Social Psychology of Work

Autumn & Winter 2020-21

1. SUBJECT DATA

Subject	33309 SOCIAL PSYCHOLOGY OF WORK
Type	COMPULSORY
Program	UNDERGRADUATE PROGRAMME IN PSYCHOLOGY
Credits	6 ECTS
Semester	AUTUMN & WINTER 2020-21
Department	SOCIAL PSYCHOLOGY
Instructor	MONTSE SUBIRATS

Montse Subirats

2. OVERVIEW

Objective

Links with other subjects

3. SUBJECT TOPICS

Chapter 1. Changes and transformations in work and their consequences.

Chapter 2. Attitudes and values towards work.

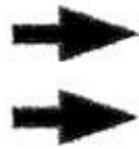Chapter 3. Job design: jobs, roles, and work socialisation.

Chapter 4. Motivation, job satisfaction, and performance.

Chapter 5. New ways of working: teamwork.

Chapter 6. Job stress and occupational health.

4. EVALUATION

Exam: 3 points (minimum: 3.5/10) 1.05

Activities: 3 points
3 reports: 4 points
Parts addition must be minimum of 5/10

Exam dates
First session: 12 January 2021
Second session: 21 June 2021

5. BASIC REFERENCES

Chmiel, N. (2008). An Introduction to Work and Organizational Psychology: a European Perspective. Malden, MA: Blackwell.

Woods, S.A. & West, M.A. (2010). The Psychology of Work and Organization. Cheriton House, Hampshire: Cengage Learning EMEA.

Arnold, J & Randall, R. (2016). Work Psychology: Understanding Human Behaviour in the Workplace. Pearson.

Montse Subirats

6. OTHER ISSUES

Do not keep results for next year (except for resits).

No validation last year's results.

Office hours

Marks for activities and report.

How to prepare for the exam?

CHAPTER 1

CHANGES AND TRANSFORMATIONS IN WORK AND THE CONSEQUENCES

References

Chmiel, N. (2008). An Introduction to Work and Organizational Psychology: a European Perspective

Chapter 18 . The changing nature of work. Michael Frese

Arnold, J. & Randall, R. (2016). Work Psychology: Understanding Human Behaviour in the Workplace. Pearson.

Chapter 15: The psychology of dispersed work
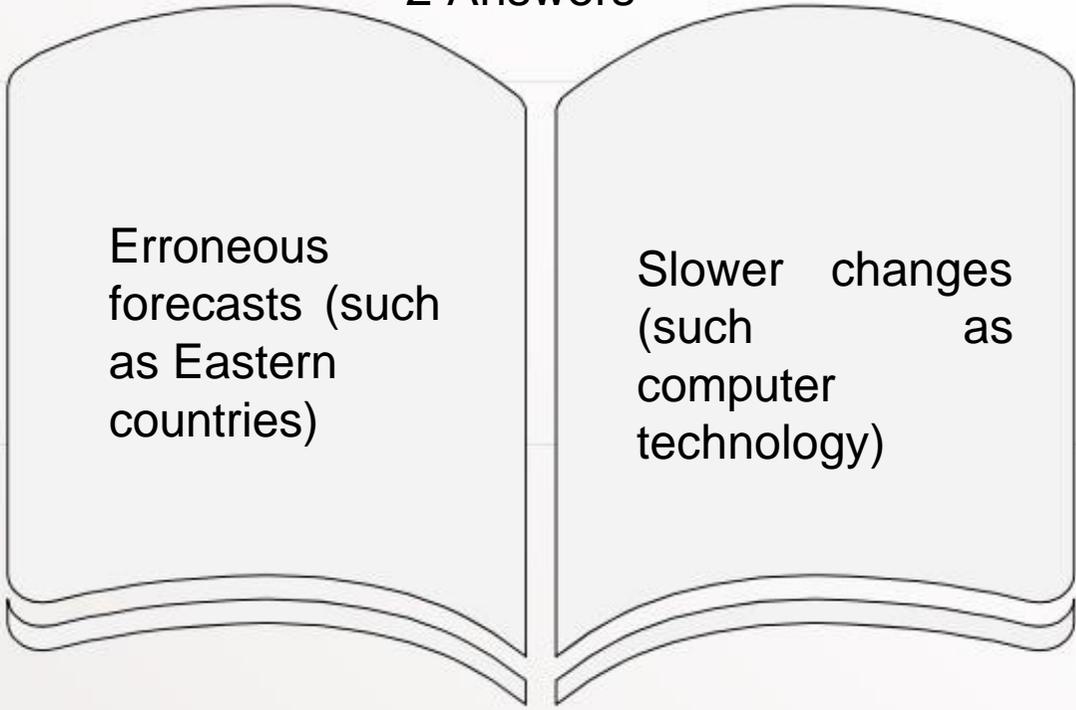
Introduction

1

One question

- What changes will the next 50-100 years bring?

2 Answers

Erroneous forecasts (such as Eastern countries)

Slower changes (such as computer technology)

4

Limiting conditions for changes

- Organisations are conservative (e.g., hierarchies)
- Human beings are conservative (e.g., new technology)

To understand the future of work?

- Software designers
- Scenario approach

ACTIVITY

Cascio and Montealegre (2016). How technology is changing work and organisations?

10 Trends that describe future jobs

1. Dissolution of the unity of work in space and time
2. Change of job and career concepts
3. Faster rate of innovation
4. Increased complexity of work
5. Personal initiative versus adaptability to new world
6. Global competition
7. Development of larger and smaller units
8. More teamwork
9. Reduced supervision
10. Increased cultural diversity
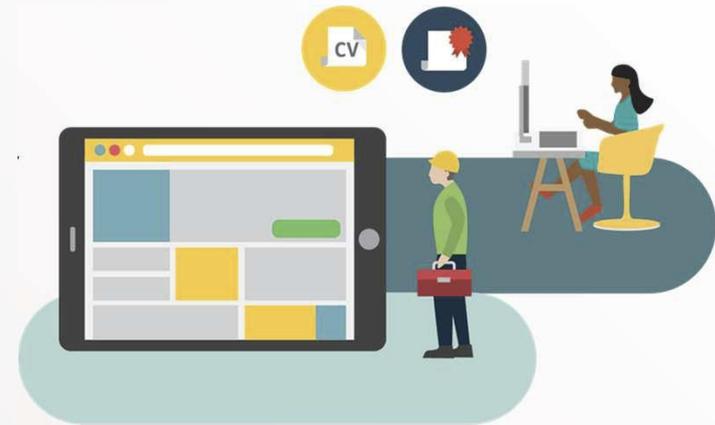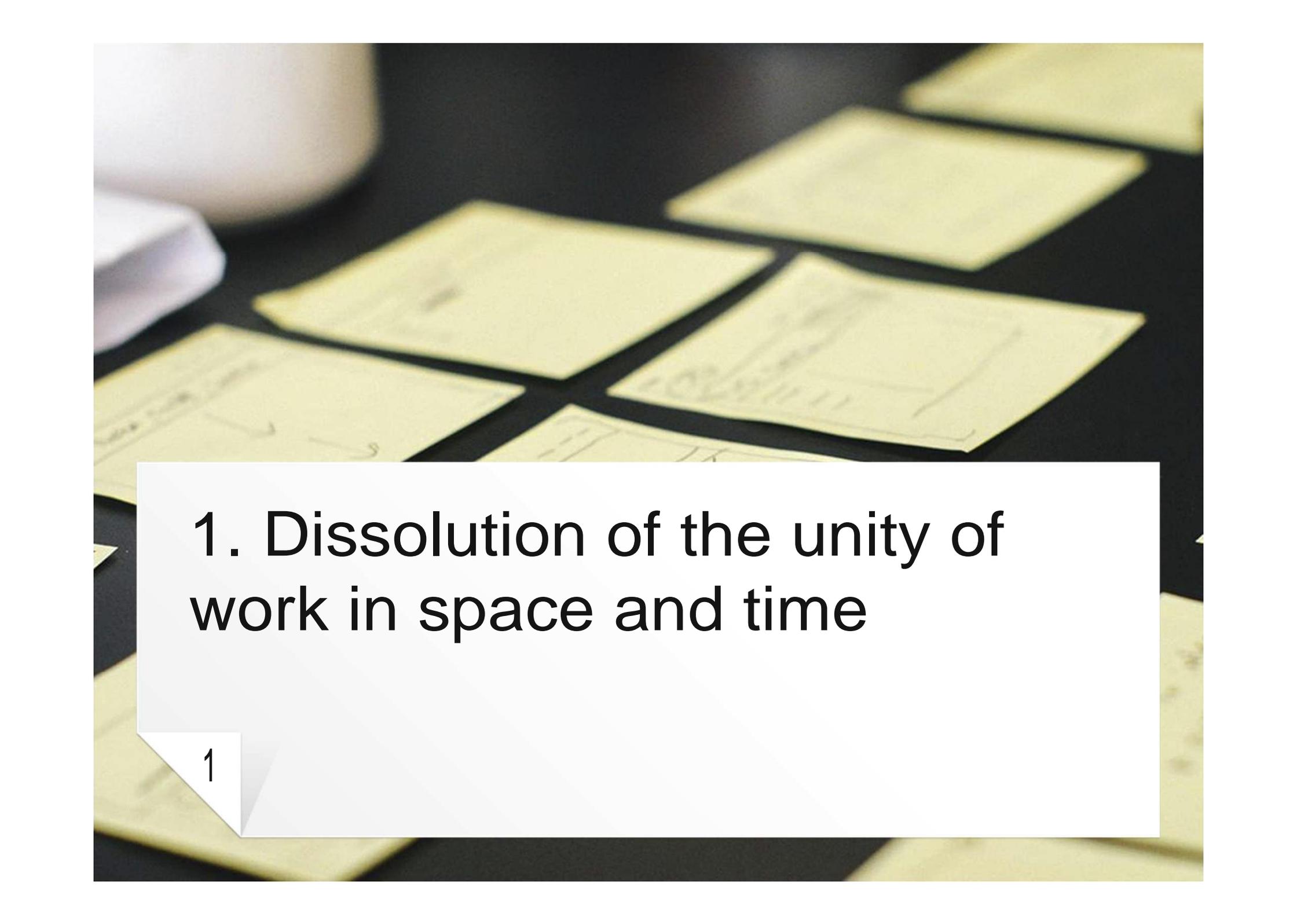
1. Dissolution of the unity of work in space and time

1. Dissolution of the unity of work in space and time

Some examples

<u>Problems with teleworking</u>: willingness, privacy, control, commitment, cooperative work

<u>Implications:</u>

- Coordination (task, face-to-face)
- Culture
- Poor language
- Over-abundance
- Better phase of work
- More democratic communication

Work from distance
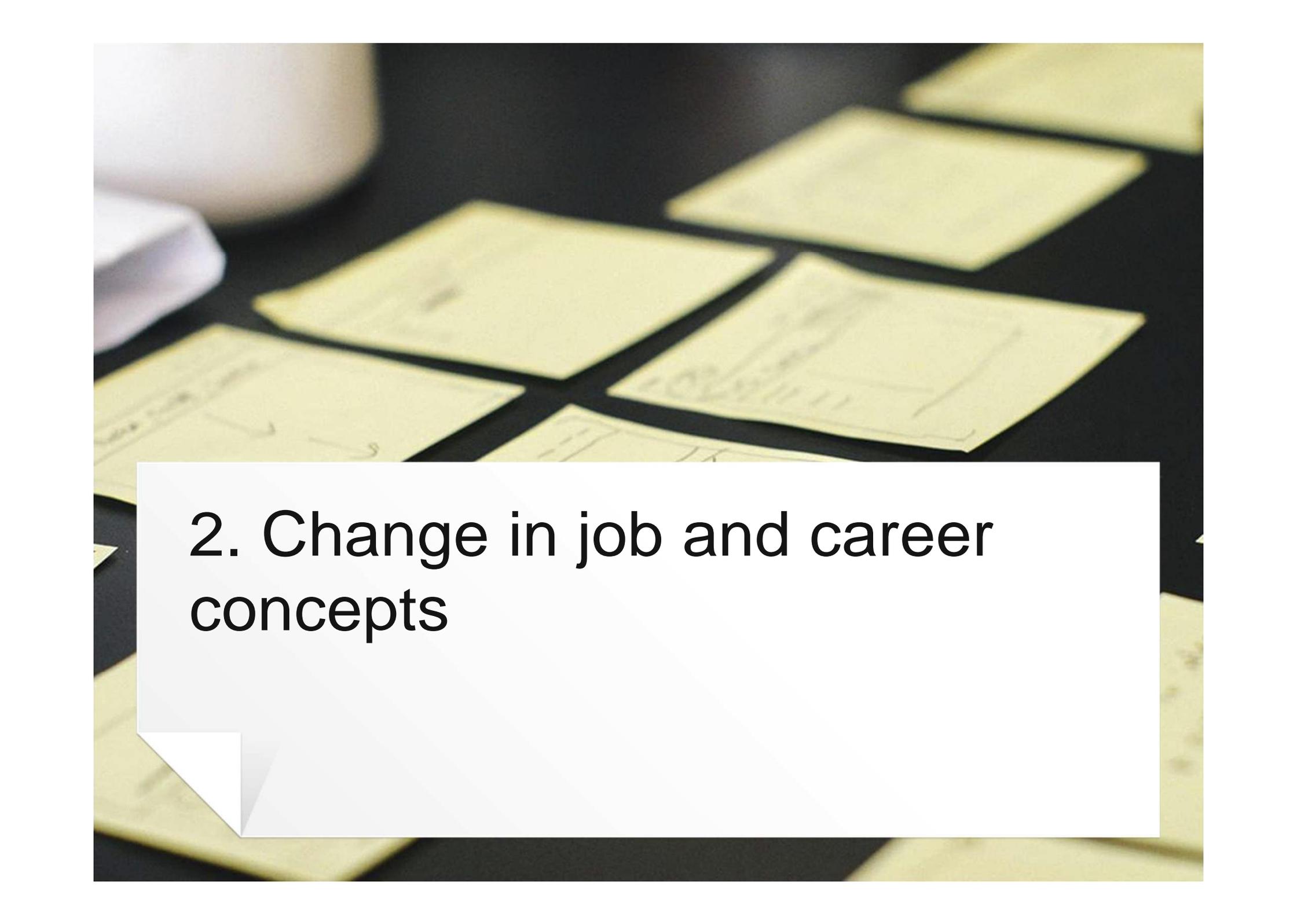
2. Change in job and career concepts

2. Change in job and career concepts

Job

- Reduction in jobs in production and services: re-engineering
- Reduction of personnel: technological innovation
- Temporary work increases
Project work increases

Career

- Lifetime
- Private life

- Employability
- Commitment
- Entrepreneurial spirit
- Think of market all the time
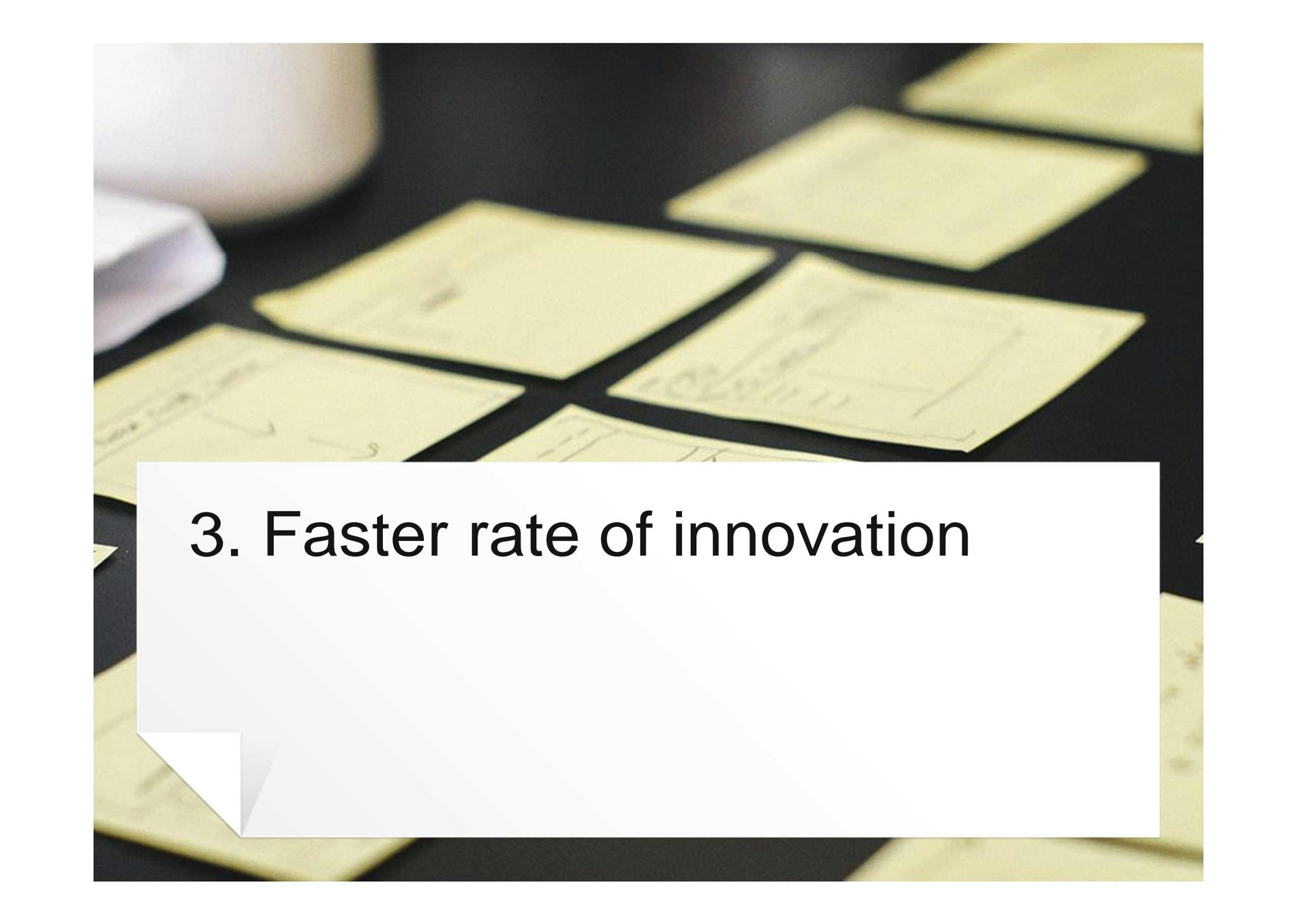
3. Faster rate of innovation

3. Faster rate of innovation

Implications:

- Two types of innovation: people with creativity and initiative.
- Innovation of process vs innovation of product.
- Learn faster: general skills, self-regulation, self-training (learn from errors), learning organisational culture: curiosity vs. uncertainty avoidance
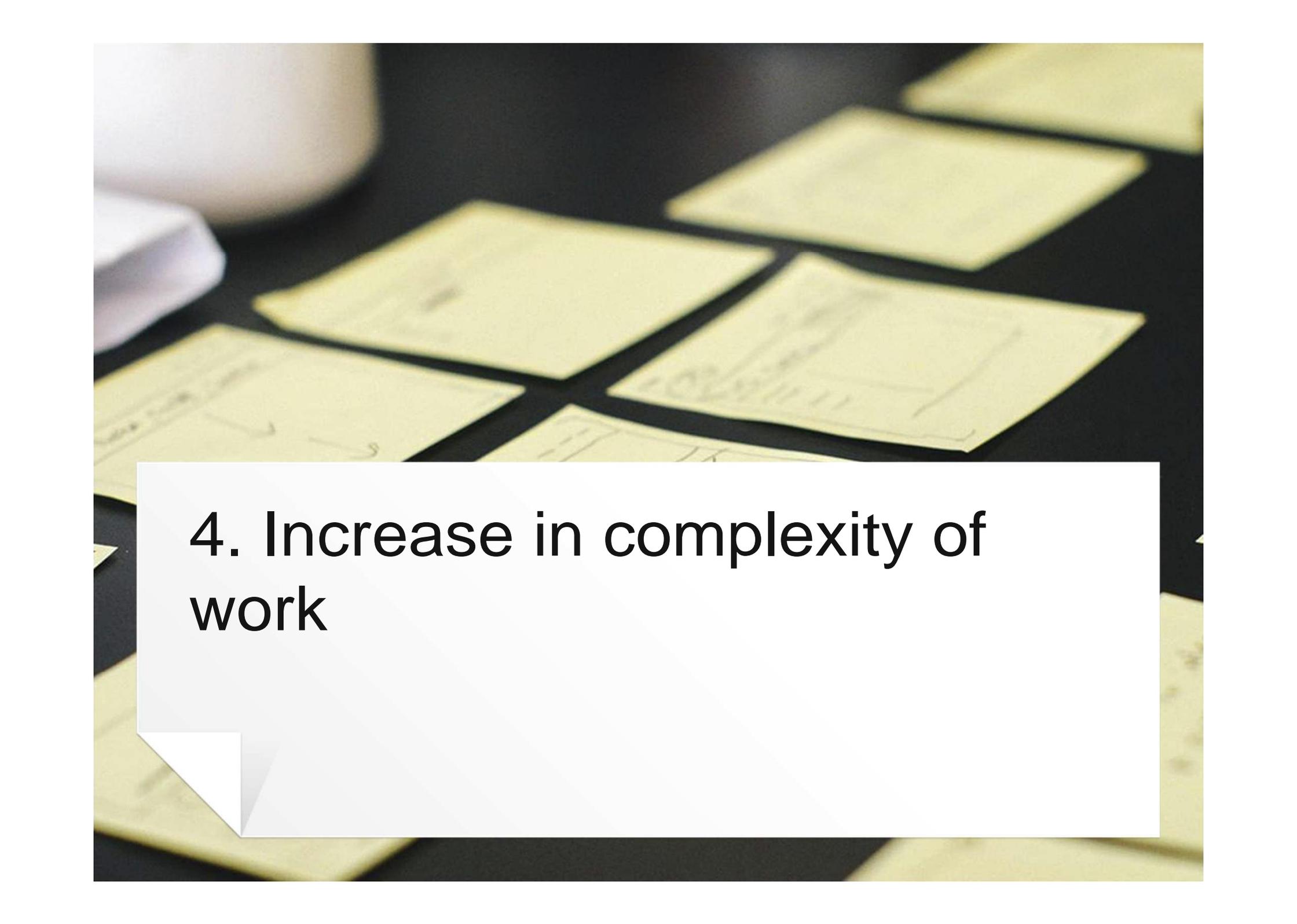
4. Increase in complexity of work

4. Increase in complexity of work

More demanding intellectual work

Causes

Small niches

customisation

Customer orientation
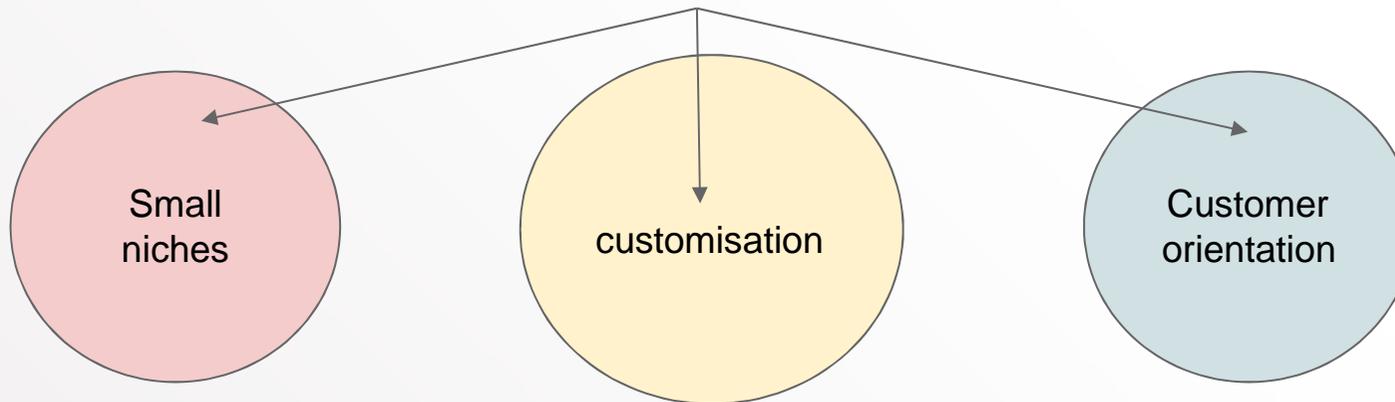
Implications:
1. What can be done for unskilled workers?
2. What can be done for not socially competent people?
3. Self-esteem and self-efficacy
4. Job analysis of intellectual work
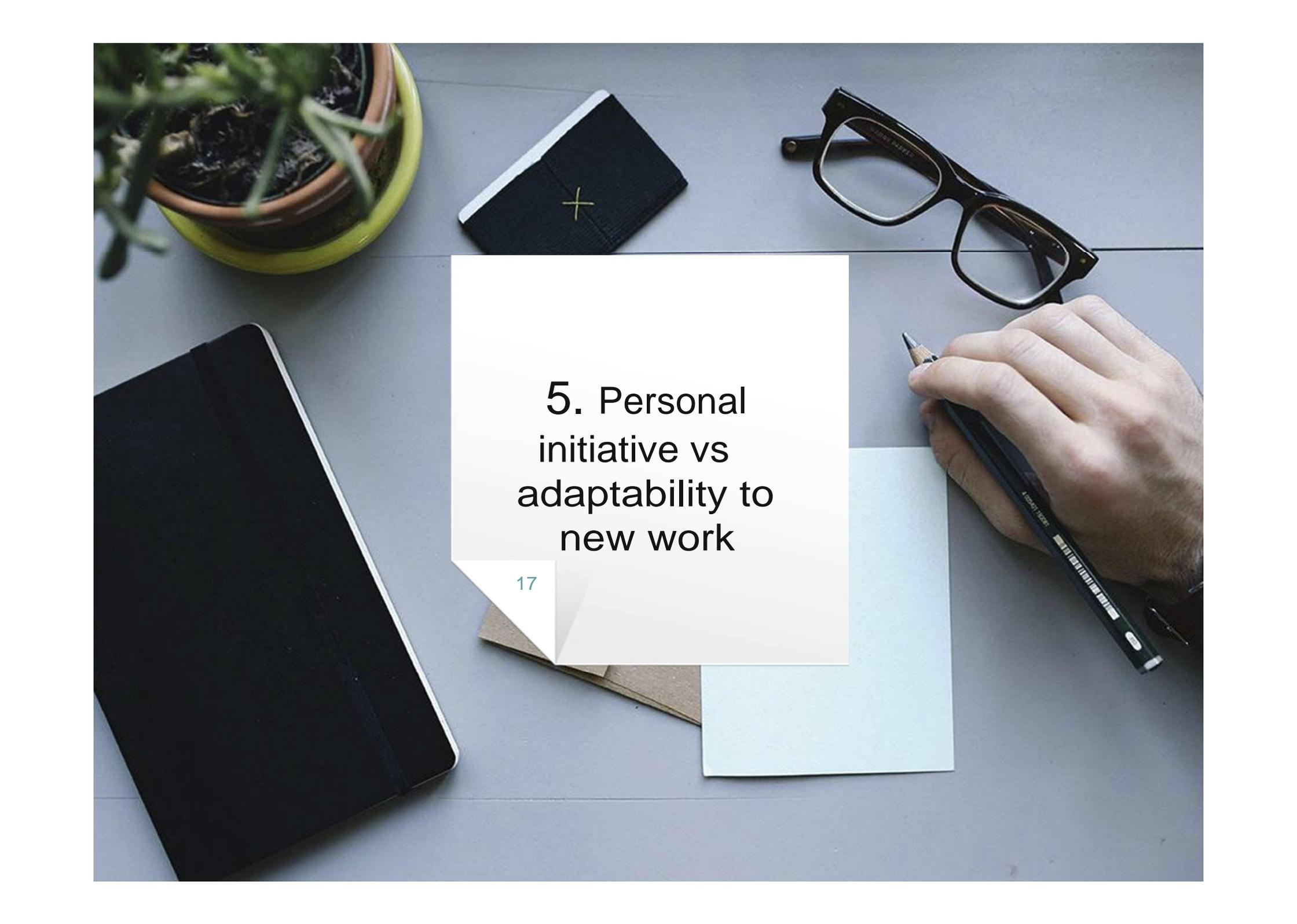
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5. Personal initiative vs adaptability to new work

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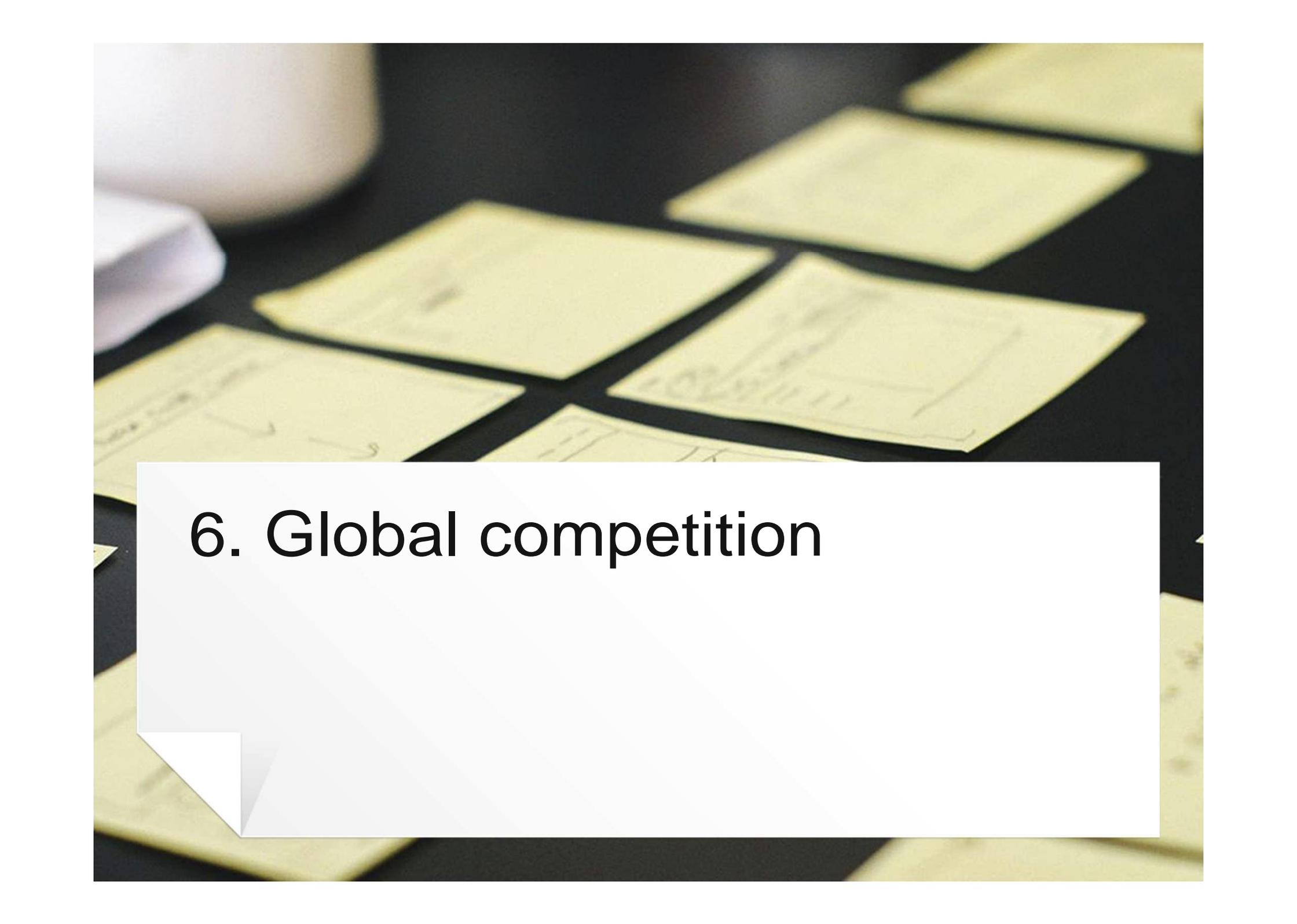
6. Global competition

6. Global Competition

Implications:

1. Ideas, attitudes, and productivity
2. More imaginative companies: self-reliance, initiative, involvement
3. More turbulence in companies
4. Cross-cultural management
5. What to do with smaller companies?
6. Reduction of the power of the labour unions

7. Development of larger and smaller units

CONTINGENCY THEORY
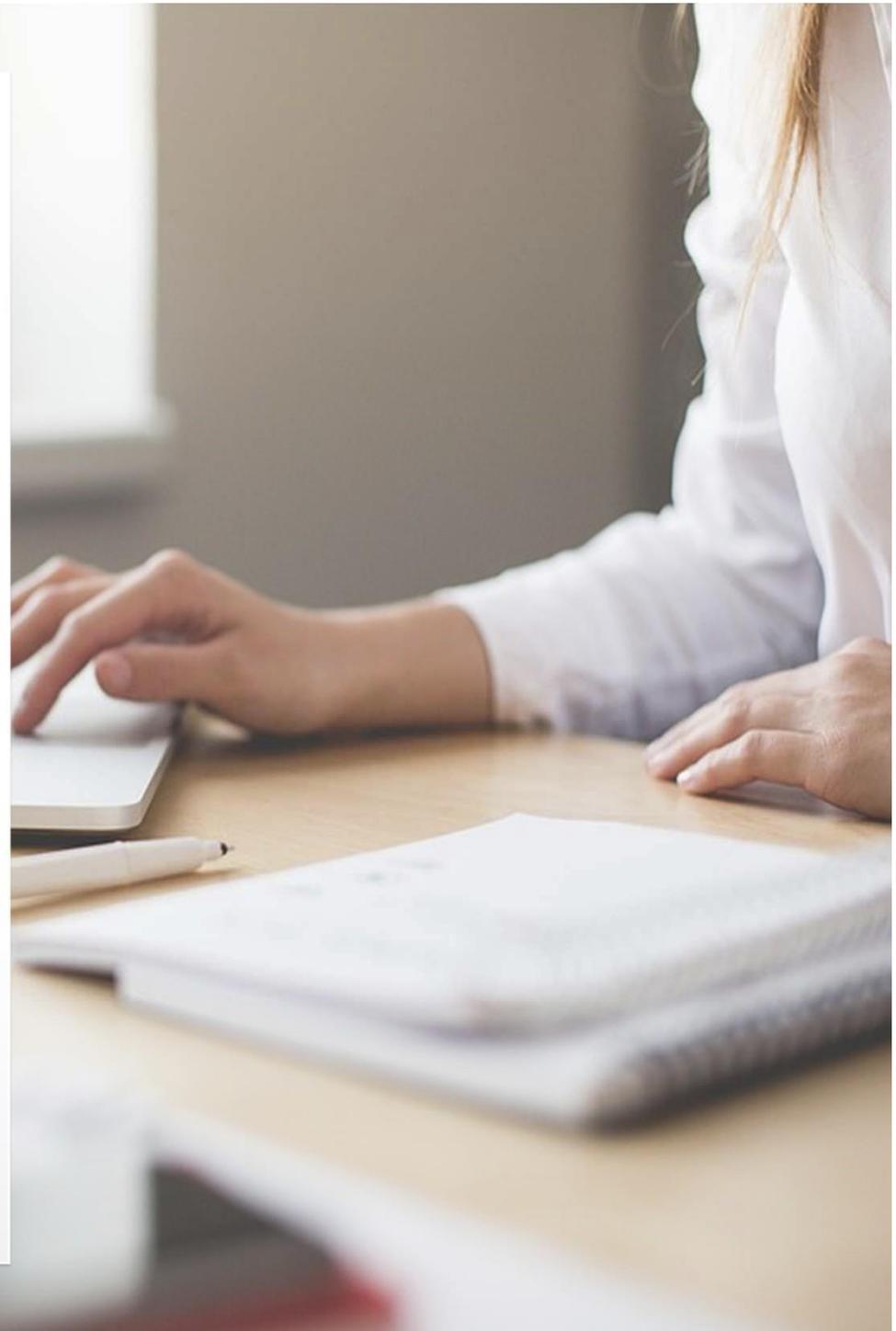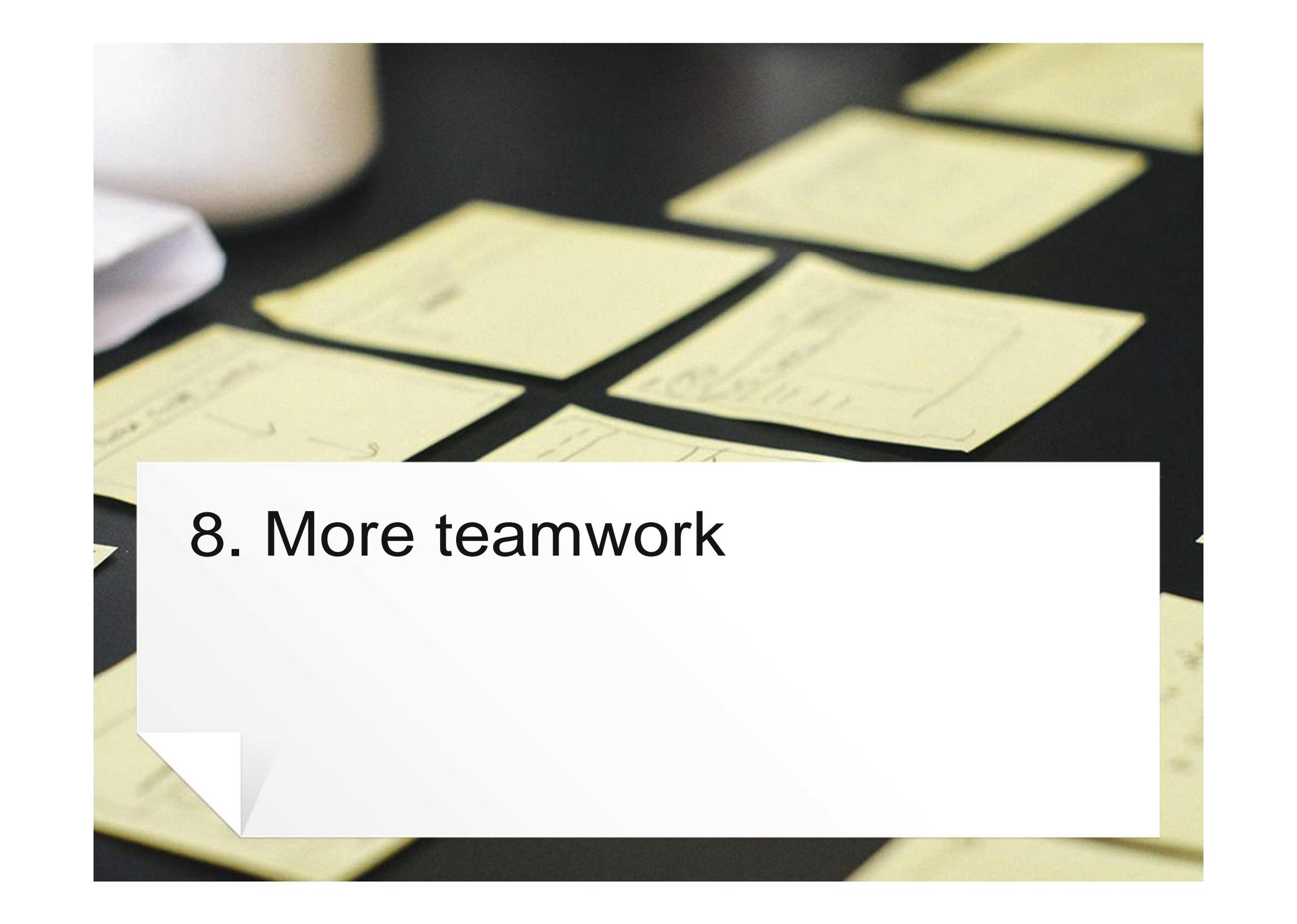
8. More teamwork

8. More teamwork

- Job rotation
- Self-coordination: reduce supervisors
- Interdisciplinary work: register
- Social and communication skills: emotional intelligence
- Team training, team development measures, integration

Team

vs

Individual
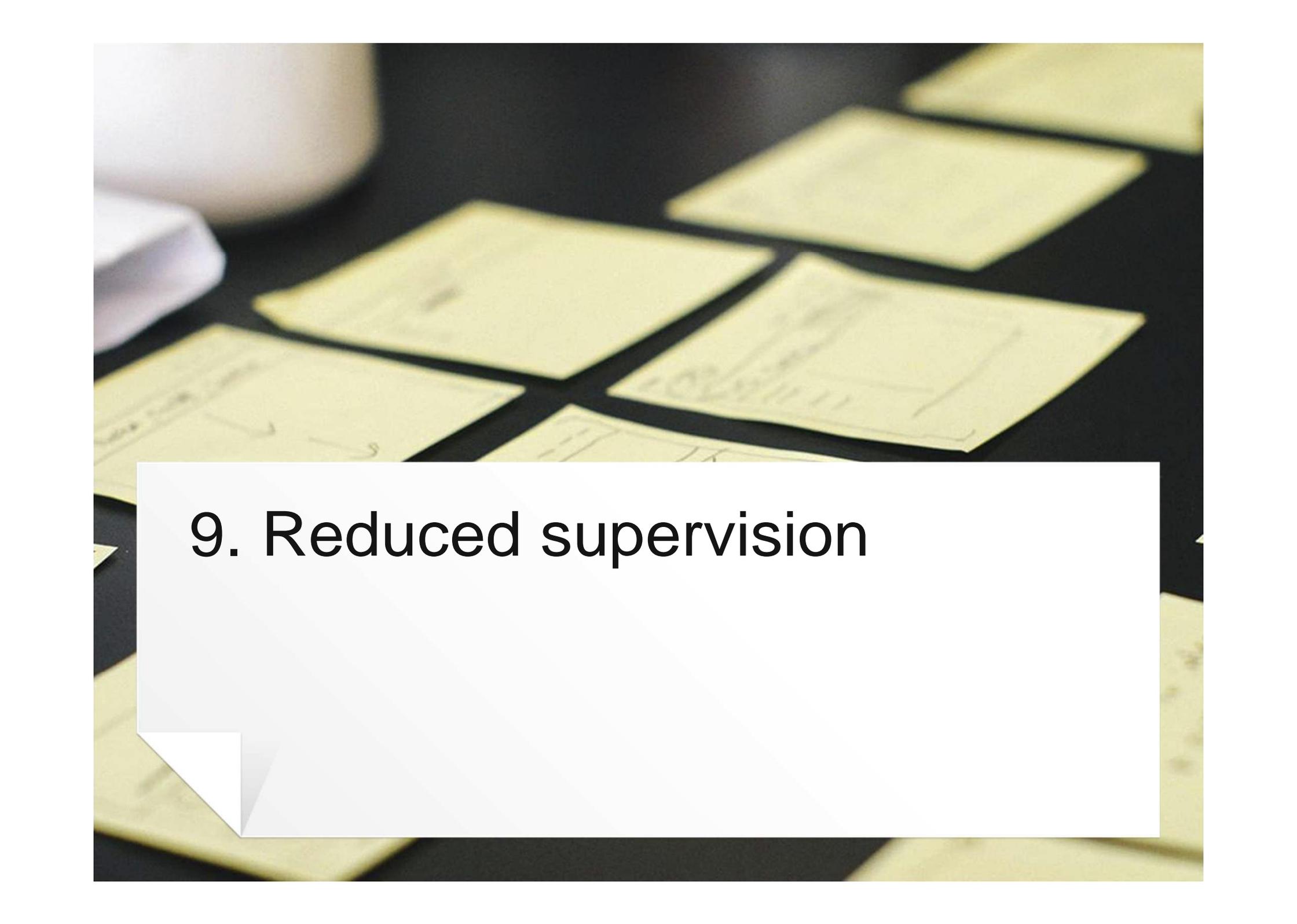
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9. Reduced supervision

Who is going to transmit organisational knowledge, culture and socialisation?

Who is going to resolve errors?

Who is going to facilitate changes?

10. Increase in cultural diversity

- Prejudice and animosities

- Two approaches: categorisation and preparation

- Language

3 Changes in work world focused on US

- Succession planning
- Talented employees
- Generations X (1969-1980) vs Generations Y or Millennials (born after 1980).
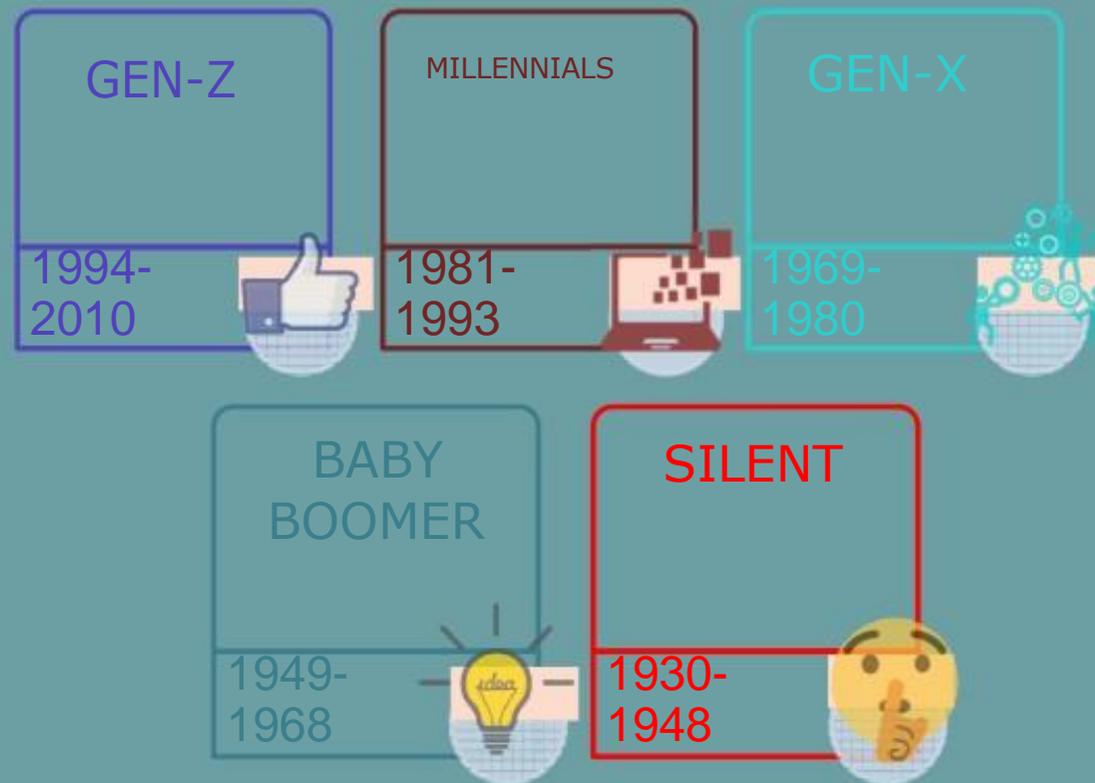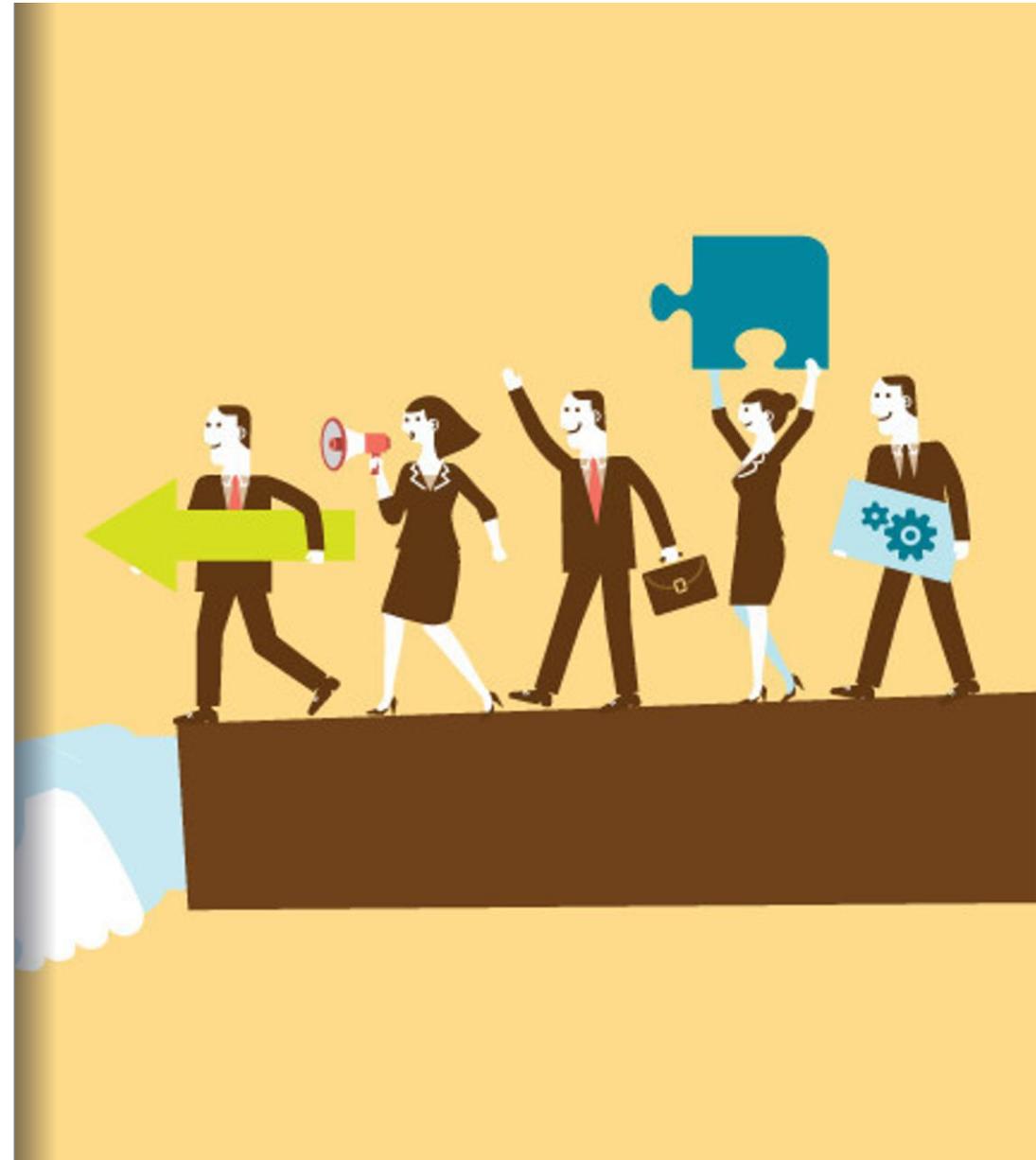
CHAPTER 2.

Attitudes and values towards work

References

Woods, S.A. & West, M.A. (2010). The Psychology of Work and Organizations. Cengage Learning EMEA
Chapter 4. Attitudes and behaviour in organisations

Arnold, J & Randall, R. (2016). Work Psychology: Understanding Human Behaviour in the Workplace. Pearson.
Chapter 6. Attitudes at work

1.

Attitudes and Behaviour

Legend (check ☑ the correct number that applies to each question):

1 = Strongly Disagree   2 = Disagree   3 = Neutral
4 = Agree   5 = Strongly Agree

	1	2	3	4	5
1. Do you feel that your salary reflects your worth to the organization?					
2. Do you feel appreciated for your work performance?					
3. Do you feel a sense of achievement for your work efforts?					
4. Are you provided the opportunity for growth/ advancement to higher level tasks?					
5. Do you feel that you contribute to the overall success of the organization?					
6. Would you recommend the organization to family and friends?					
7. Are you given the opportunity to learn new skills through formal training?					
8. Do you feel the organization provides adequate resources to complete your work?					
9. Do you feel overwhelmed by your workload?					
10. Do you experience ongoing interests in your job/tasks?					

Figure 3-2 Employee Attitude Survey

2.

What is an attitude?

What is an attitude?

Evaluative statements or beliefs about something or someone

Target

Positive / Negative

What is most important?

COMPONENTS:

1. Cognitive
2. Affective
3. Behavioural

Victor Küppers

La importancia de la ACTITUD

3.

Liking Attitudes and Behaviour

Cognitive dissonance theory (Festinger, 1957)

Have you ever had to do something that you did not approve of doing?

DISSONANCE-DISCOMFORT

Implications:

1. Behaviour is likely to be consistent with attitudes to avoid dissonance
2. Alteration of attitudes as a consequence of behaviour

The theory of planned behaviour (Ajzenand & Fishbein, 1977)
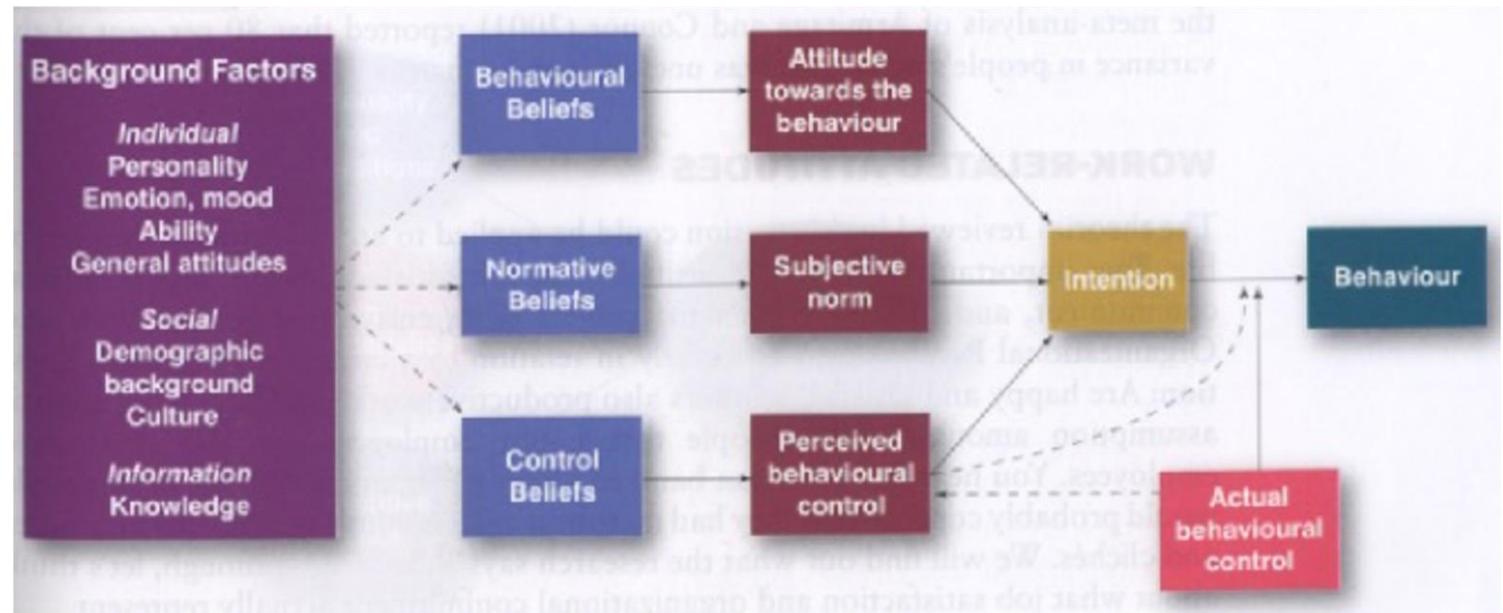
THE CASE OF THE YOUNG NEWLYWED

Work-related Attitudes

JOB SATISFACTION

a person's general feelings about their job, and the extent to which they feel positive or negative

12
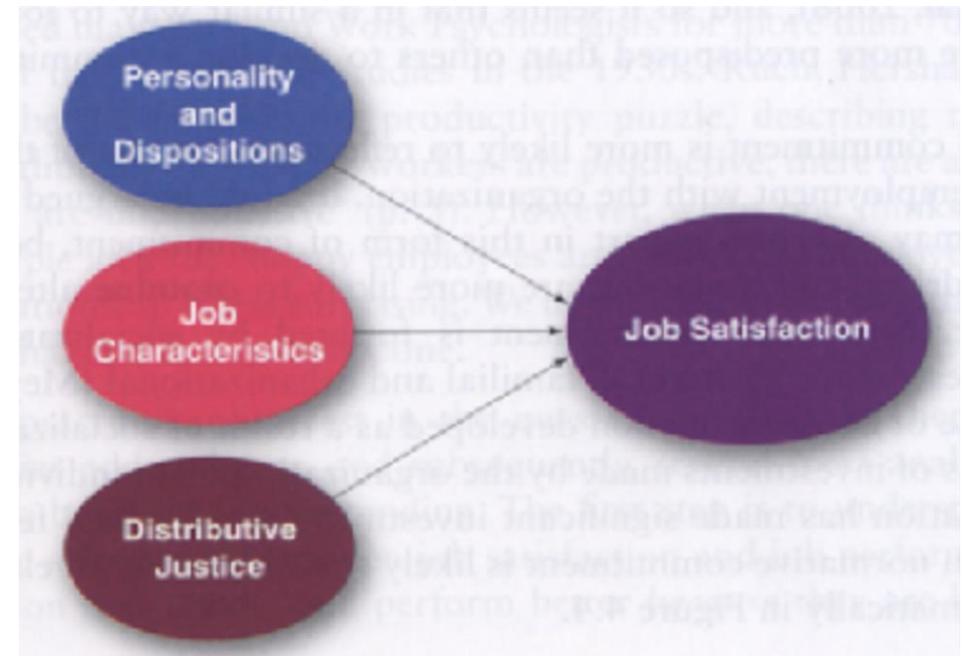
Organisational coMMitMent

The extent to which an individual feels they have a positive relationship with their organisation

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Other Work Attitudes

- More customer satisfaction
- Higher profit
- More productive
- Lower turnover
- Fewer accidents

EMPLOYEE ENGAGEMENT

the extent to which people are enthusiastic about and actively involved with their job and organisations

JOB INVOLVEMENT

how invested a person feels in their job in an organisation
(to care more about and believe in the value of their work)

JUSTICE AND FAIRNESS

4.

Attitude change: persuasion and influence

Attitude change: persuasion and influence

❖ Crano and Prislin(2006): Elaboration Likelihood Model (ELM) and Heuristic/Systematic Model (HSM)

❖ Attitude strength

❖ Fear
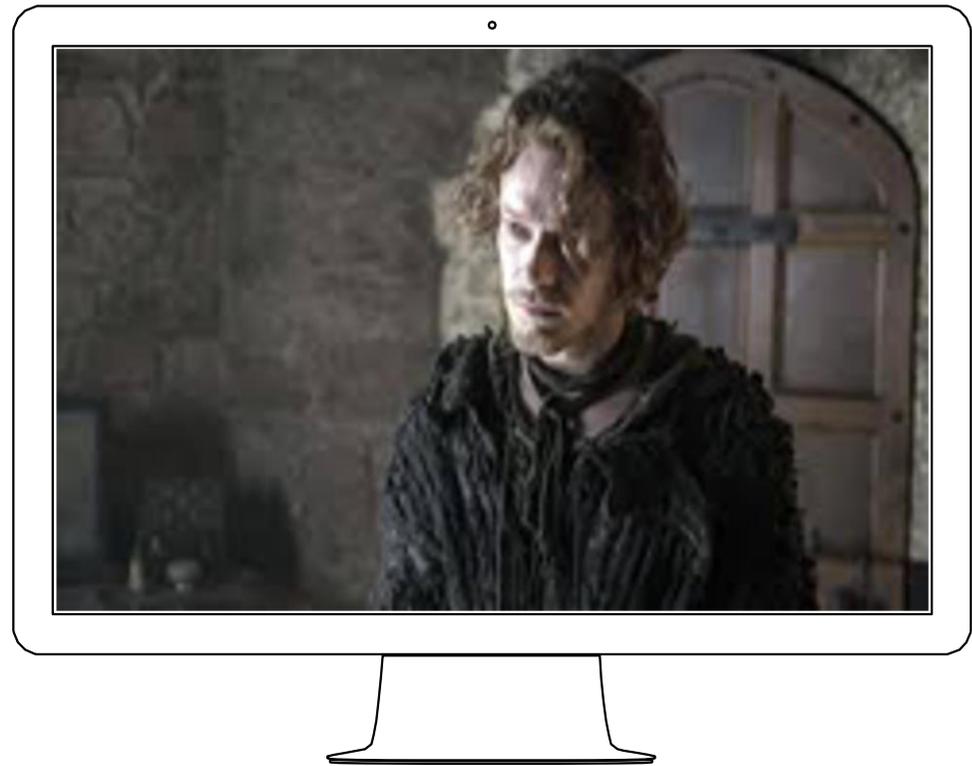
5.

Wider influences on behaviour at work

Emotion and Behaviour

Affective events theory (AET; Ashkanasy and Daus, 2002)
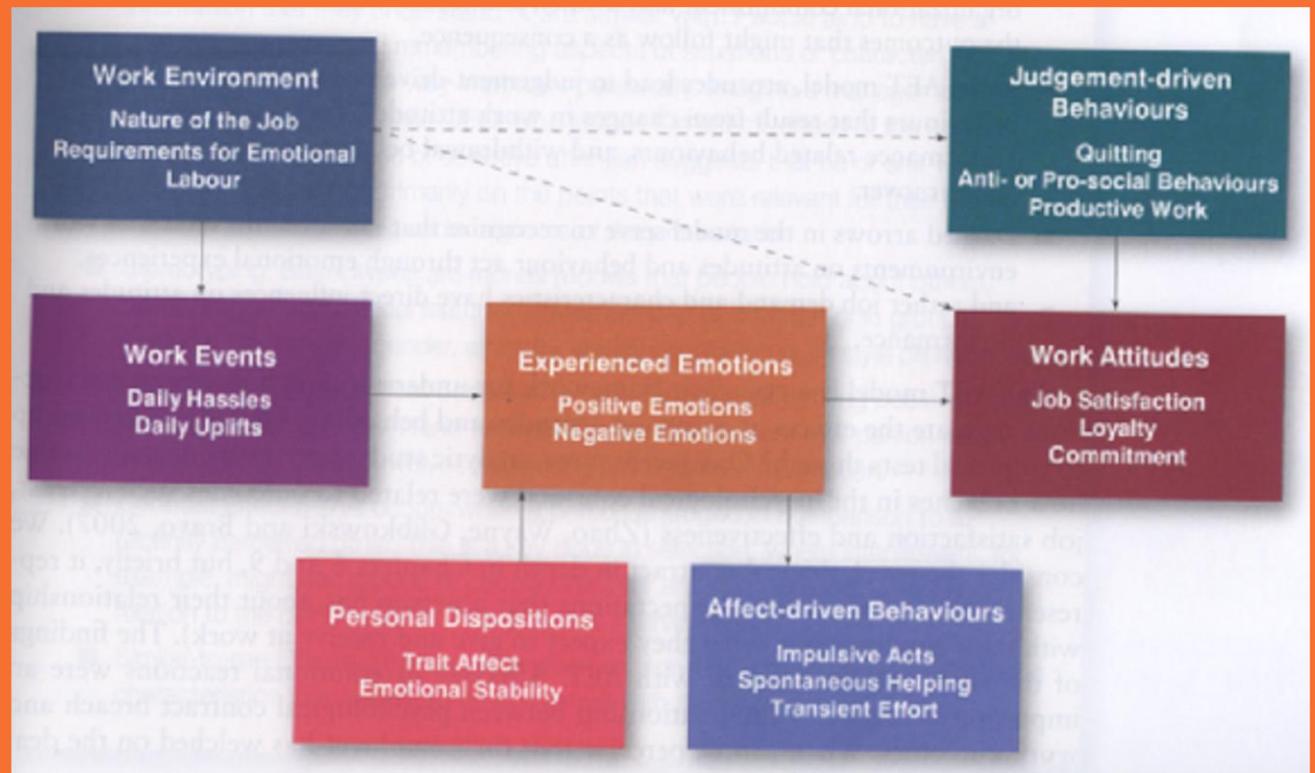
Perception and Behaviour

Personal construct theory (Kelly, 1955)

Interpersonal perceptual shortcuts:

- Selective attention
- Stereotyping
- Halo effect
- Contrast effect
- Similar-to-me effects

YELLOW BLUE ORANGE
BLACK RED GREEN
PURPLE YELLOW RED
ORANGE GREEN BLACK
BLUE RED PURPLE
GREEN BLUE ORANGE

WHERE'S WALLY?

ATTRIBUTION THEORIES:
causes of behaviour

20

Decision Making

Is it reasonable to say that no human decision is ever really completely rational?

BOUNDED RATIONALITY THEORY (Simon, 1972)

Limitations:

- Introduction of risk and uncertainty: loss aversion

- Incomplete information about alternatives

- Complexity

Intuition:

When is intuitive decision-making more effective?

1. Decision makers have developed deep knowledge of the context of problems and the domain areas that frame problems

2. Problems and the task associated with them are judgemental rather than intellectual

THE SHOPPING STORY

Social Influences on Behaviour

SOCIAL FACILITATION

your performance is better when others are present or observing

Drive Theory

the presence of others can serve to promote behaviour as well as to inhibit

Explanations:

1. Evaluation apprehension (Cottrell, 1972)

2. Distraction-conflict theory (Baron, 1986)

SOCIAL LOAFING

Personal identity: idiosyncratic traits and individual differences that give you a sense of who you are

Social identity: how you perceive yourself as a result of being a member of a particular social group

Depersonalization

If others perceive your group negatively...?

CONFORMITY

Asch experiment

Level of distortion of judgement:

1. Distortion of perception
2. Distortion of response

When was conformity reduced?
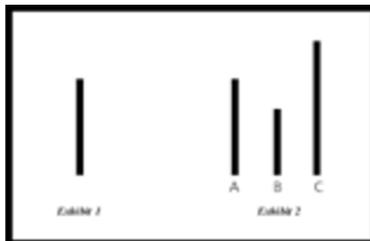
OBEDIENCE TO AUTHORITY

Milgram experiment

Will regular people in the general population obey authority if instructed to cause harm to others?

What are the implications for organisations?

Cross-cultural perspective
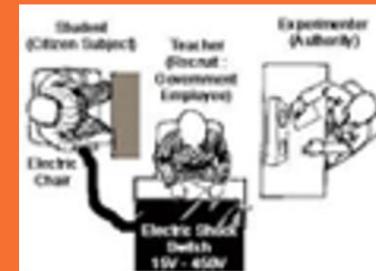
CHAPTER 3

Job design: jobs, roles, and work socialisation
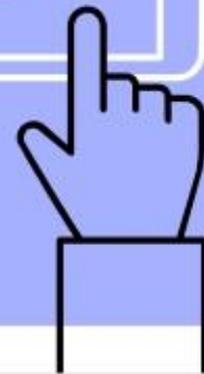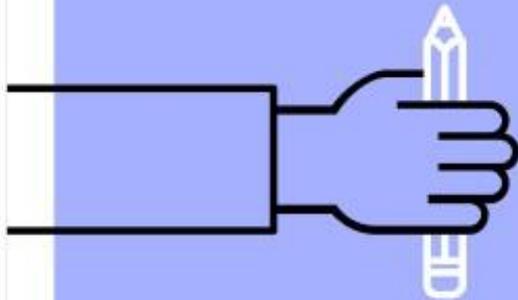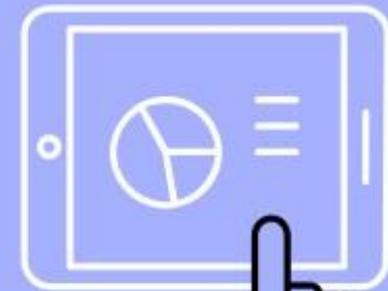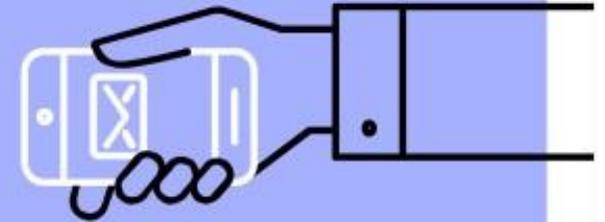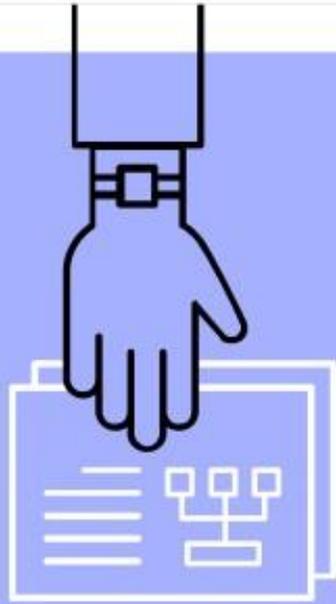
REFERENCES

Chmiel, N. (2009). An Introduction to Work and Organizational Psychology: a European Perspective

    Chapter 1. Work Profiling and Job Analysis. Dave Bartram

Arnold, J & Randall, R. (2016). Work Psychology: Understanding Human Behaviour in the Workplace. Pearson.

    Chapter 4. Personnel selection: analysing jobs, skills, and selection methods.
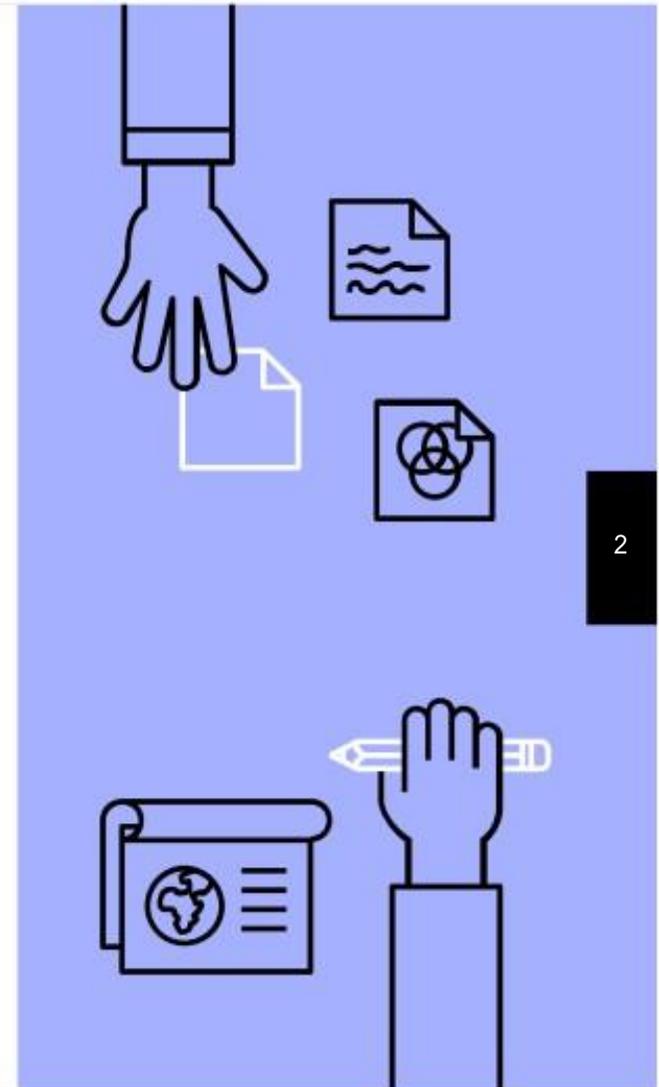
WHAT IS JOB ANALYSIS?

▷ Collection and analysis of any type of job-related information by any method for any purpose (Ash, 1988)

What is important about a job?

OUTPUTS

Job description: nature of work

a) Work-oriented job descriptions
b) Worker-oriented job descriptions

Person specifications: nature of people

KSAOs

3

WHY JOB ANALYSIS IS DONE

To understand what behaviours are required to do a job effectively

Job analysis is needed for (purposes):

❖ Recruitment and selection
❖ Training and development
❖ Performance management
❖ Merger, acquisitions, and downsizing
❖ Job design and redesign
❖ Health and safety requirements
❖ Human resource planning and effective use of available resources
❖ Job evaluation and compensation
❖ Legal defensibility
❖ Classification of jobs and labelling of jobs
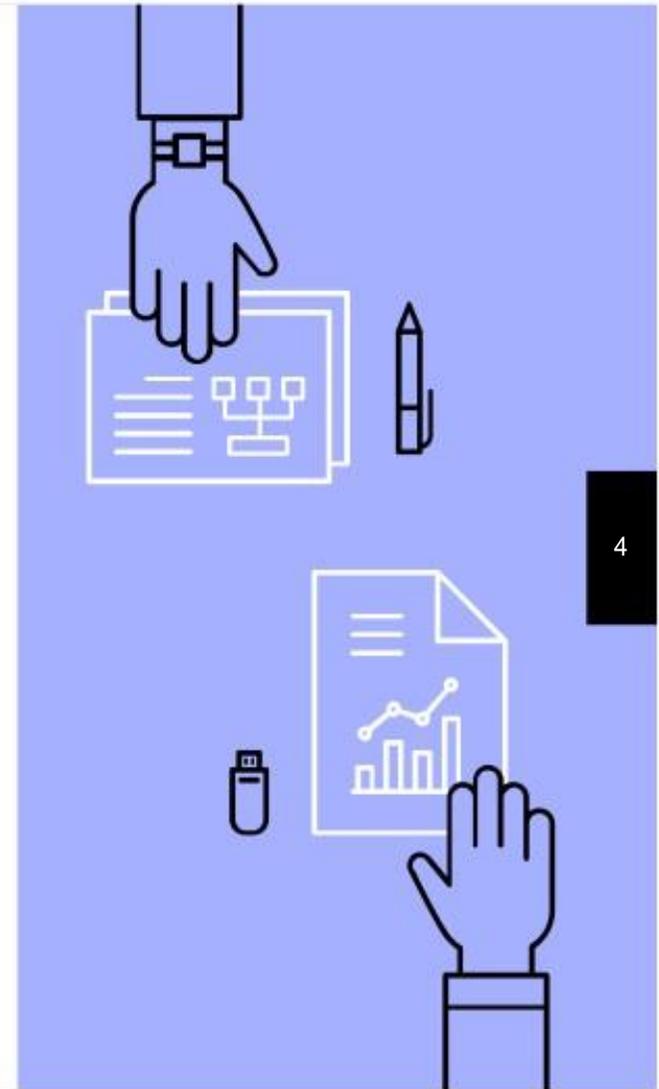
Job classification systems

▷ International Standard Classification of Occupations (ISCO) developed by the International Labor Organization (ILO) in Geneva http:www.ilo.org/public/english/bureau/stat/class/isco.htm

▷ Dictionary of Occupational Titles (DOT) developed by US Employment Service

1939, 550 occupational groups

The O*NET (Occupational Information Network):http:\\online.onetcenter.org

900 occupational groups
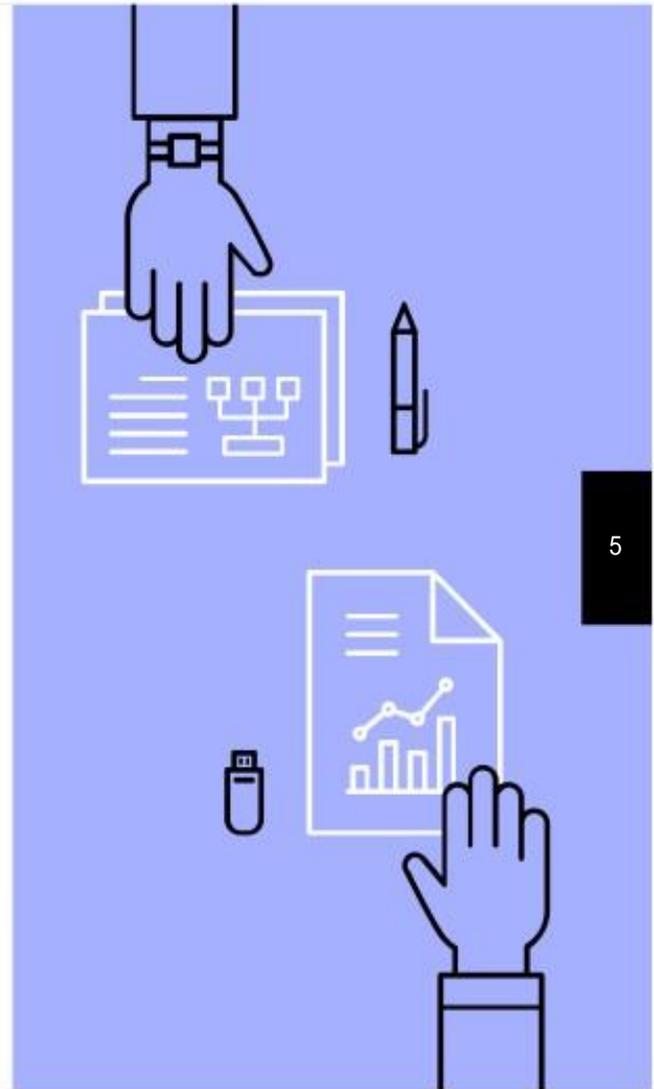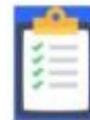
Job analysis methods

Depend on what type of work-related information is needed

Types of information (McCormick, 1976):

1. Work activities
2. Work performance
3. Job context
4. The machines
5. Job-related outcomes
6. Personnel requirements

Work- or worker-oriented???
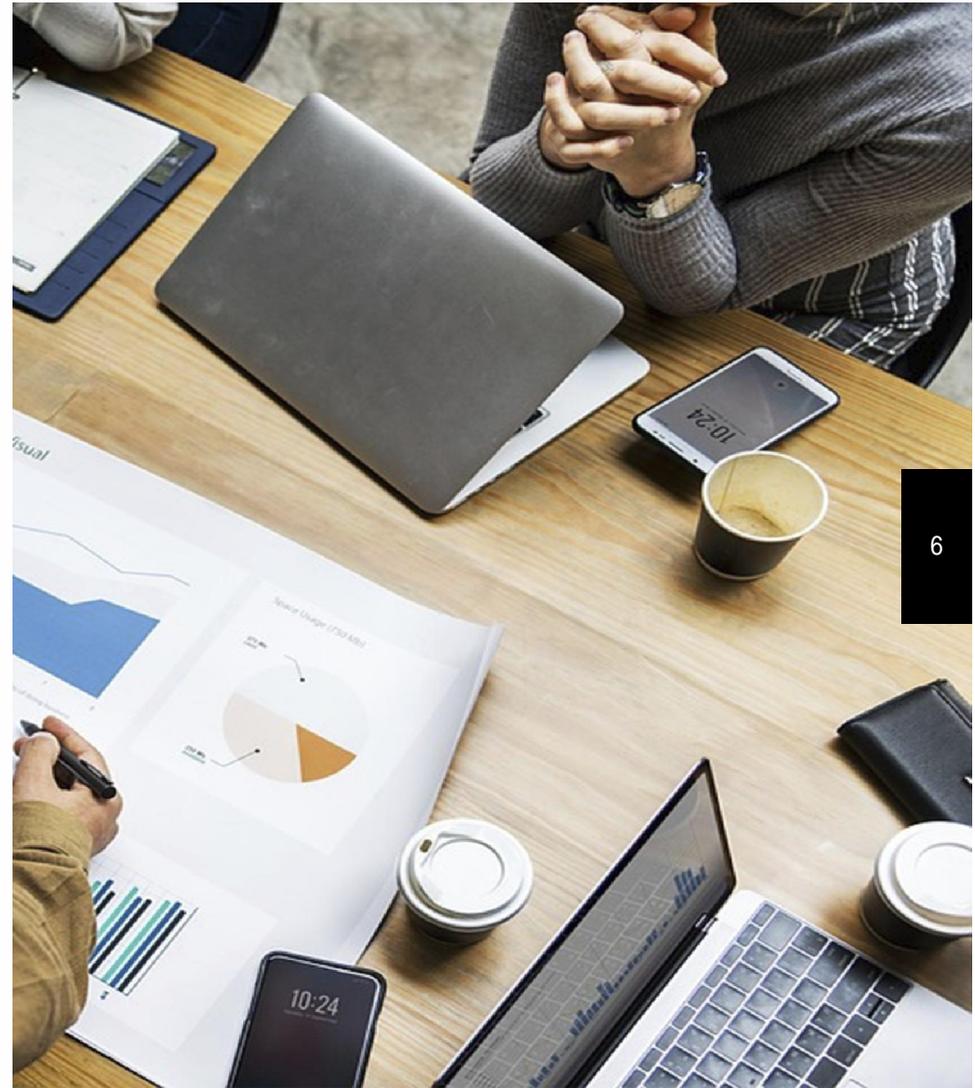
- Job incumbents:

Points of caution:

- Time
- Objective
- Unfamiliar
- More valid

- Supervisors and professional job analysts (O*NET)

Sources of job information

TOOLS OF JOB INFORMATION

NATURE OF JOB

▷ Documentation ▷
Observation
▷ Diaries

OPINION OF PEOPLE

Job incumbents or subject matter experts (SMEs)

▷ Questionnaires
▷ Structured interview

Future-oriented interview

Direct data collection methods

▷ Time-and-motion (T&M)

▷ Cognitive task analysis (CTA): 'think aloud'

▷ Hierarchical task analysis (HTA)
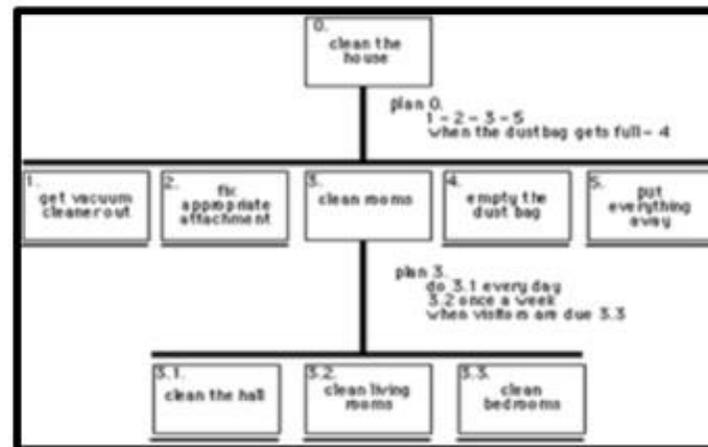
Housekeeper
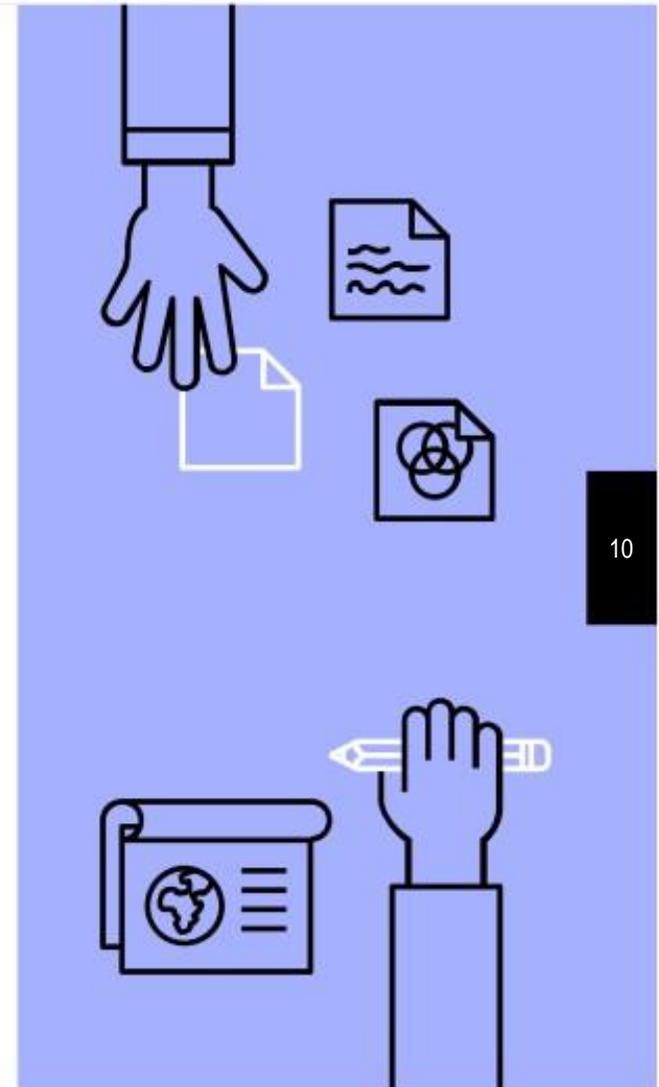
TASK-ORIENTED DATA COLLECTION METHODS

For a specific job rely on SMEs

TASK INVENTORY ANALYSIS (TIA)

Retail pharmacist
• Answer customer questions about products and services
• Call patient about prescriptions not collected after 7 days
• Make refunds
• Recommend products to customers
• Ring up merchandise and prescriptions on register

FUNCTIONAL JOB ANALYSIS (FJA): *from DOT*

Task statements:

▷ Why and how it is done
▷ What is accomplished
▷ Level of involvement
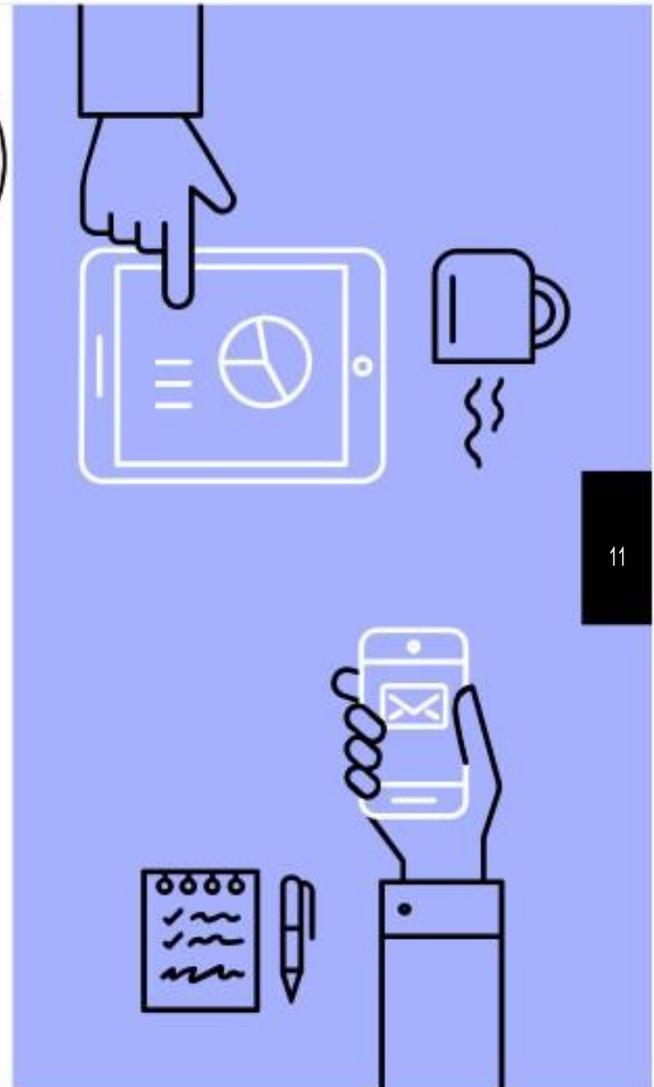
CRITICAL INCIDENT TECHNIQUE

Example : Waiter in a Restaurant

Critical Incidents

- Restaurant is crowded and guests become impatient

- Guests complain about inedible dishes

- A drunken group of guests with no money in their pockets

- A guest wants to learn more about minor details of a specific wine

- The cook is sick and his deputy is out of his depth
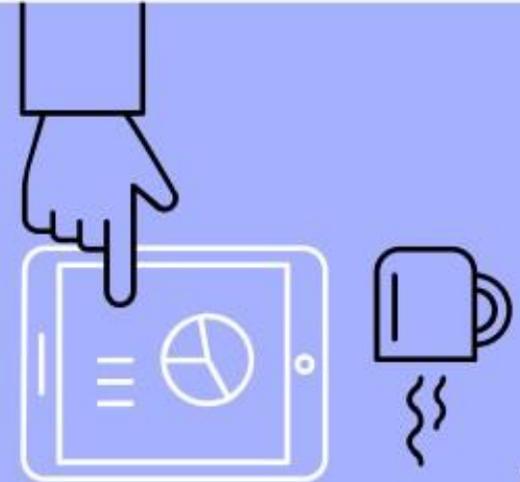
WORKER ORIENTED DATA COLLECTION METHODS

Repertory grid analysis (RGA)

Qualities needed for success in the job (8-12 and ideal people)

Job elements method (JEM)

Behaviours that are significant to job success

Ability requirements scale (ARS)

37 abilities (not personality, values, interests, or motivation)

Position analysis questionnaire (PAQ)

- 195 items
- 6 sections: information input, mental processes, information output, relationships with other persons, with job context, with other job characteristics
- Importance for the job, complexity, frequency
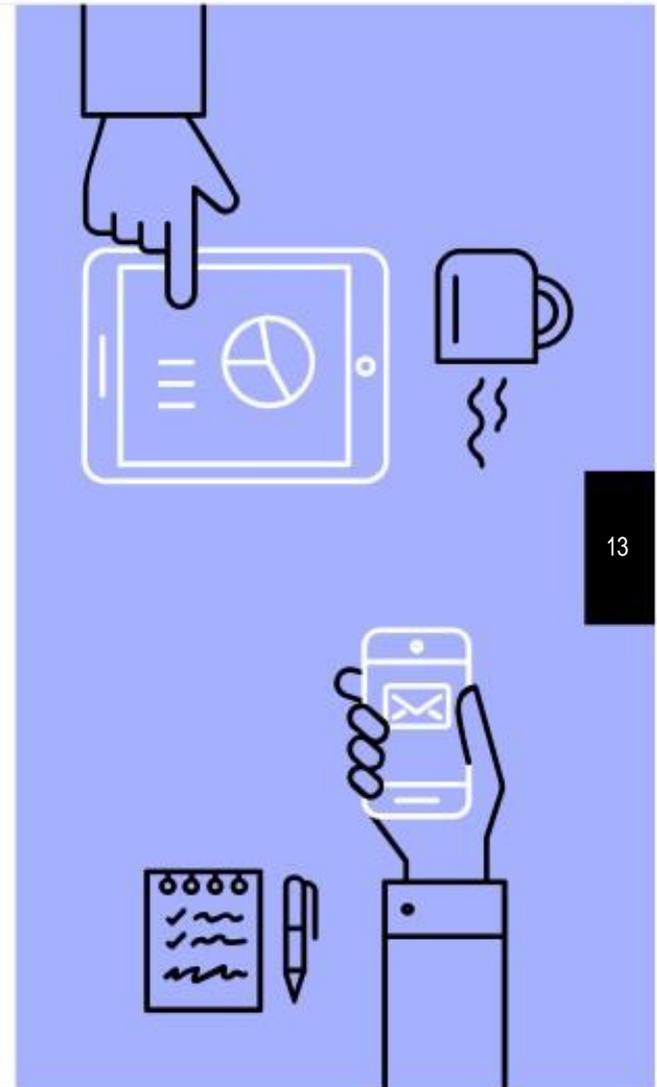
Relationships with Other Persons

This section deals with different aspects of interaction between people involved in various kinds of work.

Code	Importance to This Job (1)
DNA	Does not apply
1	Very minor
2	Low
3	Average
4	High
5	Extreme

4.1 Communications

Rate the following in terms of how *important* the activity is to the completion of the job. Some jobs may involve several or all of the items in this section.

4.1.1 Oral (communicating by speaking)

99 — Advising (dealing with individuals in order to counsel and/or guide them with regard to problems that may be resolved by legal, financial, scientific, technical, clinical, spiritual, and/or other professional principles)

100 — Negotiating (dealing with others in order to reach an agreement or solution, for example, labor bargaining, diplomatic relations, etc.)

101 — Persuading (dealing with others in order to influence them toward some action or point of view, for example, selling, political campaigning, etc.)

102 — Instructing (the teaching of knowledge or skills, in either informal or a formal manner, to others, for example, a public school teacher, a journeyman teaching an apprentice, etc.)

103 — Interviewing (conducting interviews directed toward some specific objective, for example, interviewing job applicants, census taking, etc.)

Figure 3-3 Sample items from the PAQ

WORKER ORIENTED DATA COLLECTION METHODS

Threshold trait analysis (TTA)

33 personal characteristics that are important for effectively performing a job

<u>Mental, physical, learned</u>, motivational and social

- Ability or 'can do' factors
- Attitude or 'will do' factors

Work profiling system (WPS)
Similar PAQ

Personality-related position requirements form (PPRF)

Hypotheses about the importance of various personality attributes for job performance (leadership, negotiation, achievement, extraversion)

COMBINATION

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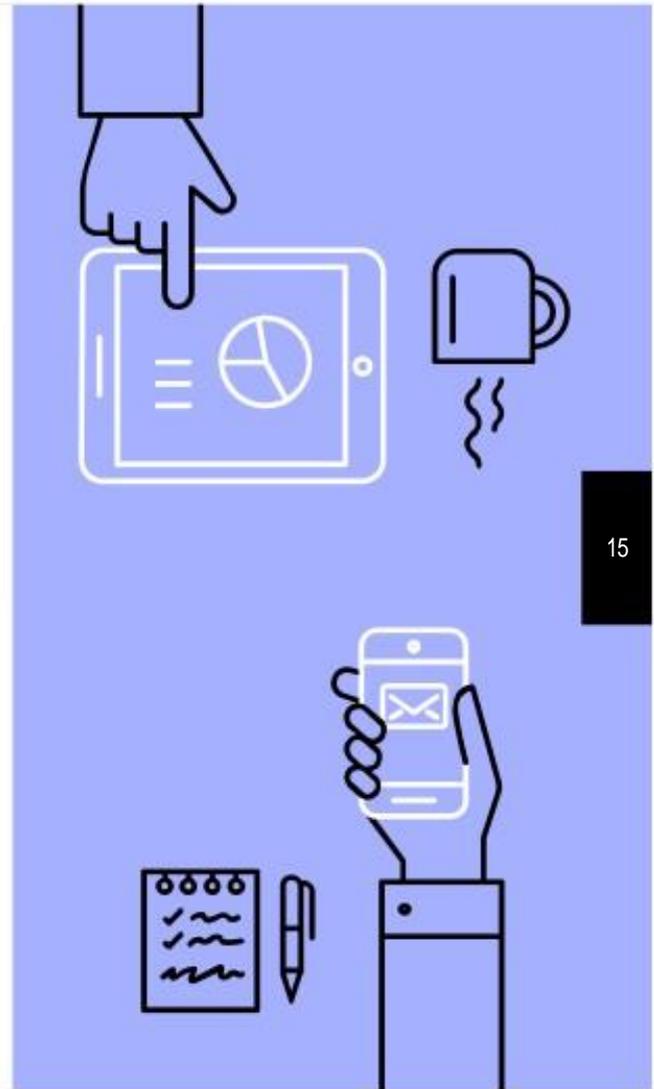
FROM A JOB ANALYSIS TO WORK PROFILING

Changing nature of work

Worker-oriented approaches:

General descriptions of human behaviour
Prone to bias and distortion

Work analysis

Work profiling
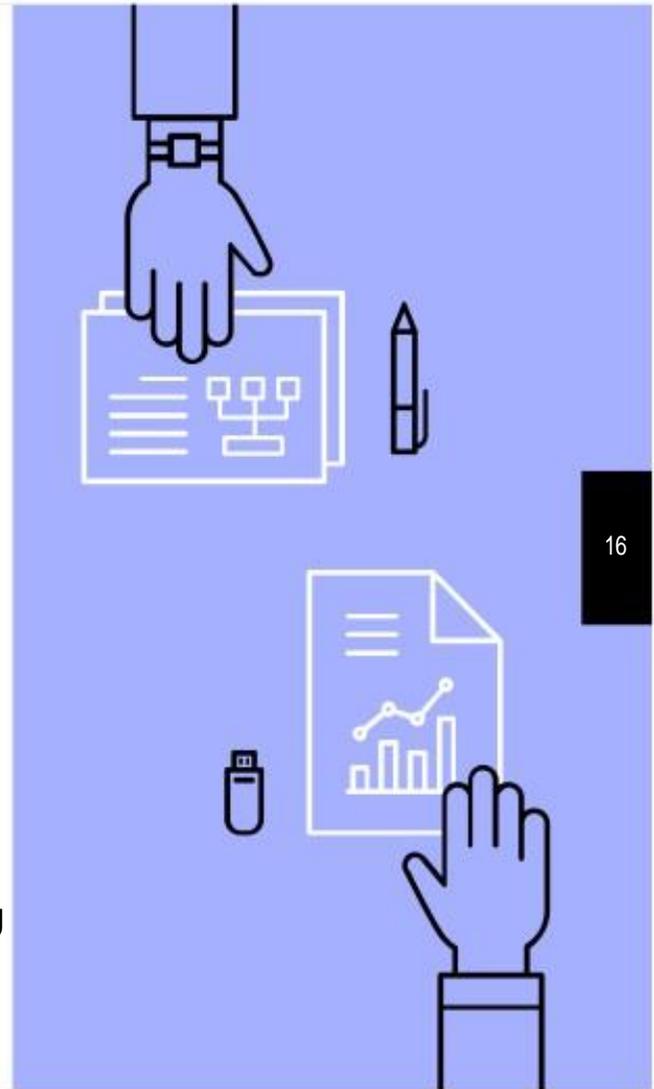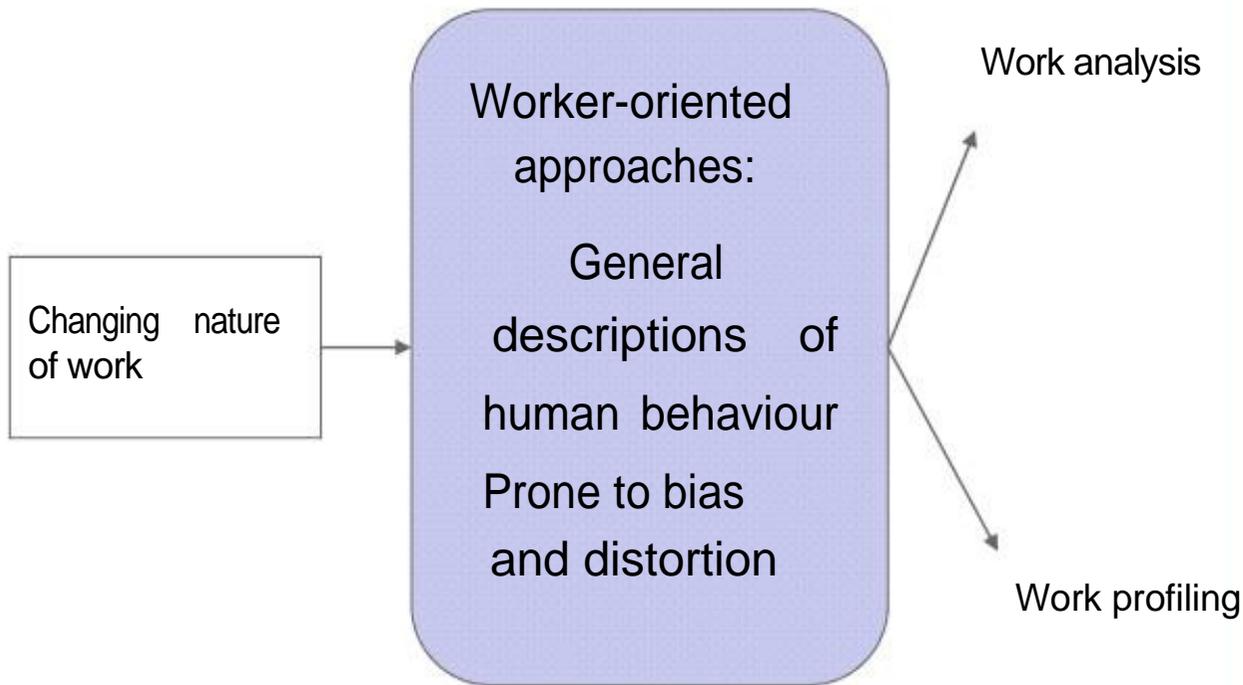
STRATEGIC JOB MODELLING (SJM)

Integrates work, people and organisational context

Job description variables:

Work activity and attributes

Situational variables:

Work context and strategic context

PEOPLE SIDE
Available capabilities

WORK SIDE
requirements

COMPETENCIES

Technical competencies ("can do"):

Knowledge and skills

Behavioral competencies ("will do"):

Personality and attitudes

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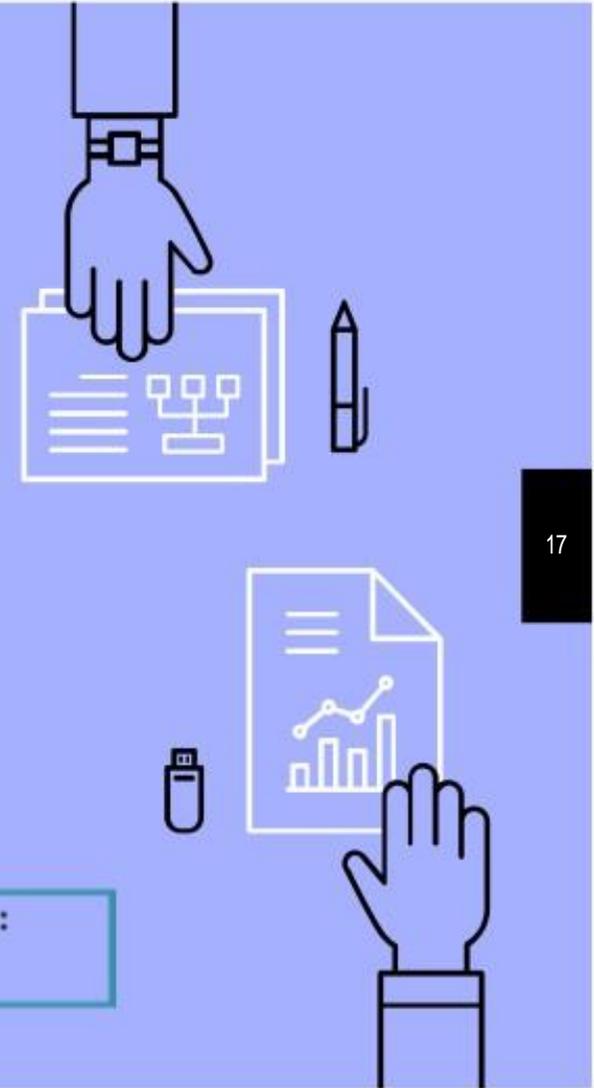
COMPETENCY

Set of behaviours that are instrumental in the delivery of desired results (Bartram, 2002)

Universal Competency Framework (UCF): 112

GREAT EIGHT COMPETENCIES
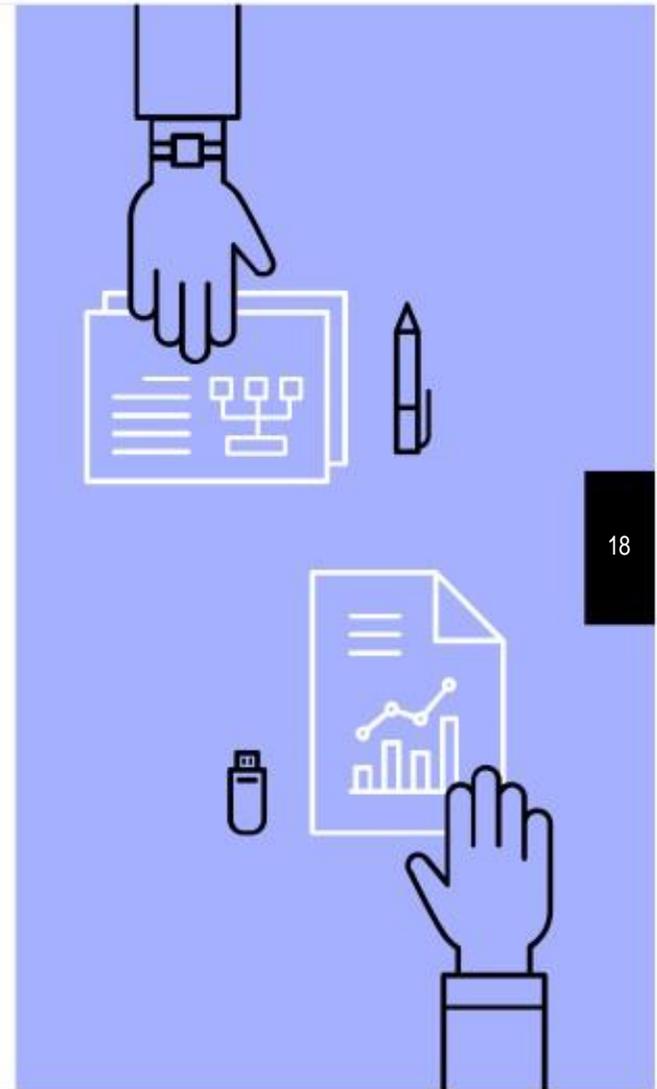
Competency domain title	Competency domain definition
Leading & Deciding	Takes control and exercises leadership. Initiates action, gives direction, and takes responsibility.
Supporting & Cooperating	Supports others and shows respect and positive regard for them in social situations. Puts people first, working effectively with individuals and teams, clients and staff. Behaves consistently with clear personal values that complement those of the organization.
Interacting & Presenting	Communicates and networks effectively. Successfully persuades and influences others. Relates to others in a confident and relaxed manner.
Analyzing & Interpreting	Shows evidence of clear analytical thinking. Gets to the heart of complex problems and issues. Applies own expertise effectively. Quickly takes on new technology. Communicates well in writing
Creating & Conceptualizing	Works well in situations requiring openness to new ideas and experiences. Seeks out learning opportunities. Handles situations and problems with innovation and creativity. Thinks broadly and strategically. Supports and drives organizational change.

Organizing & Executing	Plans ahead and works in a systematic and organized way. Follows directions and procedures. Focuses on customer satisfaction and delivers a quality service or product to the agreed standards.
Adapting & Coping	Adapts and responds well to change. Manages pressure effectively and copes well with setbacks.
Enterprising & Performing	Focuses on results and achieving personal work objectives. Works best when work is related closely to results and the impact of personal efforts is obvious. Shows an understanding of business, commerce and finance. Seeks opportunities for self-development and career advancement.

6 PILOT COMPETENCIES

6 PILOT'S COMPETENCIES

- Attitude development
- Stress management
- Crew coordination
- Risk assessment
- Flight deck management
- Psychomotor skills

London Metropolitan University & KLM Flight Academy
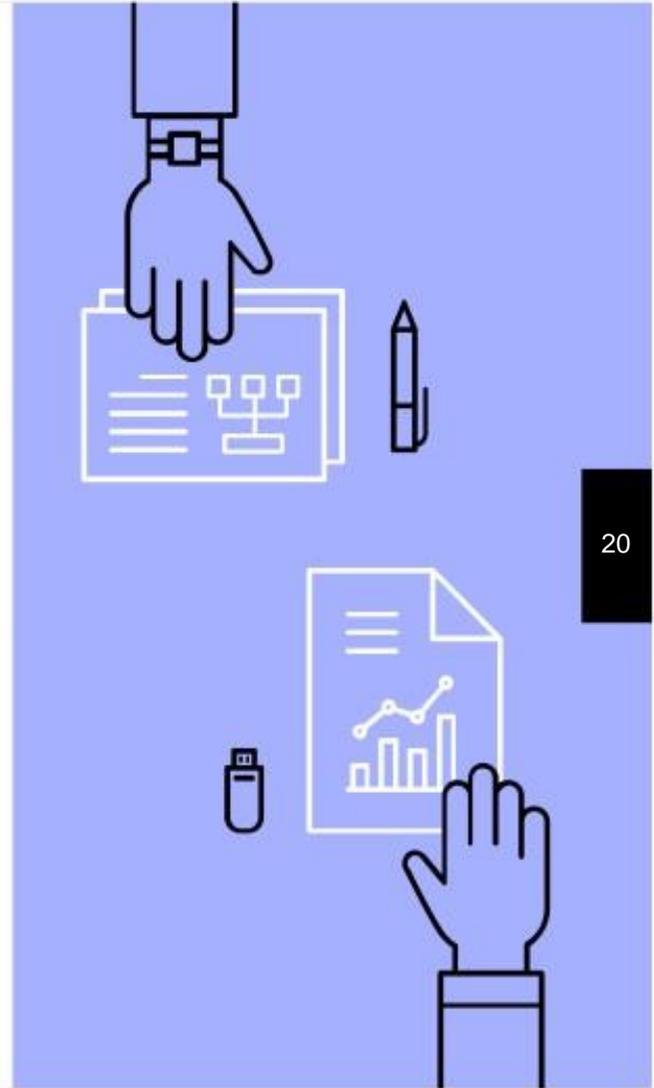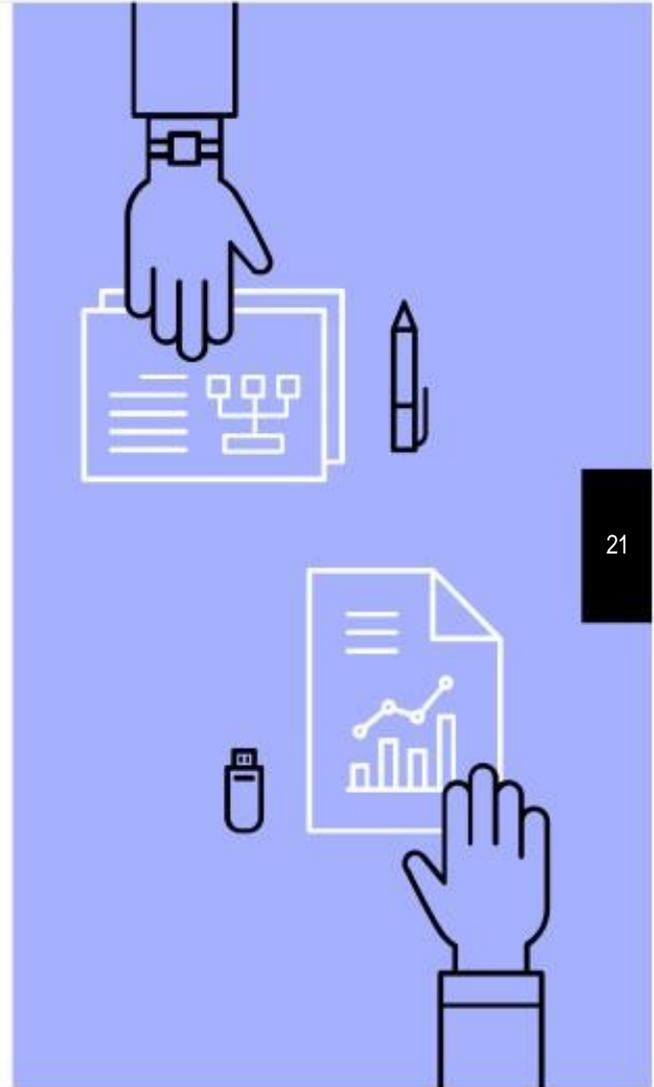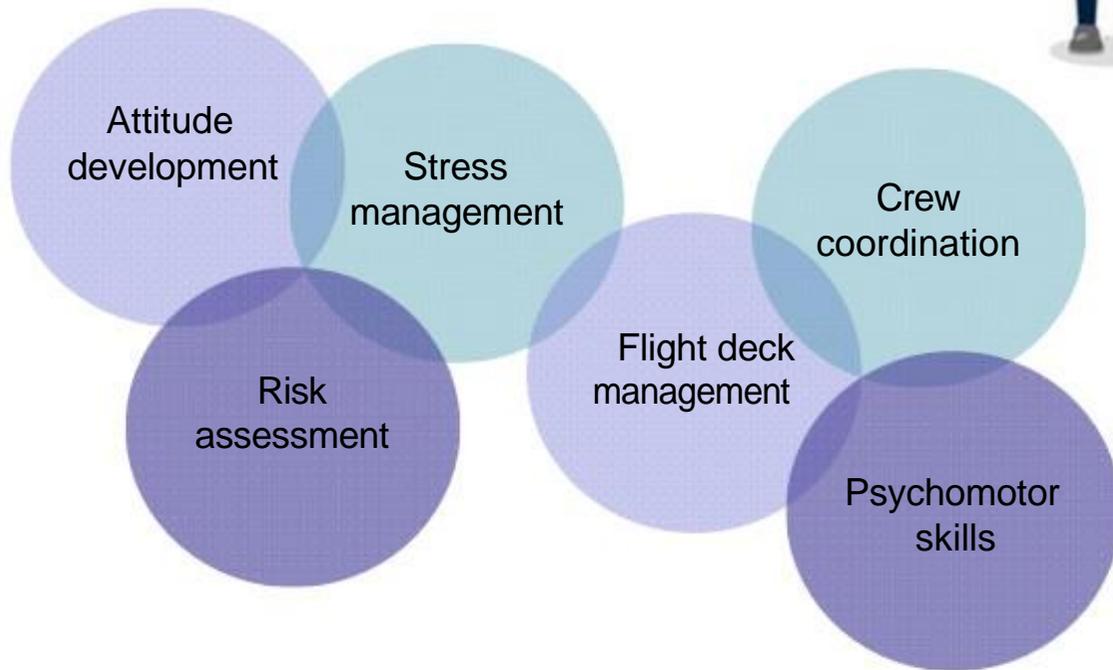
CHAPTER 4.

Motivation, job satisfaction
and performance

Chmiel, N. (2009). An Introduction to Work and Organizational Psychology: a European Perspective.
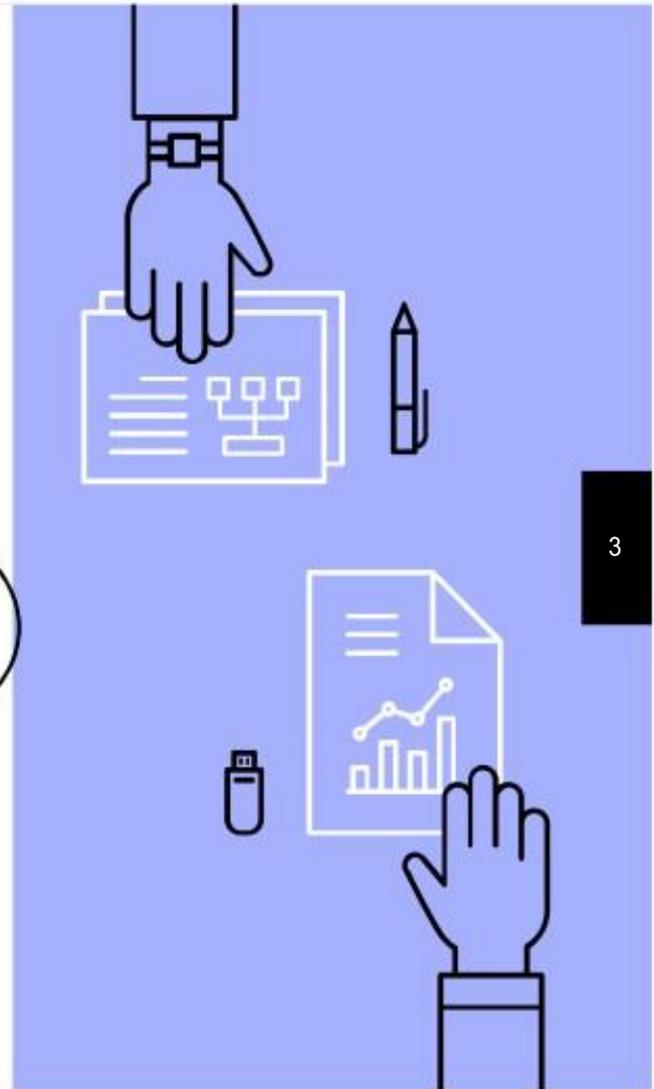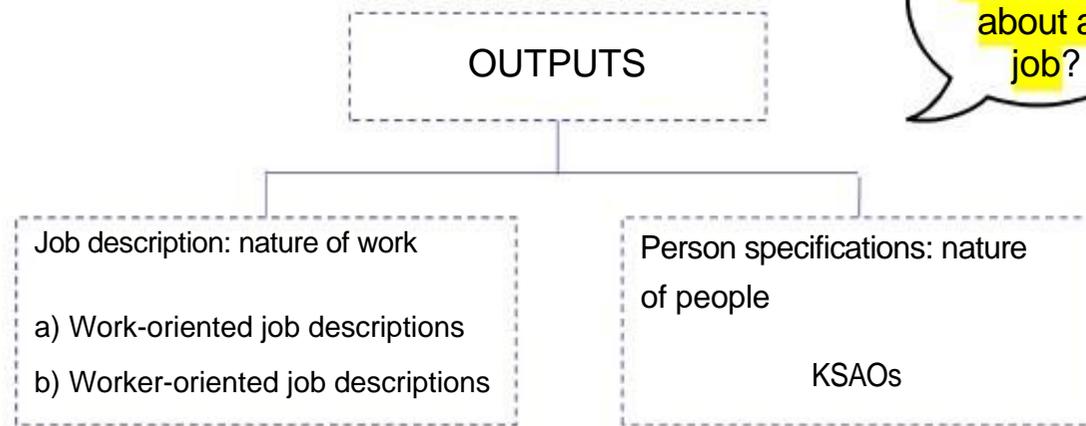
Chapter 2. Work motivation. Guido Hertel and Marion Wittchen

Arnold, J & Randall, R. (2016). Work Psychology: Understanding Human Behaviour in the Workplace. Pearson.

Chapter 7. Approaches to work motivation and work design.

1. Introduction

Introduction

What is motivation?

What is work motivation?

Abilities, training, and motivation

1. Why do some individuals show high levels of motivation in their
   job while others do not?
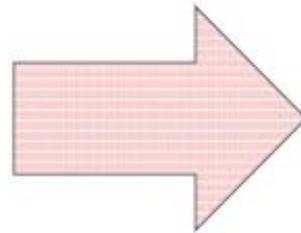
Content-related theories of work motivation

Content-related theories of work motivation
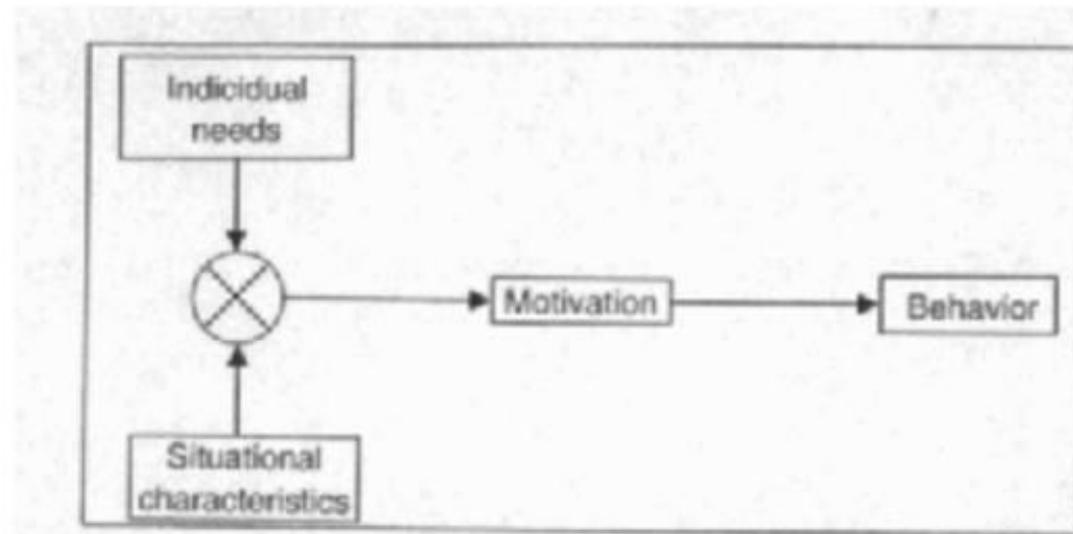
Individual needs

Genetic base

McClelland (1961)
1. Need for achievement
2. Need for affiliation
3. Need for power

Thematic apperception test, Murray (1938)

Maslow's pyramid
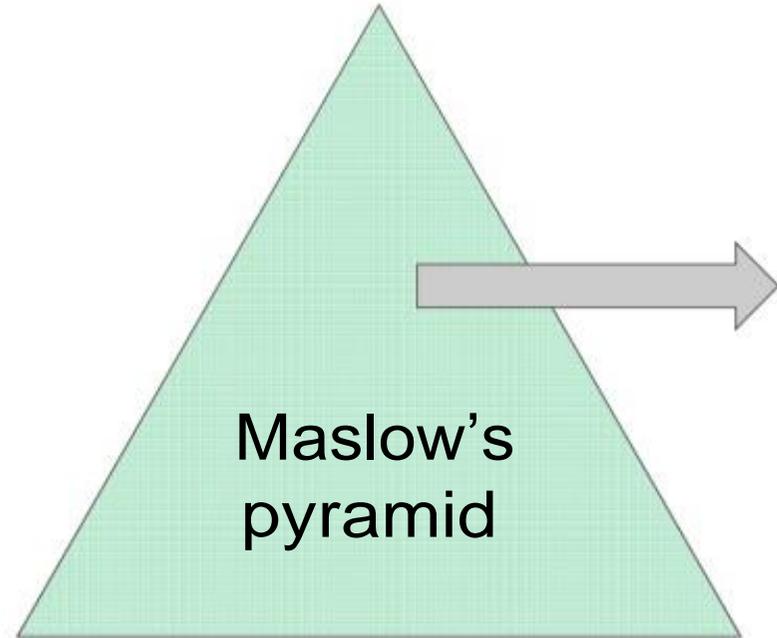
Maslow's Hierarchy of Needs

Self-actualization

Esteem

Love/Belonging

Safety

Physiological

Maslow's problems:

-Self-actualisation
-Hierarchical order
-Logical and clinical insights

Questionnaire for the appraisal of needs
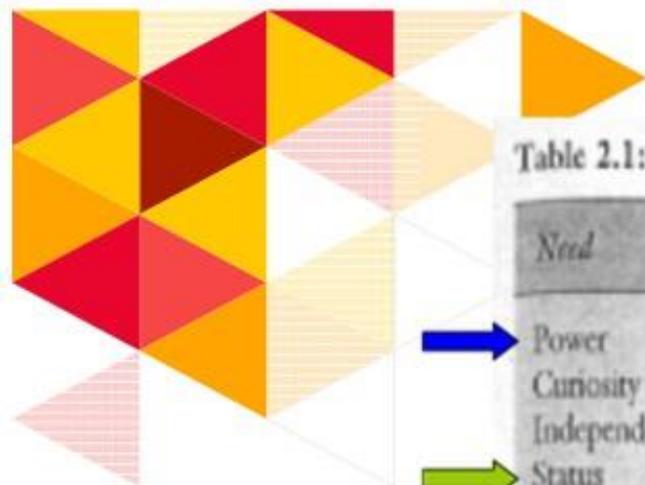
Table 2.1: Reiss profile of basic motives (adapted from Haverkamp & Reiss, 2003)

Need	Description
Power	Desire to influence others including leadership and dominance
Curiosity	Desire to achieve knowledge
Independence	Desire for freedom and autonomy
Status	Desire for social standing, wealth, and attention
Social contact	Desire for peer relationships
Vengeance	Desire to get even including the desire to compete and win
Honor	Desire to obey a traditional moral code
Idealism	Desire for integrity and loyalty
Physical exercise	Desire to physical exercise
Romance	Desire for beauty and sexuality
Family	Desire to raise own children
Order	Desire for regularity and tidiness
Eating	Desire for food
Acceptance	Desire for approval and self-esteem
Tranquility	Desire for relaxation and security

Table 2.2: Vocational types according to Holland (1997)

Personality type	Preferred activities	Matching occupations
Realistic	Mechanical activities, working with tools and machines	Carpenter, technician
Investigative	Working with abstract ideas and theories	Scientist
Artistic	Creating things	Musician, writer, painter
Social	Helping, teaching	Social worker, school teacher
Enterprising	Managing, selling, persuading	Sales representative, entrepreneur
Conventional	Organizing and evaluating data	Bank assistant, secretary

Job satisfaction and job performance

Characteristics of the work environment

- Herzberg's two-factor theory (1966): Job enlargement/enrichment • Job characteristics model (JCM). Hackman and Oldham (1976)

$$MPS = \frac{(\text{Skill variety} + \text{Task identity} + \text{Task significance})}{3} \times \text{Autonomy} \times \text{Feedback}$$

JDS

Long term effects
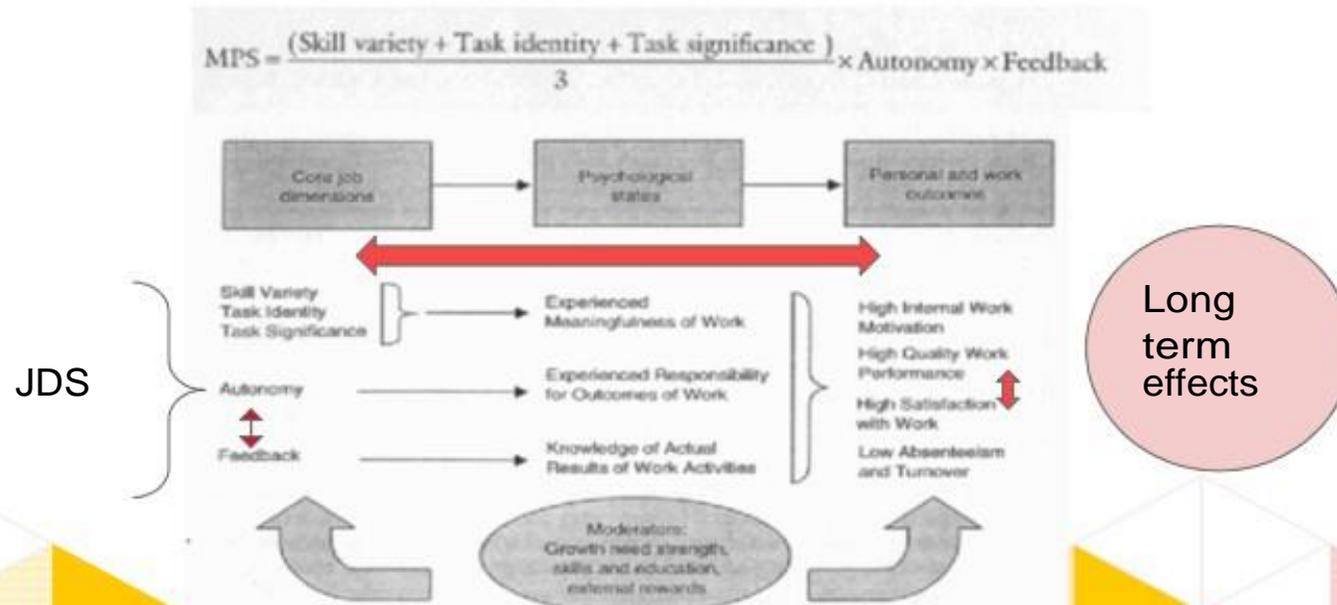
Figure 2.3: Hackman & Oldham's Job Characteristics Model (adapted from Hackman, 1987)

Interaction between person and task characteristics

Subjective experience of optimal motivation state that occurs when people are completely engaged in what they are doing

ANTECEDENTS:

- Clear set of goals and rules
- Perceived task demands and individual skills match
- Clear and immediate performance feedback

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CONSEQUENCES:

- Positive affect
- Intense concentration
- Lack of fatigue

NEW RESEARCH DIRECTIONS:

- Trained
- Theoretical vagueness
- Subjective experience

Mihaly Csikszentmihalyi. Flow, the secret to happiness

Some principles of motivational work design

Natural work units

Vertical loading

Opening Feedback channels

Relationships with customers

Combining tasks
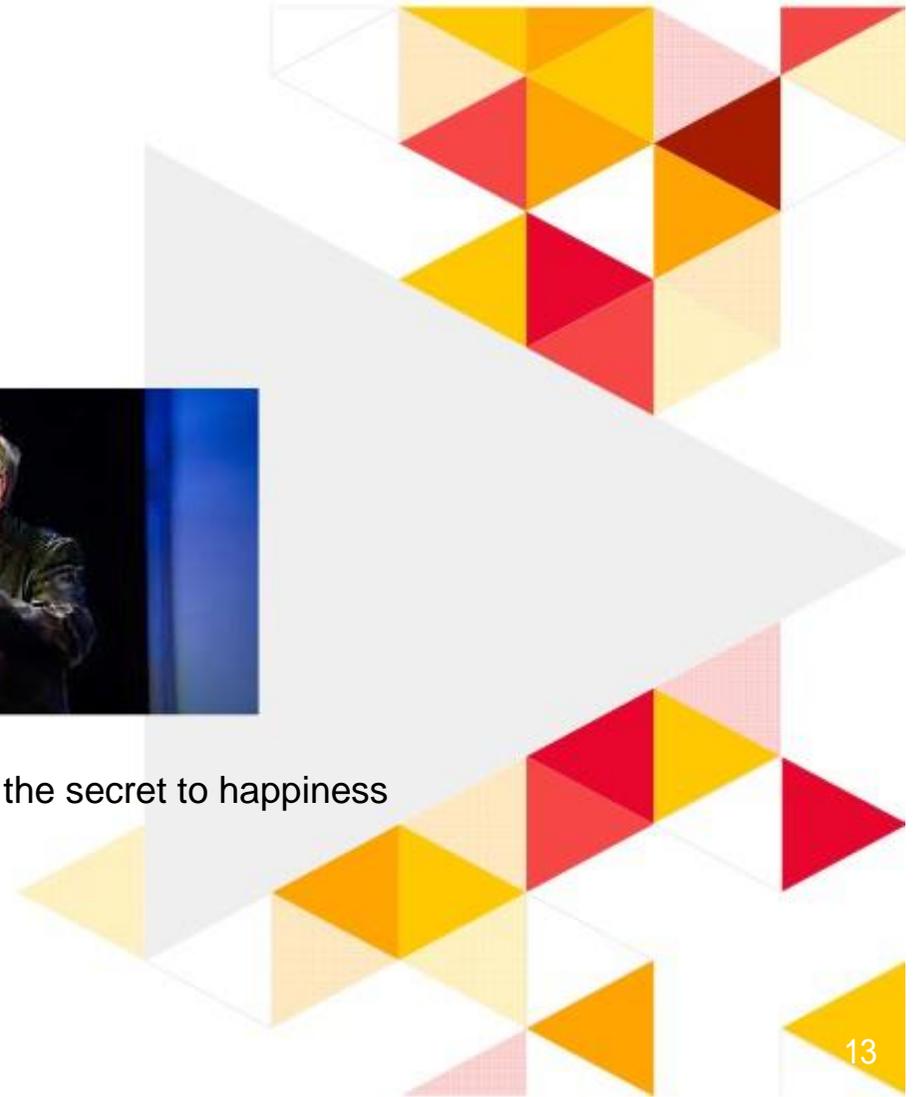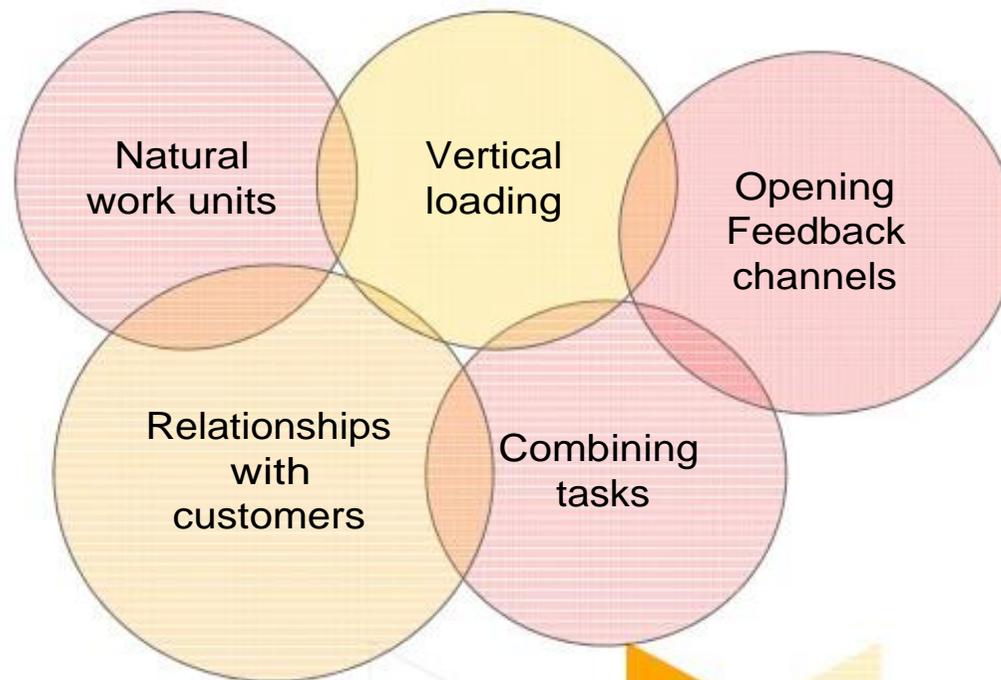
2) How is high motivation transformed into effective work behaviour?

PROCESS-RELATED THEORIES OF WORK MOTIVATION

Expectancy Theory

Goal-setting Theory

Self-RegulationTheories

JusticeTheories

Expectancy model (Vroom, 1964)

Choosing between action options

Force=E (I x V)
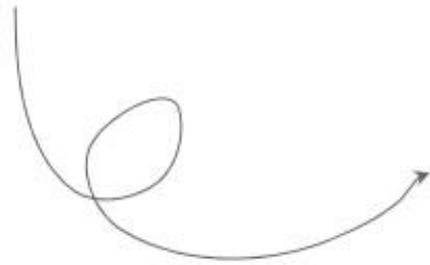
LIMITATIONS:

•Multiplicative combination

•Rational and deliberate processes

•Intrinsic motivation

•Individual differences

•Maintenance of action over time

Goal-setting theory (Locke & Latham, 1990)

Focusing on action goals

Planning, activation, and strength
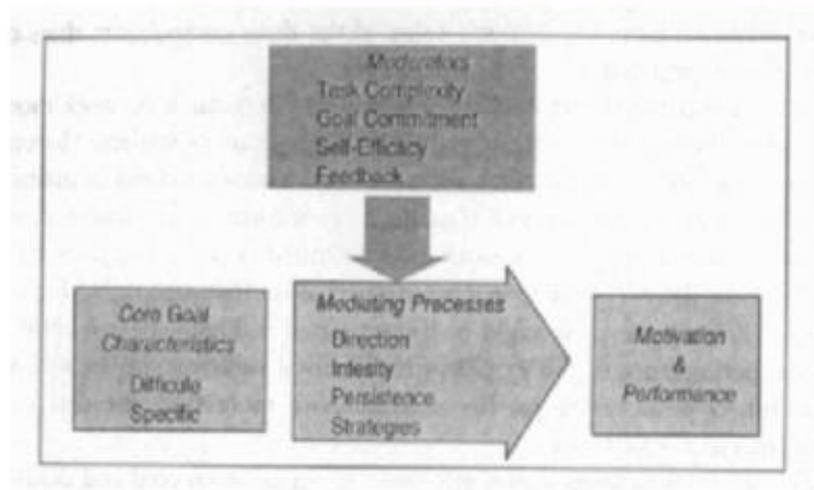
CHALLENGES:

- Personal differences

- Changes over time

- Clear and non-conflicting goals with sufficient and reliable feedback routines

18
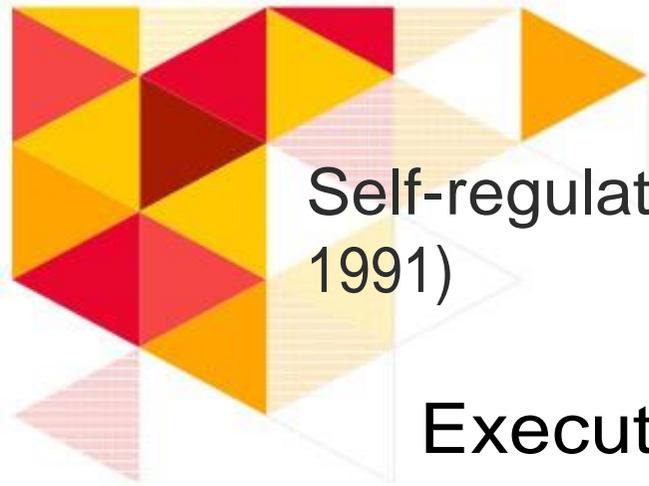
Self-regulation theories (Bandura, 1991)

Execution and behaviour control

Basic steps: self-monitoring, self-evaluation and self-reaction

Self-regulation & self-efficacy

Justice theories

Evaluation of action results is JUST

Equity theory:

Distributional justice /procedural justice
Psychological contract

Job
satisfaction
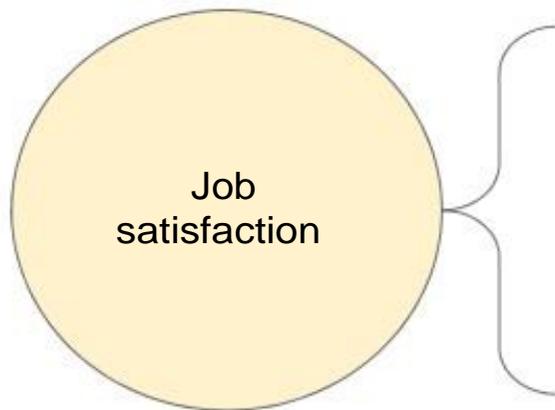
- Job performance
- Absenteeism
- Turnover
- Organisational citizenship or contextual behaviour:
  help, loyalty and commitment
- Identification with organisation

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Recent research directions

Table 2.4: Effects of groups on individual motivation

	Effect	Process	Interventions to prevent motivation loss/foster motivation gains
Motivation losses in groups	Social inhibition	Effort reduction due to audience effects	Training (reduction of evaluation anxiety)
	Social loafing	Effort reduction due to lack of expected sanctions	Identifiability of individual contribution
	Free riding	Effort reduction due to perceived dispensability	Training (increase of task-related self efficacy)
	Sucker effect	Effort reduction as reaction to perceived exploitation by other group members	Distributive justice, identifiability of individual contribution
	Soldiering	Collective effort reduction as a reaction to perceived unfairness by the management	Procedural justice
Motivation gains in groups	Social facilitation	Effort increase due to audience or co-actors	Simple or well learned tasks, training (reduction of evaluation anxiety)
	Social comparison, social competition	Effort increase in order to match other's performance level	Low task interdependence, moderate discrepant capabilities between adversaries
	Social indispensability	Effort increase due to perceived indispensability of personal contributions for the group outcome	High task interdependence, partner-related performance feedback, moderate discrepant capabilities between group members
	Social compensation	Effort increase in order to compensate inferior performance by other group members	High value of group outcome, high self-efficacy
	Social laboring	Effort increase in order to improve group status	High group identification, threatening outgroup

GROUP

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Process-related theories of work motivation

COLLECTIVE EFFORT MODEL (CEM)

INSTRUMENTALITY:

1. Contingency between individual performance and group performance

2. Contingency between group performance and group outcome

3. Contingency between group outcome and individual outcome

VIST MODEL

GOAL-SETTING THEORY

AGE

Content-related changes:

- ◄ Challenging
- ◄ Feedback
- ◄ Salary

- ◄ Safety and security
- ◄ Climate
- ◄ Why does job satisfaction increase with age?

Process-related changes:

- ● Adaptation incentive
- ● Habits
- ● Comparison with younger ones
- ● Stereotypes
- ● Self-efficacy

Mary Schmich's famous news paper column, published on 1 June 1997 in the Chicago Tribune which Baz Luhrmann later transformed into a video. Its title was 'Advice, like youth, probably just wasted on the young' but it was known as 'Wear Sunscreen' and it was about how to take advantage of life and youth.

Ladies and gentlemen of the class of '97...

Chapter 5. New ways of working: teamwork

References

■ Woods, S.A. & West, M.A. (2010). The Psychology of Work and Organizations. Cengage Learning EMEA.

Chapter 13. Teams and teamwork

■ Arnold, J & Randall, R. (2016). Work Psychology: Understanding Human Behaviour in the Workplace. Pearson.

Chapter 11. Groups, teams, and teamwork

What is a team?

DEFINITION 1.

"

A team is a relatively small group of people working on a clearly defined, challenging task that is most efficiently completed by a group working together rather than by individuals working alone or in parallel;

who have clear, shared, challenging, team-level objectives derived directly from the task;

who have to work closely and interdependently to meet their objectives;

whose members work in distinct roles within the team (although some roles may be duplicated);

and who have the necessary authority, autonomy and resources to enable them to meet the team's objectives.

Woods and West, 2010

5

Summary

Autonomy and control

Dependence

Size 2-15

Shared objectives

Responsibility and accountability

Organisational identity

6
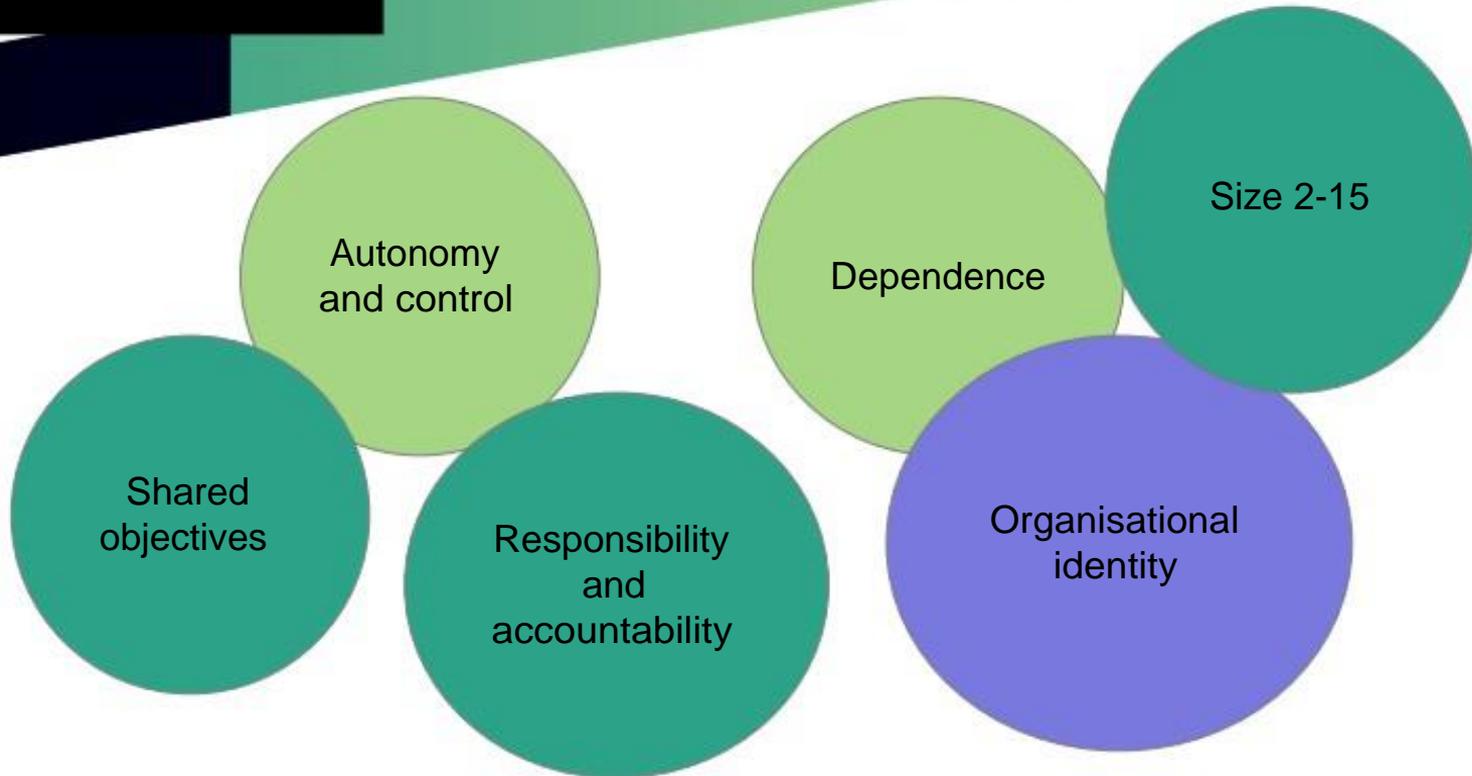
" DEFINITION 2.
Teams are composed of two or more individuals who exist to perform organisationally relevant tasks, share one or more common goals, interact socially, exhibit task interdependencies, maintain and manage boundaries and are embedded in an organisational context that sets boundaries, constrains the team, and influences exchanges with other units in the broader entity.

Kozlowski and Bell, 2003

Which definition is focused on group-level features and which on the organisational-level perspective?

3 coordination mechanisms

Shared mental models

Closed loop communication

Mutual trust

5 core components of teamwork

Leadership

Adaptability

Mutual performance monitoring

Backup behaviour (workload)

Team orientation (pressure or stress)

Types of team in organisations

CATEGORIES:
- Strategy and policy teams
- Production teams
- Service teams
- Project and development teams
- Action and performing teams

DIMENSIONS:
- Degree of permanence
- Emphasis on skill/competence development
- Genuine autonomy and influence
- Level of task from routine to strategic

What do teams do?

Answer

Tasks are better performed by teams rather than by individuals

Dimensions

Completeness

Varied demands

Developmental possibilities for the task

Task significance

Autonomy

Opportunities for learning

Requirements for independence

13
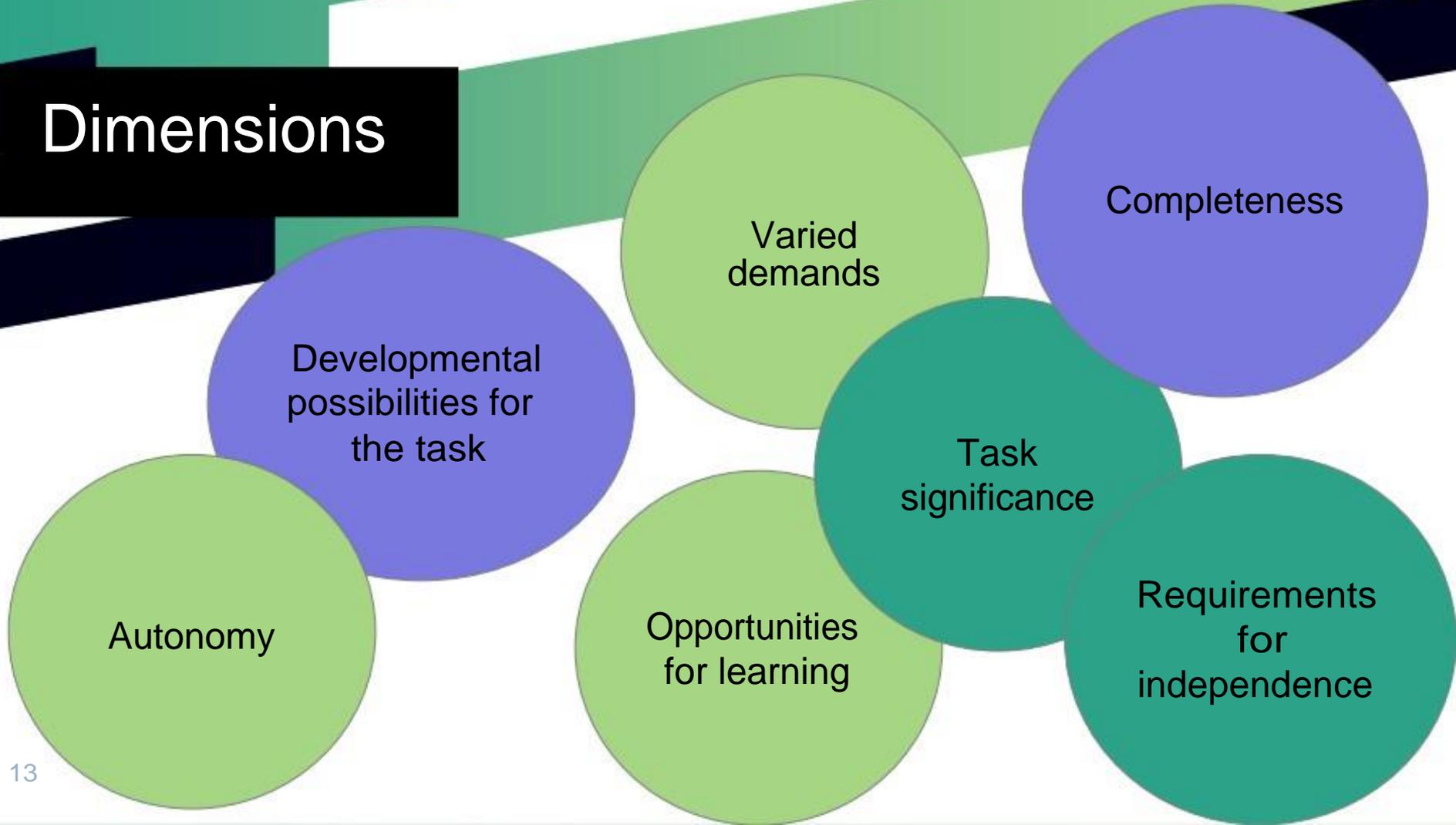
WORS Practice

Why work in teams?

