary, it is not sufficient. Without time, sustained technical support, and psychological resources, certification creates an additional demand rather than a resource, with well-known consequences in terms of burnout and negative attitudes toward technology.

Please click on the online publication:

<https://theconversation.com/por-que-las-competencias-digitales-docentes-no-garantizan-un-buen-uso-de-la-tecnologia-269028>



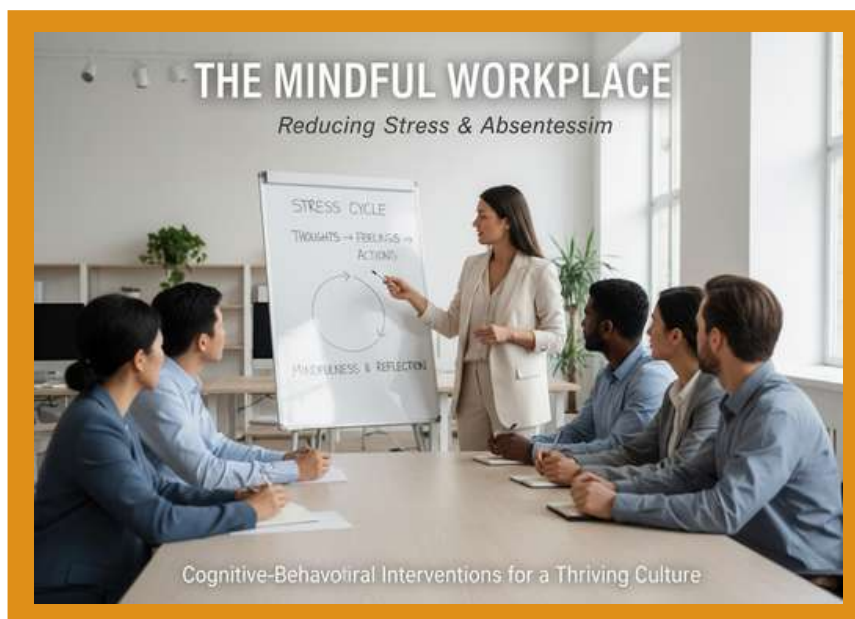
NEW PUBLICATION

Tell Me! How to Diminish Stress and Sick Leave in an Organization: A Cognitive Behavioral Quasi-Experimental Intervention

Latorre, F., Ramos, A., López-González, M. Á., Rosas, M. J., Tomás, I., & Ramos, J. (2026). Tell Me! How to Diminish Stress and Sick Leave in an Organization: A Cognitive Behavioral Quasi-Experimental Intervention. *Social Sciences*, 15, 200. <https://doi.org/10.3390/socsci15030200>

SUMMARY

This study evaluates the impact of two interventions on employee stress and sick leave. Using a quasi-experimental design, it compares a control group, a "Well-being Route" group, and a third group receiving the route combined with Cognitive Behavioral Therapy (CBT). Results indicate that the combined approach (WBR+CBT) significantly reduced stress levels. A significant reduction in sickness-related absences was also observed among the participants. These findings highlight the effectiveness of integrating personal resources with organizational support. Organizations can implement these interventions to enhance employee health and productivity. The study acknowledges limitations regarding non-randomized sampling and single-item measures.





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