

**FICHA IDENTIFICATIVA****DATOS DE LA ASIGNATURA****Código:** 46456**Nombre:** Intervenciones en Psicología del Trabajo: Diseño del trabajo y trabajo en equipo**Ciclo:** Máster Universitario Oficial**Créditos ECTS:** 5**Curso académico:** 2025-26**TITULACIONES**

Titulación	Centro	Curso	Periodo
2248 - International Joint Master of Research in Work and Organizational Psycholog	Facultat de Psicologia i Logopèdia	2	Primer cuatrimestre

MATERIAS

Titulación	Materia	Carácter
2248 - International Joint Master of Research in Work and Organizational Psycholog	Interventions in work psychology: work design and work teams	OBLIGATORIA

COORDINACIÓN

RAMOS LOPEZ JOSE

ZORNOZA ABAD ANA

PEIRO SILLA JOSE MARIA

RESUMEN

Esta asignatura se centrará en el estudio y diseño de intervenciones basadas en la evidencia en la Psicología del Trabajo y los enfoques de investigación al respecto. Hay una amplia gama de temas que pueden abordarse. Específicamente, este curso se centrará en varios temas relevantes y considerará diferentes tipos de intervenciones que han sido diseñadas y desarrolladas para enfrentar las demandas relevantes.

La investigación de intervención utiliza una amplia gama de métodos analíticos que incluyen diseños experimentales y correlacionales. Su principal diferencia con respecto a otros tipos de investigación es su enfoque centrado en los problemas, dirigido al desarrollo y evaluación de la intervención (a menudo por diseño) y de los resultados logrados. La implementación de intervenciones específicas de Psicología del Trabajo en el lugar de trabajo involucra diferentes factores que los investigadores deben considerar para desarrollar diseños y estrategias innovadoras. Algunas de ellas están relacionadas con el objeto del cambio y los objetivos en los que deben centrarse. La digitalización está cubriendo e impregnando todos los niveles de trabajo -social, organizativo, laboral, profesional- y es necesario incluir este factor en las



intervenciones.

Las intervenciones de psicología del trabajo incluyen una amplia gama de actividades, desde la prevención primaria hasta la terciaria. Pueden intervenir varios factores a diferentes niveles: desde los factores organizativos, de equipo y de nivel individual. Durante este curso, los estudiantes tendrán la oportunidad de elegir el tipo de intervenciones que les gustaría abordar, teniendo en cuenta factores organizativos o personales y temas tales como las características del trabajo, diseño de trabajo/ re-diseño, nuevas competencias y habilidades, empleabilidad, nuevas formas de trabajo, transformación digital, etc.

uevas formas de trabajo, transformación digital, etc.

CONOCIMIENTOS PREVIOS

RELACIÓN CON OTRAS ASIGNATURAS DE LA MISMA TITULACIÓN

No se han especificado restricciones de matrícula con otras asignaturas del plan de estudios.

OTROS TIPOS DE REQUISITOS

Sin requisitos previos.

COMPETENCIAS / RESULTADOS DE APRENDIZAJE

-

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.

**DESCRIPCIÓN DE CONTENIDOS****1. Intervenciones en Psicología del Trabajo**

- 1) Digitalización del trabajo y diseño del trabajo.
- 2) Digitalización del trabajo y equipos virtuales.
- 3) Intervenciones en empleabilidad, búsqueda de empleo y adaptabilidad de carrera
- 4) Intervenciones para promover la igualdad de género en el trabajo.
- 5) Seminario de Intervenciones en innovación en las organizaciones.

VOLUMEN DE TRABAJO (HORAS)**ACTIVIDADES PRESENCIALES**

Actividad	Horas
Teoría-Prácticas	50,00
Total horas	50,00

ACTIVIDADES NO PRESENCIALES

Actividad	Horas
Asistencia a otras actividades	0,00
Elaboración de trabajos individuales o en grupo	0,00
Estudio y trabajo autónomo	0,00
Preparación de clases	75,00
Preparación de actividades de evaluación	0,00
Resolución de casos prácticos	0,00
Total horas	75,00

METODOLOGÍA DOCENTE

La metodología de aprendizaje y enseñanza combina presentaciones con actividades de aprendizaje y tareas.

Sesiones introductorias: Las presentaciones se combinarán con algunas lecturas y algunos ejercicios prácticos que tienen como objetivo promover el aprendizaje de diferentes facetas de intervención-investigación.

Presentación de la investigación de intervención. Los estudiantes leerán y analizarán críticamente varios artículos de revistas sobre intervenciones sobre temas del curso, con más discusión.

Tareas: (assignments) Los detalles específicos para la asignación final serán explicados durante el curso y descritos en el documento subido en la plataforma virtual del curso. Incluyen la revisión crítica de intervenciones anteriores y el diseño de una intervención de investigación sobre Psicología del Trabajo.



EVALUACIÓN

- Lecturas críticas sobre Empleabilidad/Intervenciones de género (10%).
- Lecturas críticas sobre digitalización y equipos de trabajo (10%).
- Seminario: Innovación en las Organizaciones (Asistencia obligatoria, 10%)
- Asignación de Diseño de una intervención innovadora en Psicología del Trabajo (70%)

Criterios generales de evaluación:

- La participación en las sesiones de enseñanza (en la forma establecida) es obligatoria.
 - Justificación general y uso de la teoría para identificar la evidencia existente, describir el estado de la técnica y formular las preguntas de investigación.
 - Calidad de la escritura.
 - Utilización de referencias y nuevos documentos
 - Calidad científica del diseño de la investigación
- :p>

BIBLIOGRAFÍA

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 Workforce**. 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, 207-224.

*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, 504-18.

*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), 253-76.

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

*Hazenberg, 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.12037pps.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*, 95-96, 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 vector 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 - 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>