Cohen and Bailey, 1997

- Teams are the best way to enact organisational strategy
- Teams enable organisations to speedily develop and deliver products and services
- Teams enable organisations to learn (and retain learning) more effectively
- Cross functional teams promote improved quality management
- Cross-functional design teams can undertake radical change
- Creativity and innovation are promoted within teams.

Benefits for..

EMPLOYEES

- Job satisfaction
- Empowerment ● Commitment
- Citizenship
- Task involvement and belongingness

Godard, 2001

ORGANISATIONS

- Efficient processes
- Flexible response to change
- Improved effectiveness
- Reduced costs
- Increased innovation
- Effective partnering with other organisations
- Customer involvement
- Employee commitment and well-being
- More comprehensive utilisation of the skills of employees

West and Markiewicz, 2004

Why should this be so?

What makes an effective team?

FIGURE 13.2 An input-process-output model of team performance

Inputs	Processes	Outputs
1 Task design	5 Objectives	12 Team effectiveness
2 Team effort and skills	6 Reflexivity	13 Team innovation
3 Organizational support	7 Participation	14 Inter-team relationships
4 Resources	8 Task focus	15 Team member satisfaction
	9 Team conflict	16 Attachment
	10 Creativity and innovation	
	11 Leadership processes	

TABLE 13.1	Team inputs
Dimension	**Components**
Task design	Complete task
	Autonomy
	Task relevance
	Feedback
	Interdependence
Team effort and skills	Team member motivation and effort
	Appropriateness of team members' skills to the task in hand
	Team potency – team members' belief in likelihood of the team's ability to succeed
Organizational support	Information and communication
	Training for teamworking
	Climate in support of teamworking
Resources	Material and human resources, e.g. IT support, administrative support

Ability and personality

- People with high ability (intelligence predicts performance in teams)
- The 'Big Five' model of personality: teams composed of conscientious people with high levels of extraversion are likely to be most effective.

Belbin's Team Role Model
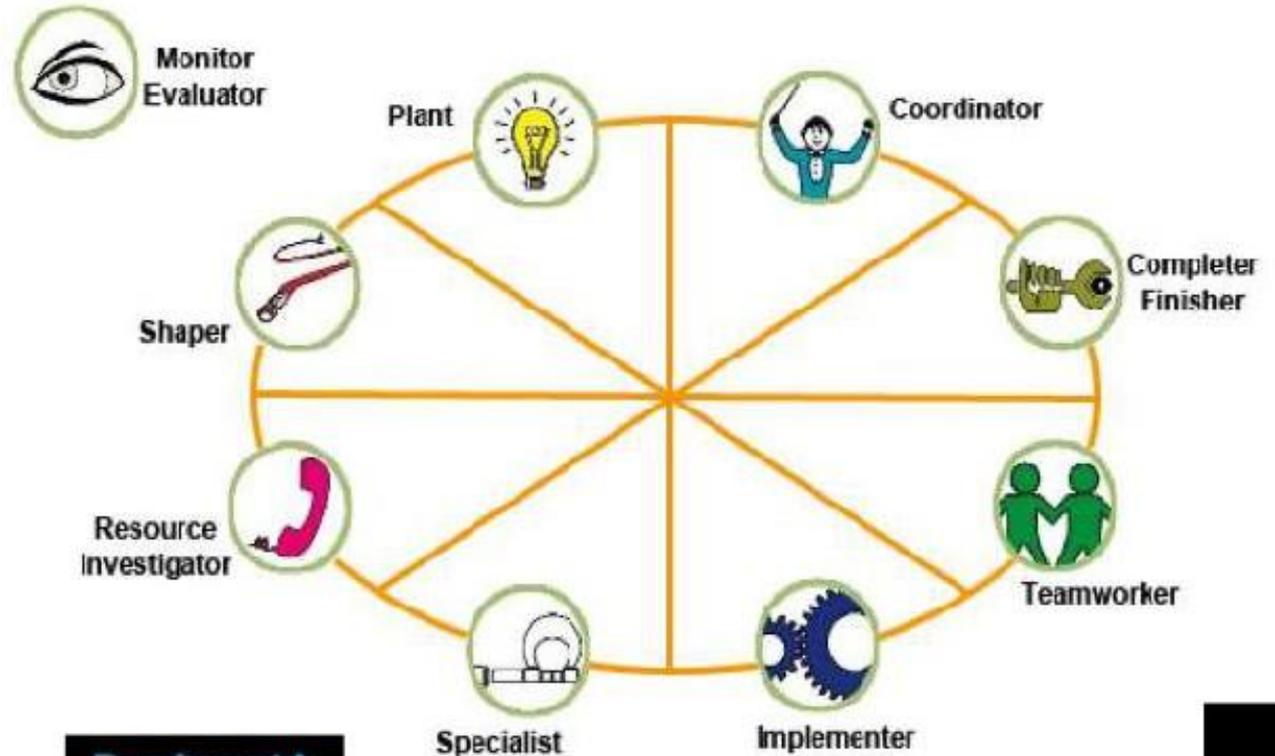
Generic teamwork skills

- Active listening
- Communication skills
- Social perceptiveness
- Self-monitoring
- Altruism
- Warmth and cooperation
- Patience and tolerance
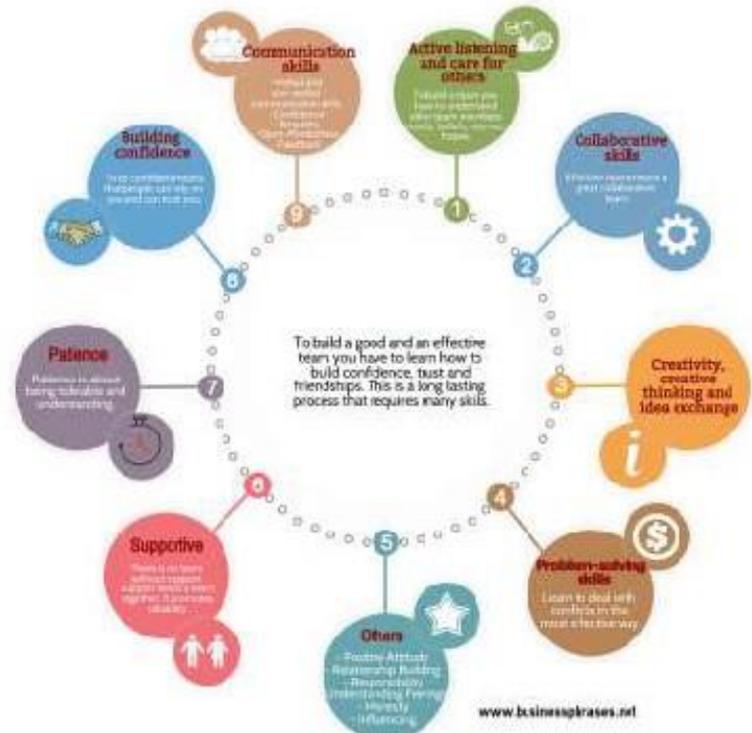
TABLE 13.2	Steven's and Campion's knowledge, skills and abilities for teamworking

I Interpersonal Team Member KSAs

A Conflict resolution	1. Fostering useful debate, while eliminating dysfunctional conflict
	2. Matching the conflict management strategy to the cause and nature of the conflict
	3. Using integrative (win–win) strategies rather than distributive (win–lose) strategies
B Collaborative problem solving	4. Using an appropriate level of participation for any given problem
	5. Avoiding obstacles to team problem solving (e.g. domination by some team members) by structuring how team members interact
C Communication	6. Employing communication that maximizes an open flow
	7. Using an open and supportive style of communication
	8. Using active listening techniques
	9. Paying attention to non-verbal messages
	10. Warm greetings to other team members, engaging in appropriate small talk, etc.

II Self-management Team KSAs

D Goal setting and performance management	11. Setting specific, challenging and acceptable team goals
	12. Monitoring, evaluating and providing feedback on performance
E Planning and task coordination	13. Coordinating and synchronizing tasks, activities and information
	14. Establishing fair and balanced roles and workloads among team members

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BOX 13.1   Example items from a measure for selection into teams

Suppose you find yourself in an argument with several co-workers about who should do a very dis-agreeable, but routine task. Which of the following would likely be the most effective way to resolve this situation?

A. Have your supervisor decide because this would avoid any personal bias.

B. Arrange for a rotating schedule so everyone shares the chore.

C. Let the workers who show up earliest choose on a first-come, first-served basis.

D. Randomly assign a person to do the task and don't change it.

Your team wants to improve the quality and flow of conversations among its members. Your team should:

A. Use comments that build upon and connect to what others have already said.

B. Set up a specific order for everyone to speak and then follow it.

C. Let team members with more say determine the direction and topic of conversation.

D. Do all of the above.

Suppose you are presented with the following types of goals. You are asked to pick one for your team to work on. Which would you choose?

A. An easy goal to ensure the team reaches it, thus creating a feeling of success.

B. A goal of average difficulty so the team will be somewhat challenged, but successful without too much effort.

C. A difficult and challenging goal that will stretch the team to perform at a high level, but attainable so that effort will not be seen as futile.

D. A very difficult or even impossible goal so that even if the team falls short, it will at least have a very high target to aim for.

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Organisational supports

Organisational structure
- Vertical linkage
- Horizontal linkage

Climate for team-based working:
- Supportive and challenging ●
Risk taking and idea generation

Organisational culture
- Trust
- Communication
- Involvement and participation
- Support for training and teamworking

Appraisal and performance review systems:
- Team outcomes
- Team member growth and well-being
- Inter-team relations
- Team goal setting ●
Team innovation

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❖ Reward Systems

TABLE 13.3	Team processes
Dimension	*Components*
Objectives	Clarity of objectives
	Team members' commitment to the objectives
	Agreement within the team about the appropriateness of the objectives
Participation	Decision-making
	Communication
	Regular meetings
	Trust, safety and support
Task focus	Customer/client focus
	Concern with quality of work or commitment to excellence
	Constructive debate about task performance
	Error management
Team conflict	Task-related conflict
	Interpersonal conflict
Creativity and innovation	Practical support for new and improved products and services
	Climate for creativity and innovation
Reflexivity	Reflection on performance

The three I's

Influencing decision-making

- Ignoring new information
- Social conformity
- Air time
- Status and hierarchy
- Group polarisation ▪ Groupthink
- Social loafing
- Brainstorming
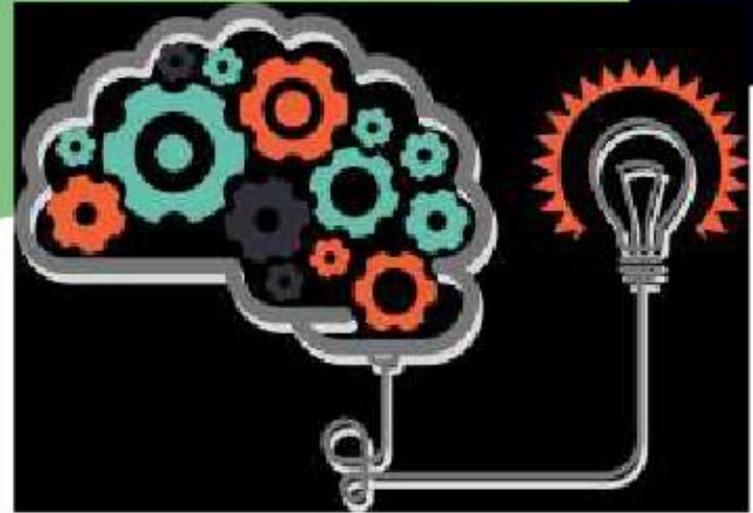
Fidelity bank

A soft drink product decision

Task focus

is the team's practice of examining its performance critically.

Constructive controversy

Cooperative context

ELEMENTS:

- Preparing positions
- Searching for understanding
- Integrating perspectives

Error management

The team can respond to an error by seeking who to blame, or by asking what it can learn from this

Teams: The challenges of co-operative work

Team conflicts

Make team members uncomfortable, anxious and angry

How do we resolve conflicts in teams?:

- Avoid
- Accommodate
- Compete
- Compromise
- Collaborate: integrative and creative solution

Creativity and innovation

Problem solving

Stages:

- Exploration
-   Ideation
- Selection
- Implementation

Reflexivity

What went well, what was problematic, what can we learn from this, what do we need to change next time?

STAGES:

1. _____ n
2. _____ : detail, inclusiveness of potential problems, ordering of plans and time scale
3. _____ n: magnitude, novelty, radicalness and effectiveness

TABLE 13.4 Outputs

Dimension	Components
Team effectiveness	Goal achievement Productivity Managerial praise
Innovation	Development of new products, services, ways of working
Inter-team relationships	Cooperation with other teams Effectiveness in working with other teams Absence of destructive conflict with other teams
Team member satisfaction	With recognition for contribution With responsibility With team member support With influence over decisions With team openness With how conflicts are resolved
Attachment	Attachment to the team and its members Sense of belonging in the team

Chapter 6. Job stress and occupational health

References

Chmiel, N. (2009). *An Introduction to Work and Organizational Psychology: a European Perspective*

- Chapter 6 . Job stress and occupational health

Pascale Le Blanc, Jan de Jonge, and Wilmar Schaufeli

Arnold, J. & Randall, R. (2016). Work Psychology: Understanding Human Behaviour in the Workplace

- Chapter 10 . Work-related stress and well-being.

1.

Job stress as a social problem

- ▷ The changing nature of work
- ▷ Mental and emotional demands
- ▷ High prevalence of job stress
- ▷ Physical and psychological disorders
- ▷ Huge expenditures
- ▷ Legislation

2.

What is job stress?

Tension or strain

▷ **Little agreement**
▷ **Large number of disciplines**
▷ **Several theoretical models of job stress**

Meanings of job stress as a...

"

Stimulus   *Response*   *Mediational process*

Job stress as a stimulus

Job demands

▷ Workload

▷ Emotional labour

▷ Physical exertion

▷ Others...

Job resources (*lack*)

▷ •Job autonomy

▷ •Job variety

▷ •Workplace social support
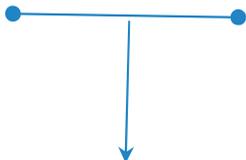
Components: cognitive, emotional, and physical

Job stress as a response ...to some kind of threat

The General Adaptation Syndrome by Hans Selye

Stage 1 - Alarm Reaction

Stage 2 - Resistance

Stage 3 - Exhaustion

Time - Duration of Stress
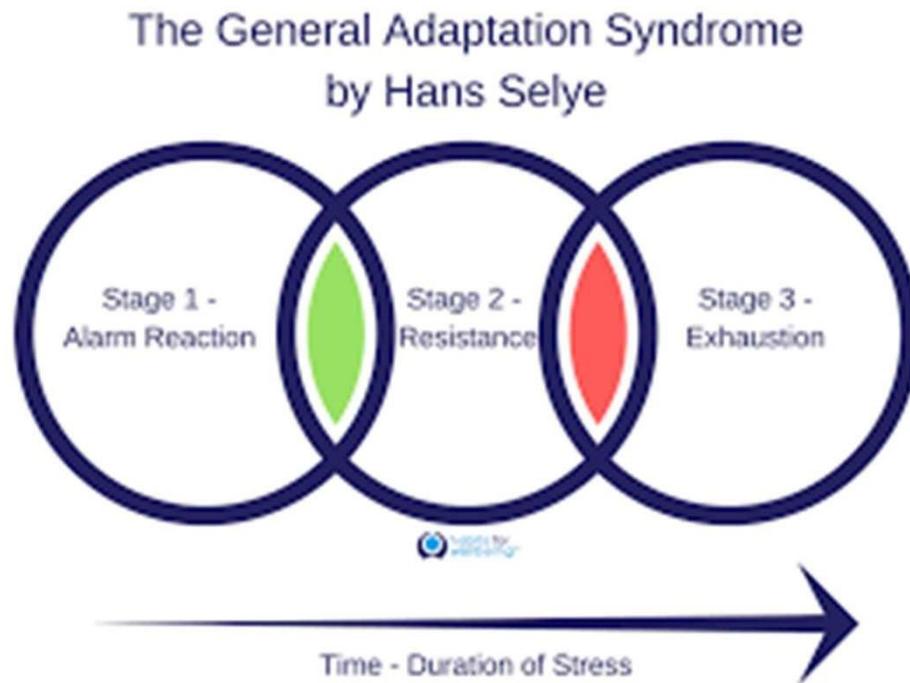
Problems

- Not coping
- Longer periods
- Chronic

Five stress reactions at three levels of expression:

Table 6.1: Possible stress symptoms at the individual, interpersonal, and organizational level

Type/Level	Individual	Interpersonal	Organizational
Affective	anxiety tension anger depressed mood apathy	irritability being oversensitive	job dissatisfaction
Cognitive	helpless-/powerlessness cognitive impairments difficulties in decision making	hostility suspicion projection	cynicism about work role not feeling appreciated distrust in peers, supervisors and management
Physical	physical distress (headache, nausea, etc.) psychosomatic disorders (gastric- intestinal disorders, coronary diseases etc.) impairment of immune system changes in hormone levels		
Behavioural	hyperactivity impulsivity increased consumption of stimulants (caffeine, tobacco) and illicit drugs over- and under eating	violent outbursts aggressive behaviour interpersonal conflicts social isolation/withdrawal aggressive behaviour	poor work performance declined productivity tardiness turnover increased sick leave poor time management
Motivational	loss of zeal loss of enthusiasm disillusionment disappointment boredom demoralisation	loss of interest in others indifference discouragement	loss of work motivation resistance to go to work dampening of work initiative low morale

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Job stress as a mediational process

Cognitive , evaluative, and motivational processes

Focus of coping:

- Problem-oriented
- Emotion-oriented

Method of coping:

- Overt-covert
- Control-escape

Which is the best?
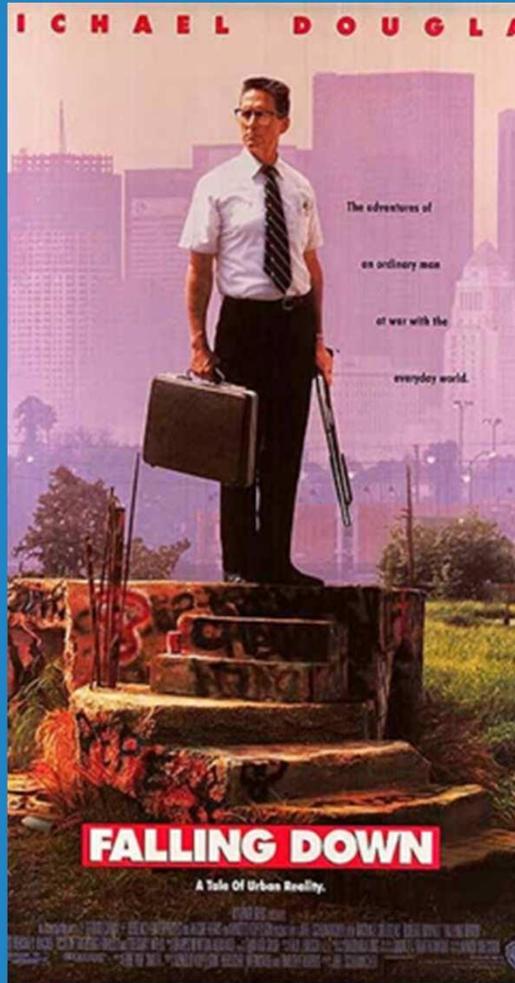
The other side of the coin: good stress and work engagement

Endorphin
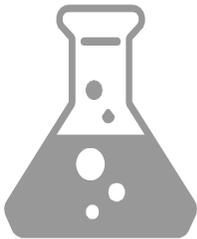
Positive, fulfilling, work-related state of mind that is characterized by vigor, dedication and absorption

Burnout

Individual differences and job stress

1. **Genetic characteristics**: gender, constitution, physique
2. **Acquired characteristics**: education, social class, skills
3. **Dispositional characteristics**: coping styles, preferences, type A/B behaviour

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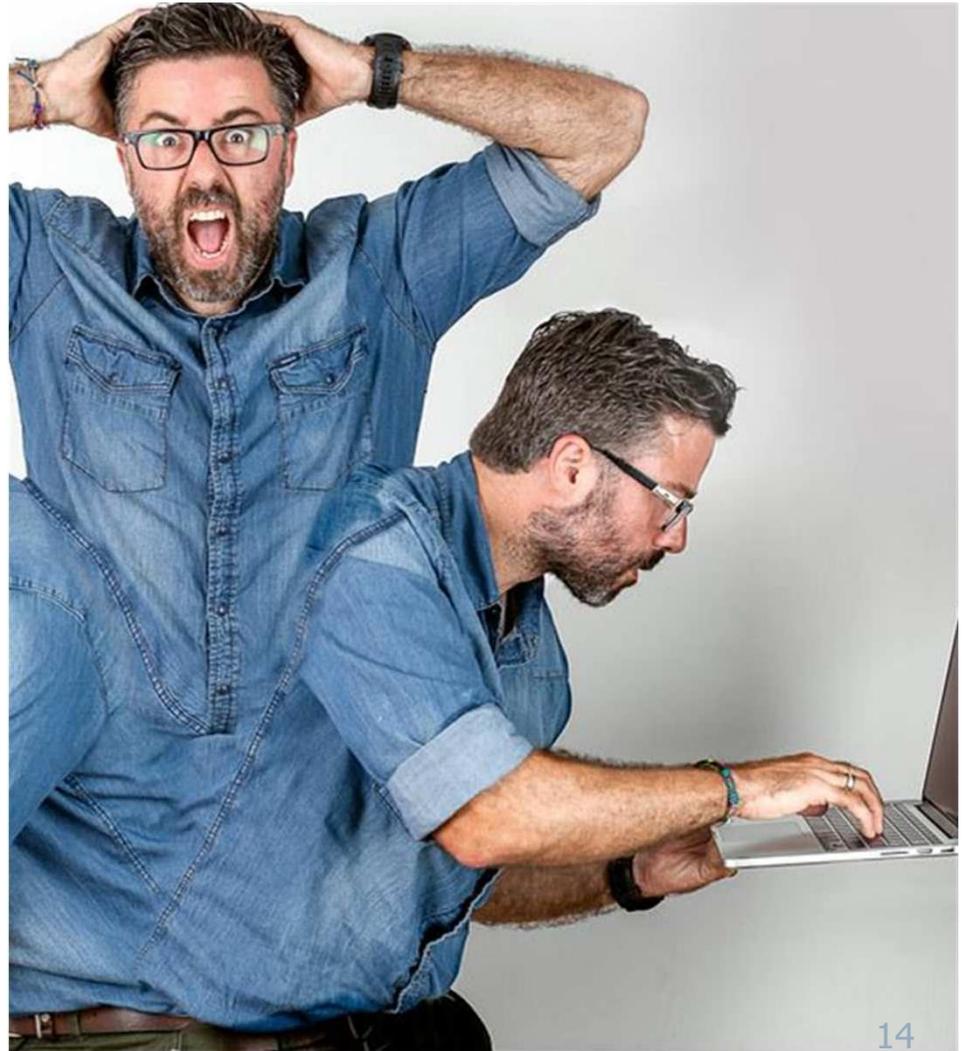
3.

Theoretical models of job stress

- VITAMIN MODEL (Warr, 1987)
- DEMAND-CONTROL-SUPPORT MODEL (Johnson & Hall, 1988)
- EFFORT-REWARD IMBALANCE MODEL (Siegrist, 1996)

- JOB DEMANDS-RESOURCES MODEL (Demerouti, 2001)
- DEMAND-INDUCED STRAIN COMPENSATION MODEL (Jonge & Dormann, 2003)

Vitamin model

Analogy

Framework

1. Interaction people-situation
2. Nine job characteristics
3. Affective well-being
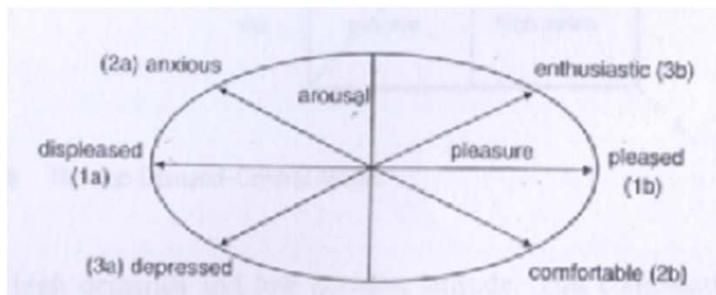
1. Availability of money
2. Physical security
3. Valued social position
4. Opportunity for control
5. Opportunity for skill use
6. Externally generated goals
7. Variety
8. Environmental clarity
9. Opportunity for interpersonal contact

MODERATORS:
   A. Values
   B. Abilities
   C. Baseline mental health
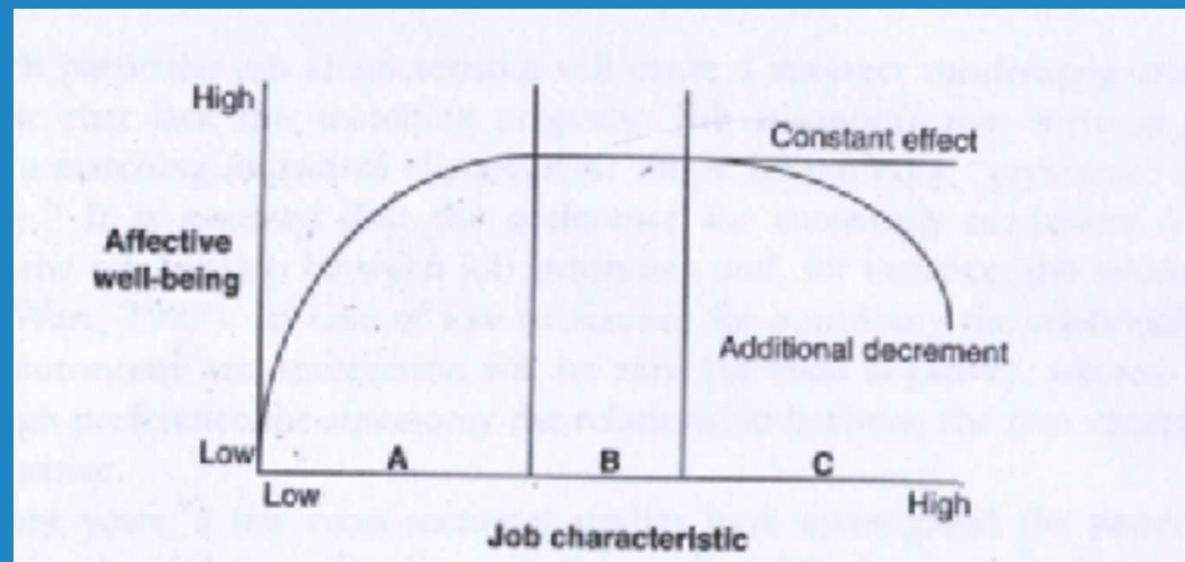
CE Job Characteristics	AD Job Characteristics
– availability of money – physical security – valued social position	– opportunity for control – opportunity for skill use – externally generated goals – variety – environmental clarity – opportunity for interpersonal contact
CE: Constant Effect	AD: Additional Decrement

Demand-control-support model

Demand-control model (Karaseck, 1979)
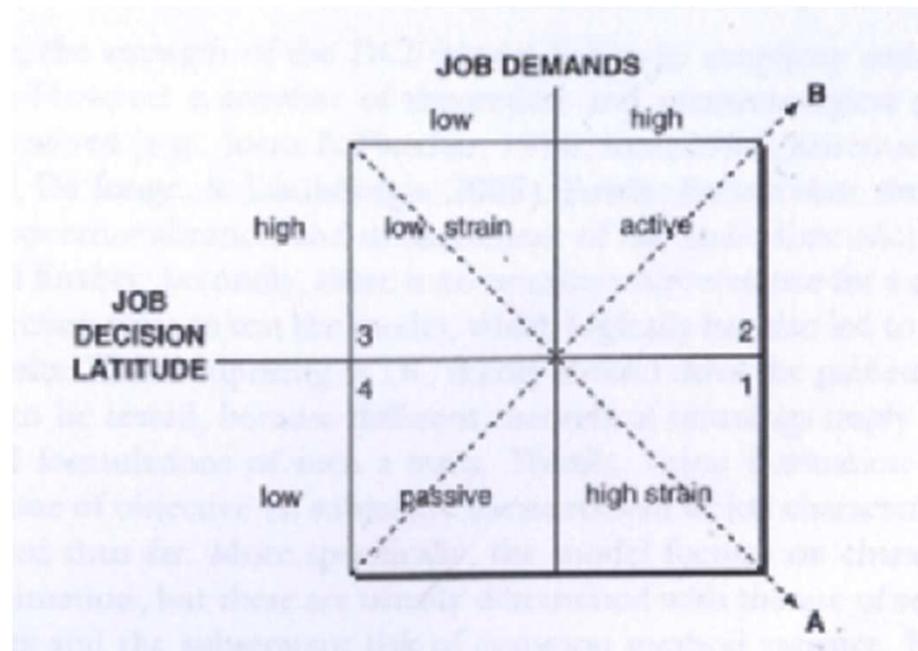
Demand-control-support model
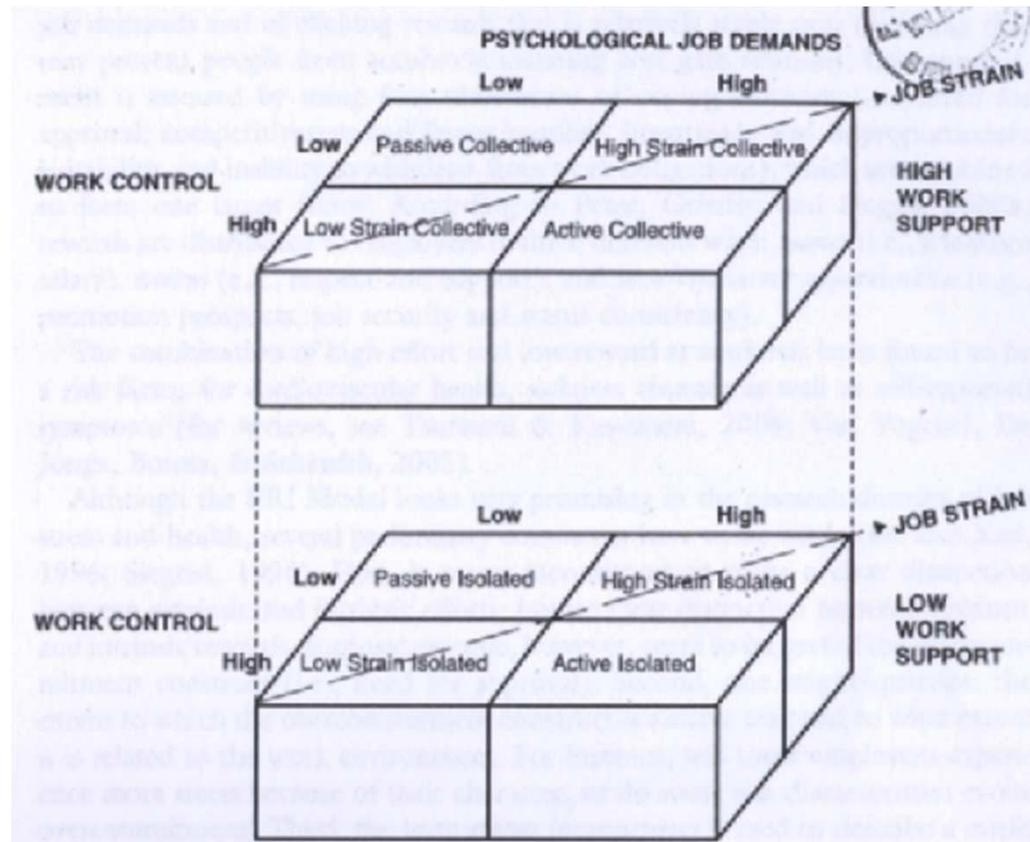
Problems

▷ Conceptualisation of dimensions
▷ Combination not stronger responses
▷ Subjective measurement
▷ Individual differences
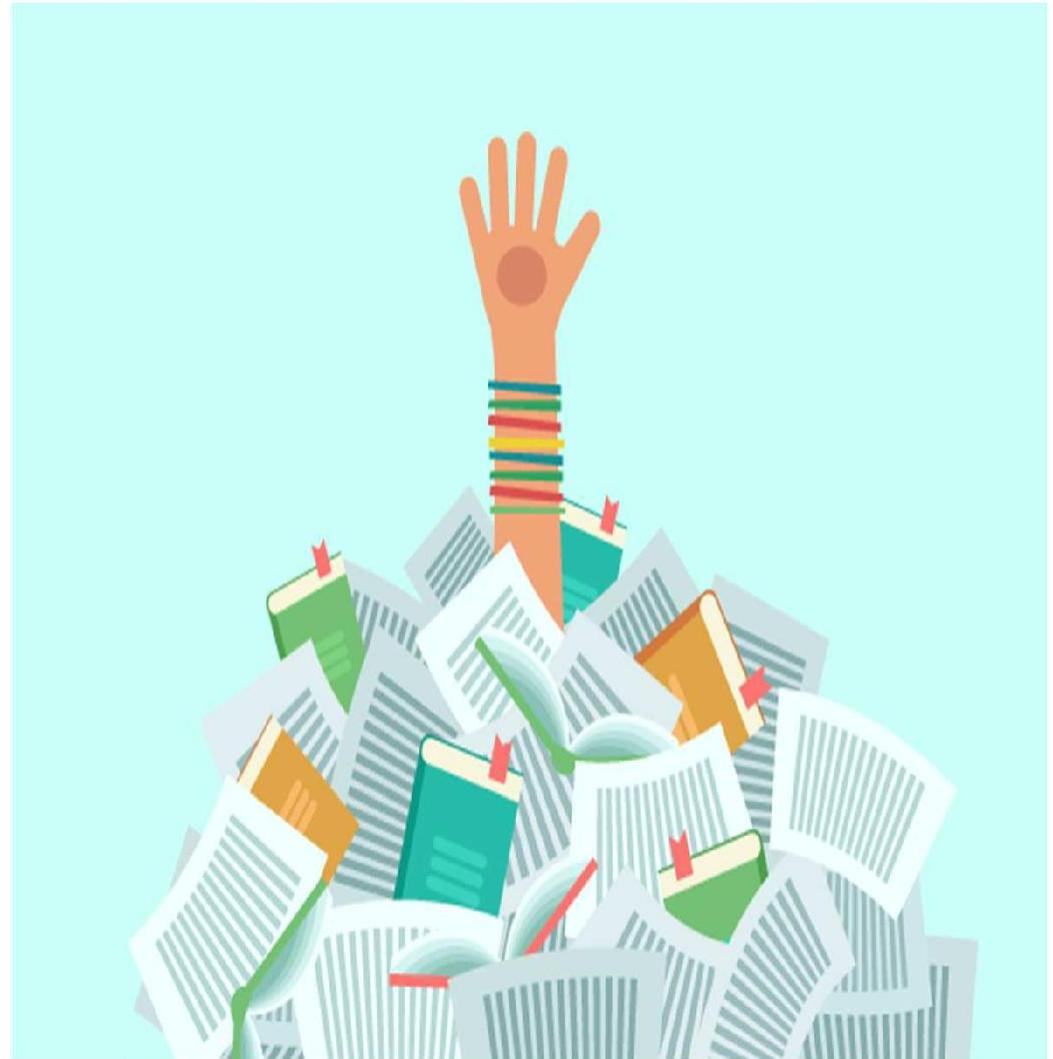
Effort-reward imbalance model
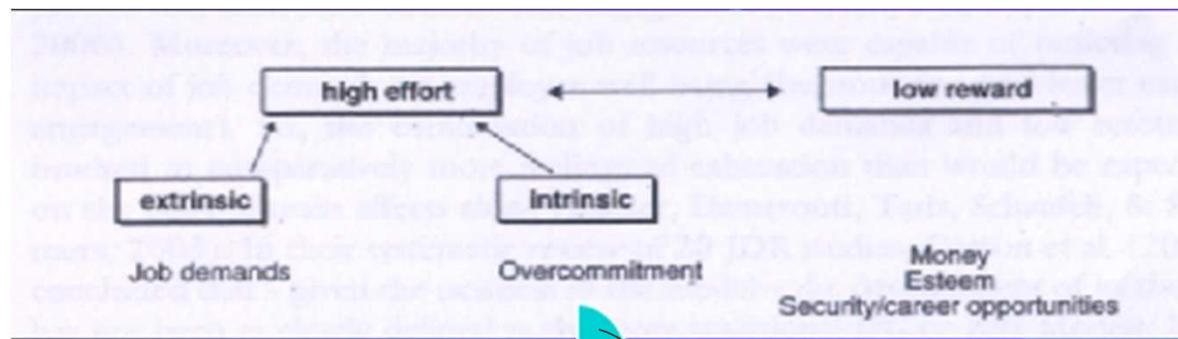
1. Need for approval
2. Competitiveness and hostility
3. Impatience and irritability
4. Work obligations

COMMENTS:

▷ Intrinsic/extrinsic rewards
▷ Stable overcommitment
▷ Status inconsistency
▷ Work-home conflict
▷ Longitudinal studies of dimensions

23

Job demand-resource model
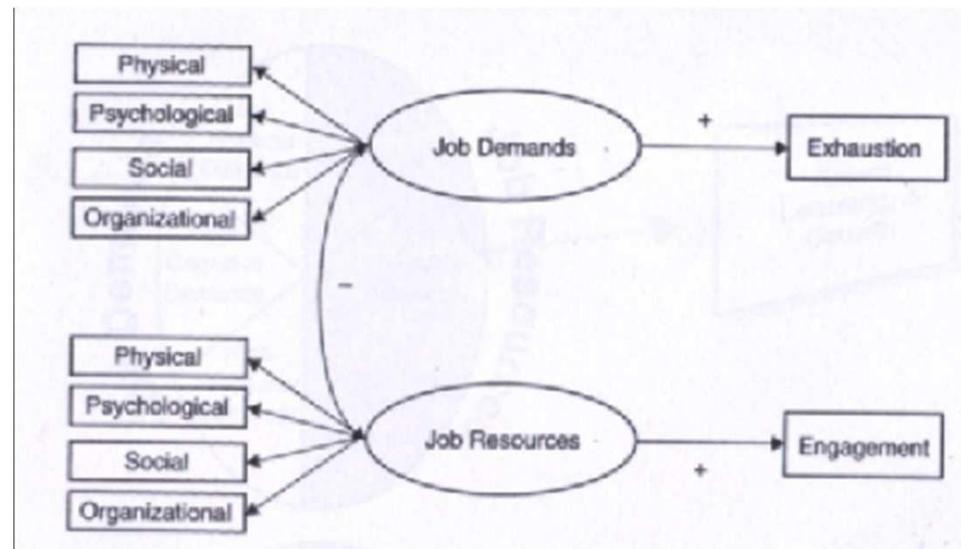
Empirical occupational settings

Demand-induced strain compensation model

DC and ERI Models
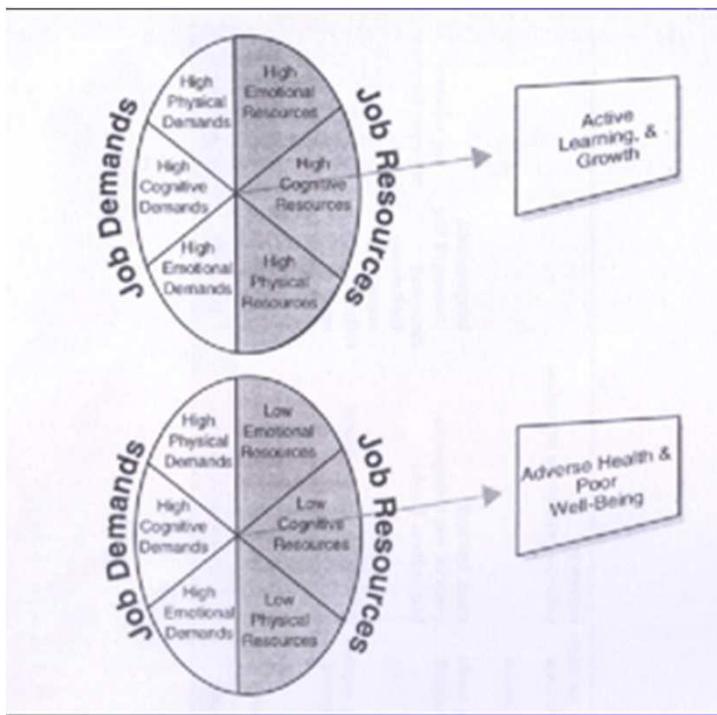
KEY PRINCIPLES:

1. Multidimensionality
2. TMP
3. Compensation principle
4. Imbalance

Closing case study

Helplines prosper as more workers

feel the strain

4. Interventions to prevent or reduce stress

Focus/Purpose	Identification	Primary prevention	Secondary prevention	Treatment	Rehabilitation
Organization	job stress audit	improving work content and environment time scheduling management development corporate fitness and wellness programmes career management	anticipatory socialization communication, decision making, and conflict management organizational development	institutionalization of occupational health and safety services employee assistance programmes	outplacement
Individual/ Organization	personal screening	time management interpersonal skills training promoting a realistic image of the job balancing work and private life	peer-support groups coaching and consultation career planning	specialized counselling and psychotherapy	individual guidance and assistance
Individual	self-monitoring	didactic stress management promoting a healthy life style	cognitive-behavioural techniques relaxation		

Typical daily routine

DEGREE IN PSYCHOLOGY

FACULTY OF PSYCHOLOGY

UNIVERSITY OF VALENCIA

SOCIAL PSYCHOLOGY OF WORK

PRACTICAL NOTEBOOK 1

MEANING OF WORKING

Course 2020-2021

1. **General description and objectives**

This practice consists of the analysis of the meaning of the work using information obtained from questionnaires distributed by students.

This exercise focuses on:

- The main techniques for measuring the meaning of work and how these values are understood (including operation, application, and interpretation).
- The meta-competencies are:
  - administration of questionnaires
  - ability to apply the results to practical work contexts
  - discussion and work in small groups
- Students will reflect on the meaning of work for people, and on the individual and occupational variables that can influence the formation and evolution of the role that work plays in our lives.

2. **General introduction**

The 'Meaning of Working' questionnaire, developed by the MOW-International Research Team (1987), evaluates aspects of the meaning that people attribute to work and variables related to it. In addition, it analyses the determining factors and consequences of specific patterns of the meaning of working.

The underlined model of this study is based on the concept that the meaning of working is determined by the job and vocational choices; by the experiences of the individual; and by the organisational and environmental contexts in which the individual lives and works. The authors of the MOW present a theoretical model in which they can observe the antecedents and consequences of the meaning of the working. Following this model, the variables can be selected at three different levels:

1. *Conditioning variables:* include personal and family circumstances (age, sex, family status, education, religious orientation, etc.); data related to current work and career history (current employment situation, employment level, frequency and duration of unemployment, career changes, etc.); and, finally, data related to the social and economic environment (industrial relations systems, education system, unemployment levels, etc.).

2. *Central variables:* these include the main dimensions of the meaning of working, that is, the centrality of work as a role of life (absolute and relative measure); societal norms on work (normative orientation towards work as a right or as an obligation); work values (what results are sought from work: for example, income, service to society, interpersonal contacts, etc.); and work goals (relative importance attributed to certain aspects of work: for example, autonomy, variety of tasks, good working hours, etc.). The questionnaires did not consider identification with the job role because it provided little information.

3. *Consequences:* related to the expectations, plans, aspirations, and labour intentions for the future (future labour mobility, changes in work, etc.).

MEANING OF WORKING MODEL (MOW, 1987)

| CONDITIONING VARIABLES | Personal and family situations | Current job and work history | Macro socio-economical background |

CENTRAL VARIABLES

| Centrality of work in life | Social norms related to work | Valued work results |

| Identification with job role | Importance of labour goals |

CONSEQUENCES

| Subjective expectation about possible future work-related incidents | Objective results |

Future socio-economic conditions

Finally, some additional questions were added to provide information on other aspects of the work situation and work attitudes relevant to research: for example, the lottery question, job definitions, job satisfaction, changes in attitudes towards work, and three questions on the relationship between work and free time.

The final questionnaire consists of 78 items that undergo some variations depending on the occupational situation of the subjects. These items analyse in depth a wide range of relevant aspects of the meaning and value that people attribute to working.

The adaptation to Spanish of the questionnaire 'El Significado del Trabajo' (Salanova, 1991), evaluates, among other aspects, the main dimensions of the construct called 'meaning of work', which are the following:

1. *Centrality of work as a role of life:* explores the importance of work in the life of the individual at a given moment in time. Two instruments of measurement of this variable are used. The absolute centrality of the work is a single item measure with a Likert-type response scale whose response alternatives range from 1 (it is one of the least important things in my life) to 7 (it is one of the most important things in my life). The relative centrality of work evaluates the importance of work in relation to other areas that are also important to the individual. The subjects distribute a total of 100 points among five spheres of their life: free time; work; family; social participation; and religion.

2. *Normative orientations regarding work ('societal' work norms):* these are related to beliefs about the normative orientation towards work, considering it either as a right that individuals have with respect to society, or as an obligation to fulfil. It consists of 10 items with Likert-type response scales. Subjects agree or disagree with these beliefs by choosing four response options ranging from 1 (strongly disagree) to 4 (strongly agree).

3. *Labour values or valued results of work:* these are results that can be obtained through work activity, and that may have some value for people. The subjects distribute a total of 100 points among six results of work. These results are: pay; interpersonal contacts; intrinsically interesting work; status or prestige; working keeps you busy; and service to society that can be done through work.

4. *Labour goals:* includes the 11 original items of the MOW. These are aspects of work that may be important or significant for workers, and include both intrinsic or expressive aspects of work (for example, variety of tasks, and learning new things) and extrinsic or instrumental aspects (for example, schedule adequate, good salary, and good physical working conditions). Respondents first choose the aspect that they consider most important and assign it a rating that ranges from 1 (not very important) to 15 (extremely important). They then choose the one they consider least important and assign an assessment. The process is repeated until the 11 aspects have been valued.

In summary, the questionnaire that evaluates the central variables of the meaning of working consists of 33 items with Likert-type responses, except for the relative centrality of work and the assessed results of the work, which are ipsative scores.

In addition, for this practice, we have added <u>a job performance</u> questionnaire and another <u>work satisfaction.</u>

3. Procedure

This exercise is a group work for reflection on the differences in the meaning of work based on different demographic characteristics such as gender or age, or occupational variables such as qualification or seniority in the position.

The steps are the following:

1. Familiarisation with the MOW questionnaire and its theoretical bases

2. Distribute the questionnaire

3. Statistical analysis

4. Preparation of the report

 3.1. The MOW questionnaire and its theoretical bases

Each work group, based on a bibliographic review on the meaning of work, should propose a research hypothesis about the existence of relationships between any of the four central variables of the MOW (absolute or relative centrality, normative orientations towards work, work values, or work goals) and some of the sociodemographic and occupational variables.

The hypothesis and its justification will be reviewed with the

lecturer.

EXAMPLE

If the objective of the work is set to check if there are differences in the meaning of the work between men and women of different occupational groups, you should consider what differences and why. Why should women be expected to value differently than men certain aspects of work? What processes do you think are responsible for these differences?

This should ALWAYS be based on a theoretical review of the literature.

3.2. Questionnaire distribution

1) Each student will distribute the questionnaire to at least four people to configure a sample in which to test the hypothesis. Respondents should be reminded of the confidentiality of the data (it is only for teaching purposes). This implies that during the distribution of the questionnaire it will be necessary to very respectful of the respondents' responses. Remind respondents that they should answer all questions and that there are no better or worse answers (the questionnaire asks for opinions, and all are equally valid).

2) Each team will add the data of the collected sample into a spreadsheet that will be delivered to the lecturer. The name of the file must be 'Grupo_X_datos_MOW', where X is the number of the group that identifies the students.

3) The lecturer will create a single file that will be made available to all the class to perform data analyses to test the hypotheses.

4) Once the corresponding analyses have been made, each team will carry out an assessment of the same and proceed to compare the results with the hypotheses. Subsequently, the team will prepare a discussion on the fulfilment or not of the hypotheses and the implications of these results. Finally, the relevance and practical utility of techniques for measuring the meaning of work in the field professional work and business should be discussed.

3.3. Statistical analysis

1) The lecturer will send an SPSS file with all the data. The file will include the items and the necessary variables (normative guidelines, intrinsic and extrinsic goals, satisfaction, and performance).

2) With this file, each team must perform the necessary data analysis to test the hypotheses established in their work.

3) Statistical analyses should include only those subjects for which they have formulated hypotheses, discarding the rest of the sample for analysis. For example, if the hypothesis raises differences between women with family responsibilities and women without responsibilities for family members, the analyses should exclude all men from the sample obtained.

4) Students should decide which tests to use to test their hypothesis.

3.4. Preparation of the report

A report will be prepared with the following points.

Introduction

Brief description of the meaning of the work and its dimensions. It will include the question studied, a review of the state of affairs, and a hypothesis based on the review performed.

Maximum length: three pages.

Methodology of the study

Description of the sample used. It will include the distribution of the sample in the following variables: sex; age (percentages by categories and average); level of studies; employment status; and average work experience. In addition, the

those other variables in the sample that are relevant must be described – based on the hypotheses formulated (for example, family situation or dependents, when necessary).

<u>Variables</u> included in the study.

<u>Data collection</u> and analysis procedure.

Maximum length: One page.

Results of statistical analyses

Description of the main results obtained. The tables and graphs that are considered relevant (tables and graphs are not taken into account for length)

Maximum length: three pages

Discussion and conclusions:

Contrast between the results obtained and the hypotheses raised, as well as their theoretical and practical implications, study limitations, or future study suggestions, etc.

In particular, if the hypotheses put forward are not fulfilled, some argumentation about the possible reasons why the hypotheses have not been proven.

Continuing with the example raised in Section 3.1. when analysing the results, some of the questions that the team should ask and analyse may include following:

* Do men and women reveal differences regarding their work goals? Assess the scope, importance, and generality of these differences.

* In which aspects is there a greater agreement between men and women? