

**COURSE DATA****DATA SUBJECT****Code:** 46456**Name:** Interventions in work psychology: work design and work teams**Cycle:** Master's Degree**ECTS Credits:** 5**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
2248 - International Joint Research Master Work and Organizational Psychology	Facultat de Psicologia i Logopèdia	2	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
2248 - International Joint Research Master Work and Organizational Psychology	Interventions in work psychology: work design and work teams	COMPULSORY

COORDINATION

RAMOS LOPEZ JOSE

ZORNOZA ABAD ANA

PEIRO SILLA JOSE MARIA

SUMMARY

This course will focus on the study and design of evidence-based interventions in Work Psychology and research approaches to it. There is a wide range of topics that may be addressed. Specifically, this course will focus on several relevant topics and will consider different kinds of interventions that had been designed and developed to face with relevant demands.

Intervention research uses a wide range of analytical methods that include experimental and correlational designs. Its main difference from other types of research is its problem-focused approach directed to the development and evaluation of the intervention (often by design) and of the achieved outcomes. The implementation of specific Work Psychology interventions in the workplace involves different factors that researchers must consider to develop innovative designs and strategies. Some of them are related to the object of change and the aims to focus on. The digitalization is covering and pervading all work levels - societal, organizational, work, professions-, and it is necessary to include this factor in the interventions.

Work Psychology interventions include a full range of activities, from primary to tertiary prevention. Several



factors can be involved at different levels: from organizational, team and individual-level factors. During this course, the students will have the opportunity to choose the type of interventions they would like to approach, taking into account organizational or personal factors and topics such job characteristics, work design/re-design, new competences and skills, employability, new ways of work, digital transformation, etc.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

COMPETENCES / LEARNING OUTCOMES

2248 - International Joint Research Master Work and Organizational Psychology

Be able to communicate effectively in English, both orally (group discussions, presentations) and in writing, on topics related to work and organisational psychology.

Be able to design and conduct quality scientific research in the field of work and organisational psychology (including the abilities to select and apply appropriate research and statistical methods).

Be able to formulate and develop an original and feasible research question and research proposal.

Be able to make a critical assessment of a research question and an experimental design, taking into account the ethical responsibilities in research.

Be able to read, understand, integrate and critically reflect on scientific communications, professional reports and new developments.

Be able to relate results to existing literature and to make realistic assessments of the implications and significance of research results.

Be able to work in an international team.

Students have the knowledge and understanding that provide a basis or an opportunity for originality in developing and/or applying ideas, often within a research context.

DESCRIPTION OF CONTENTS

1. Interventions in Work Psychology

1) Work digitalization and work design



- 2) Work digitalization and virtual teams
- 3) Interventions in Employability, Job search and Career adaptability
- 4) Interventions to promote gender equality at work
- 5) Seminar on Interventions in Innovation at Organizations

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	50,00
Total hours	50,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	0,00
Independent study and work	0,00
Preparation of lessons	75,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	75,00

TEACHING METHODOLOGY

The learning and teaching methodology combines presentations with learning activities, and assignments.

Introductory sessions: The presentations will be combined with some readings, and some practical exercises that aim to promote learning of different intervention-research facets.

Presentation of the intervention research. The students will read and critically analyze several journal papers regarding interventions about course topics, with further discussion.

Assignments: Specific details for the final assignment will be explained during the course and described in the document uploaded in the virtual platform of the course. They include critical review of previous interventions and the design of a research intervention on Work Psychology.

EVALUATION

-Critical readings on Employability/Gender interventions (10%).



- Critical readings on Digitalization and Work Teams (10%).
- Seminar: Innovation at Organizations (Mandatory attendance, 10%)
- Assignment of Designing an innovative intervention in Work Psychology (70%)

General evaluation criteria:

- Participation in the teaching sessions (in the way established) is compulsory.
- General rationale and use of theory to identify existing evidence, describe the state-of-the art and formulate the research questions.
- Writing quality.
- Use of references and new documents
- Scientific quality of the research design
- Clarity and formal presentation

REFERENCES

REFERENCES

- Gibson, C. B., Huang, L., Kirkman, B. L., & Shapiro, D. L. (2014). Where global and virtual meet: The value of examining the intersection of these elements in twenty-first-century teams. *Annual Review of Organizational Psychology and Organizational Behaviour*, 1(1), 217-244.
- Kopp, R., Dhondt, S., Hirsch-Kreinsen, H., Kohlgrüber, M., & Preenen, P. (2019). Sociotechnical perspectives on digitalisation and Industry 4.0. *International Journal of Technology Transfer and Commercialisation*, 16 (3), 290-309.
- Lacerenza, C. N., Marlow, S. L., Tannenbaum, S. I., & Salas, E. (2018). Team development interventions: Evidence-based approaches for improving teamwork. *The American Psychologist*, 73(4), 517-531.
- Larson, L., & DeChurch, L. A. (2020). Leading teams in the digital age: Four perspectives on technology and what they mean for leading teams. *The Leadership Quarterly*, 31(1), 101377.



Nylén, D., & Holmström, J. (2015). Digital innovation strategy: A framework for diagnosing and improving digital product and service innovation. *Business Horizons*, 58(1), 57-67.

Parker, S. K., & Grote, G. (2020). Automation, algorithms, and beyond: Why work design matters more than ever in a digital world. *Applied Psychology*.

Parker, S. K., & Jorritsma, K. (2021). Good work design for all: Multiple pathways to making a difference. *European Journal of Work and Organizational Psychology*, 30(3), 456-468.

Peñarroja, V., González-Anta, B., Orengo, V., Zornoza, A., & Gamero, N. (2020). Reducing relationship conflict in virtual teams with diversity faultiness: The effect of an online affect management intervention on the rate of growth of team resilience. *Social Science Computer Review*, 0894439320907575.

Cedefop (2021). *Understanding technological change and skill needs: skills surveys and skills forecasting*. Cedefop practical guide 1. Luxembourg: Publications Office. <http://data.europa.eu/doi/10.2801/212891>

Dulebohn, J. H., & Hoch, J. E. (2017). Virtual teams in organizations. *Human Resource Management Review*, 27, 569-574. (Introduction to special issue).

EUROFOUND, 2016. <https://www.eurofound.europa.eu/es/publications/report/2017/fourth-european-quality-of-life-survey-overview-report>

EUROFOUND, 2021. <https://www.eurofound.europa.eu/es/surveys/2021/european-working-conditions-survey-2021>

Feitosa, J., & Salas, E. (2020). Today's virtual teams: Adapting lessons learned to the pandemic context. *Organizational Dynamics*, 50(1):100777. DOI: [10.1016/j.orgdyn.2020.100777](https://doi.org/10.1016/j.orgdyn.2020.100777)

Feitosa, J., & Salas, E. (2020). Today's virtual teams: Adapting lessons learned to the pandemic context. *Organizational Dynamics*, 50(1):100777. DOI: [10.1016/j.orgdyn.2020.100777](https://doi.org/10.1016/j.orgdyn.2020.100777)

Ford, R. C., Piccolo, R. F., & Ford, L. R. (2017). Strategies for building effective virtual teams: Trust is key. *Business Horizons*, 60(1), 25-34.

Gibbs, J. L., Kim, H., & Boyraz, M. (2017). Virtual teams. *The international encyclopedia of organizational communication*, 1-14.

Gonçalves, M. J. A., Rocha, Á., & Cota, M. P. (2016). Information management model for competencies and learning outcomes in an educational context. *Information Systems Frontiers*, 18(6), 1051-1061.

Kilcullen, M., Feitosa, J., & Salas, E. (2021). Insights From the Virtual Team Science: Rapid Deployment During COVID-19. *Human Factors*, 0018720821991678.



Klonek, F. E., Kanse, L., Wee, S., Runneboom, C., & Parker, S. K. (2021). Did the COVID-19 Lock-Down Make Us Better at Working in Virtual Teams?. *Small Group Research*, 10464964211008991.

Marlow, S. L., Lacerenza, C. N., & Salas, E. (2017). Communication in virtual teams: a conceptual framework and research agenda. *Human Resource Management Review*, 27, 575-589.

Meluso, J., Johnson, S., & Bagrow, J. (2020, September 15). Flexible Environments for Hybrid Collaboration: Redesigning Virtual Work Through the Four Orders of Design. <https://doi.org/10.31235/osf.io/wehsk>

Peiró, J. M., & Soler, A. (2020). El impulso al teletrabajo durante el COVID-19 y los retos que plantea. *IvieLAB*, 1, 1-10.

Sousa, M. J., & Wilks, D. (2018). Sustainable skills for the world of work in the digital age. *Systems Research and Behavioral Science*, 35(4), 399-405

Work Digitalization, work design and Virtual Teams

Beier, M.E. et al. (2024). Workplace learning and the future of work. *Industrial and Organizational Psychology*, November, 2024. (Focal article SIOP).

O'Neill, T. A., Flathmann, C., McNeese, N. J., & Salas, E. (2023). Human-autonomy Teaming: Need for a guiding team-based framework?. *Computers in Human Behavior*, 146, 107762.

Parker, S. K., & Grote, G. (2022). Automation, algorithms, and beyond: Why work design matters more than ever in a digital world. *Applied psychology*, 71(4), 1171-1204.

Peiró, J. M., Martínez-Tur, V., Nagorny-Koring, N., & Auch, C. (2021). A framework of professional transferable competences for system innovation: Enabling leadership and agency for sustainable development. *Sustainability*, 13(4), 1737.

Peiró, J. M., & Martínez-Tur, V. (2022). *Journal of Work and Organizational Psychology*. *Journal of Work and Organizational Psychology*, 38(3), 189-199.

Schmutz, J. B., Outland, N., Kerstan, S., Georganta, E., & Ulfert, A. S. (2024). AI-teaming: Redefining collaboration in the digital era. *Current Opinion in Psychology*.

Skills for a Sustainable Future: How Green and Digital Skills Intersect and Will Change the Future of Work. April, 2024. Report: <https://www.burningglassinstitute.org/>

Sigelman, M.; Taska, B.; O'Kane, L.; Nitschke, J.; Strack, R.; Baier, J.; Breitling, and Kotsis, A. (2022) **Shifting Skills, Moving Targets, and Remaking the Workforc** F.e May 2022. Report: <https://www.>



burningglassinstitute.org/

Ulfert, A. S., Georganta, E., Centeio Jorge, C., Mehrotra, S., & Tielman, M. (2024). Shaping a multidisciplinary understanding of team trust in human-AI teams: a theoretical framework. *European Journal of Work and Organizational Psychology*, 33(2), 158-171.

Vartiainen, M., & Vanharanta, O. (2024). True nature of hybrid work. *Frontiers in Organizational Psychology*, 2, 1448894.

Gender Inequality

Bierema, L.L. (2005). Women's networks: a career development intervention or impediment? *Human Resources Development International*, 8, 207-24.

*Casad, B.J. et al. (2018) Wise psychological interventions to improve gender and racial equality in STEM. *Group Processes and Intergroup Relations*, 21 (5), 767-787.

Clarke, M. (2011). Advancing women's careers through leadership development programs. *Employee Relations*, 33, 498-515

Cook, A., & Glass, Ch. (2014). Women and Top Leadership Positions: Towards an Institutional Analysis. *Gender, Work and Organization*, 21(1) January 2014. <https://doi.org/10.1111/gwao.12018>

de Vries, J.A., & van Den Brink, M. (2016). Transformative gender interventions. *Equality, Diversity and Inclusion: An International Journal*, 35 (7/8), 429-448. <http://dx.doi.org/10.1108/EDI-05-2016-0041>

Diehl, A.B., & Dzubinski, L.M. (2016). Making the Invisible Visible: A Cross-Sector Analysis of Gender-Based Leadership Barriers. *Human Resource Development Quarterly*, 27 (2), 181-206. DOI: 10.1002/hrdq.21248

Danhauer, S.C. et al. (2019). Development of an Innovative Career Development Program for Early-Career Women Faculty. *Global Advances in Health and Medicine*, 8, 1-11.

Eagly, A.H., & Wood, W. (2012). Social role theory. In P.A.M. Van Lange, A.W. Kruglanski, & E.T. Higgins (Eds.) *Handbook of Theories of Social Psychology*, pp. 458-76. Sage.

Ellemers, N. (2014). Women at work: how organizational features impact career development. *Policy Insights in Behavioral & Brain Sciences*, 1, 46-54.



Glass, C., & Cook, A. (2016). Leading at the top: Understanding women's challenges above the glass ceiling. *The Leadership Quarterly*, 27, 51-63.

Grisso, J. A. et al. (2017). A Randomized Controlled Trial to Improve the Success of Women Assistant Professors. *Journal of Women's Health*, 26 (5), 571-579. DOI: 10.1089/jwh.2016.6025

Hoobler, J.M., Masterson, C.R., Nkomo, S.M., & Michel, E.J. (2016). The business case for women leaders: meta-analysis, research critique, and path forward. *Journal of Management*, 44 (6), 2473-2499. <https://doi.org/10.1177/0149206316628643>

Howe-Walsh, L., & Turnbull, S. (2016). Barriers to women leaders in academia: tales from science and technology. *Studies in Higher Education*, 41(3), 415-428. DOI: 10.1080/03075079.2014.929102

*Kalev, A., Dobbin, F., & Kelly, E. (2006). Best practices or best guesses? Assessing the efficacy of corporate affirmative action and diversity policies. *American Sociological Review*, 71, 589-617.

Kalysh, K., Kulik, C.T., & Perera, S. (2016). Help or hindrance? Work-life practices and women in management. *The Leadership Quarterly*, 27, 504-518.

*Kossek, E.E., Su, R., & Wu, L. (2017). Opting Out or Pushed Out? Integrating Perspectives on Women's Career Equality for Gender Inclusion and Interventions. *Journal of Management*, 43 (1), 228-254. DOI: 10.1177/0149206316671582

Lyness, K.S., & Grotto, A.R. (2018). Women and Leadership in the United States: Are We Closing the Gender Gap? *Annual Review of Organizational Psychology and Organizational Behavior*, 5, 227-265.

Lyness, K.S., & Judiesch, M.K. (2014). Gender egalitarianism and work-life balance for managers: multisource perspectives in 36 countries. *Applied Psychology: An International Review*, 63 (1), 96-129. doi: 10.1111/apps.12011

*Laver, K.E., Prichard, I.J., Cations, M., et al. (2018). A systematic review of interventions to support the careers of women in academic medicine and other disciplines. *BMJ Open*, 8, e020380. doi:10.1136/bmjopen-2017-020380

O'Neil, D.A., Hopkins, M.M., & Bilimoria, D. (2015). A framework for developing women leaders: applications to executive coaching. *Journal of Applied Behavioral Science*, 51 (2), 253-276.

Paustian-Underdahl, S.C., Walker, L.S., & Woehr, D.J. (2014). Gender and perceptions of leadership effectiveness: a meta-analysis of contextual moderators. *Journal of Applied Psychology*, 99, 1129-1145.

Job search, employability and career adaptability



*Cloostermans, L., Bekkers, M.B., Uiters, E., & Proper, K.I. (2015). The effectiveness of interventions for ageing workers on (early) retirement, work ability and productivity: a systematic review. *International Archives of Occupational and Environmental Health*, 88, 521-532. DOI 10.1007/s00420-014-0969-y

Forrier, A., & Sels, L. (2003). The concept employability: a complex mosaic. *International Journal of Human Resources Development and Management*, 3, 103-124. doi:10.1504/IJHRDM. 2003.002414

*Fugate, M., Kinicki, A.J., & Ashforth, B. (2004). Employability: A psycho-social construct, its dimensions, and applications. *Journal of Vocational Behavior*, 65(1), 14-38. <https://doi.org/10.1016/j.jvb.2003.10.005>

Hart, A., Psyllou, A., Eryigit-Madzwamuse, S., Heaver, B., Rathbone, A., Duncan, S., & Wigglesworth, P. (2020): Transitions into work for young people with complex needs: a systematic review of UK and Ireland studies to improve employability, *British Journal of Guidance & Counselling*, DOI: 10.1080/03069885.2020.1786007.

*Hazelzet E., Picco, E., Houkes, I., Bosma, H. & de Rijk, A. (2019). Effectiveness of Interventions to Promote Sustainable Employability: A Systematic Review. *International Journal of Environmental Research and Public Health*, 2019, 16, 1985. doi:10.3390/ijerph16111985

*Hazenbergh, R., Seddon, F., & Denny, S. (2015). Programme recruitment and evaluation: the effect of an employability enhancement programme on the general self-efficacy levels of unemployed graduates. *Journal of Education and Work*, 28:3, 273-300. DOI: 10.1080/13639080.2014.900165.

Hodzic, S., Ripoll, P., Bernal, C., & Zenasni, F. (2015). The Effects of Emotional Competences Training among Unemployed Adults: A Longitudinal Study. *Applied Psychology: Health and Well-Being*, 7 (3), 275-292. doi:10.1111/aphw.12048

Kluve, J. (2014). Youth labor market interventions. *IZA World of Labor* 2014: 106. doi: 10.15185/izawol.106

Koen J., Klehe, U.C., & van Vianen, A.E.M. (2012). Training career adaptability to facilitate a successful school-to-work transition. *Journal of Vocational Behavior*, 81, 395-408. <http://dx.doi.org/10.1016/j.jvb.2012.10.003>

Koen J., Klehe, U. C., & van Vianen, A.E.M. (2013). Employability among the long-term unemployed: A futile quest or worth the effort? *Journal of Vocational Behavior*, 82, 37-48. <http://dx.doi.org/10.1016/j.jvb.2012.11.001>

Koen J., Klehe, U.C., & van Vianen, A.E.M. (2015). Employability and Job Search after Compulsory Reemployment Courses: The Role of Choice, Usefulness, and Motivation. *Applied Psychology: An International Review*, 64 (4), 674-700. doi: 10.1111/a10.1111/apps.12037

Koen, J., van Vianen, A.E.M., van Hooft, E.A.J., & Klehe, U.C. (2016). How experienced autonomy can improve job seekers' motivation, job search, and chance of finding reemployment. *Journal of Vocational*



Behavior, 95, 31-44. <http://dx.doi.org/10.1016/j.jvb.2016.07.003>

Lifshitz, C. (2017). Fostering employability among youth at-risk in a multi-cultural context: Insights from a pilot intervention program. *Children and Youth Services Review*, 76, 20-34.

McKee-Ryan, F., Song, Z., Wanberg, C.R., & Kinicki, A.J. (2005). Psychological and physical well-being during unemployment: a meta-analytic study. *Journal of Applied Psychology*, 90 (1), 53-76. doi: 10.1037/0021-9010.90.1.53.

[McQuillan, N.](#), [Wightman, C.](#), [Moore, C.](#), [McMahon-Beattie, U.](#), & [Farley, H.](#) (2020), Developing resilient graduates to be future workplace leaders. *Higher Education, Skills and Work-Based Learning*, 11 (1) 214-227. <https://doi.org/10.1108/HESWBL-11-2019-0162>

Ogbuanya, T.C., & Chukwuedo, S.O. (2017). Career-training mentorship intervention via the Dreyfus model: Implication for career behaviors and practical skills acquisition in vocational electronic technology. *Journal of Vocational Behavior*, 103, 88-105.

Rossier, J. (2015). Personality Assessment and Career interventions. In P.J. Hartung, M.L. Savickas, & W.B. Walsh (Eds.), *APA Handbook of Career Intervention: Foundations* (Vol. 1, 327-350). American Psychol. Association. <https://doi.org/10.1037/14438-018>

Van der Heijde, C. M., & van der Heijden, B.I.J.M. (2006). A competence-based and multidimensional operationalization and measurement of employability. *Human Resource Management*, 45(3), 449-476.

Van der Heijden, B.I.J.M., et al. (2018). Development and validation of the short-form employability 7-factor instrument. *Journal of Vocational Behavior*, 106, 236-248.

Van der Horst, A.C., & Klehe, U.C. (2019). Enhancing career adaptive responses among experienced employees: A mid-career intervention. *Journal of Vocational Behavior*, 111, 91-106.

[Vanhercke, D.](#), [De Cuyper, N.](#), [Peeters, E.](#), & [De Witte, H.](#) (2014). Defining perceived employability: a psychological approach. *Personnel Review*, Vol. 43 No. 4, pp. 592-605. <https://doi.org/10.1108/PR-07-2012-0110>

Vuori, J., Törnroos, K., Ruokolainen, M., & Wallin, M. (2019). Enhancing late-career management among aging employees 7 A randomized controlled trial. *Journal of Vocational Behavior*, 115, 103327. <https://doi.org/10.1016/j.jvb.2019.103327>

*Wanberg C.R. (2012). The individual experience of unemployment. *Annual Review of Psychology*, 63, 369-96. doi: 10.1146/annurev-psych-120710-100500

[Wanberg](#), C.R., [Zhu, J.](#), [Kanfer, R.](#), & [Zhang, Z.](#) (2012). After the Pink Slip: Applying Dynamic Motivation Frameworks to the Job Search Experience. *Academy of Management Journal*, 55 (2), 261-284. <https://doi.org/10.5465/amj.2010.0157>



VNIVERSITAT ID VALÈNCIA

Course Guide
46456 Interventions in work psychology: work design
and work teams
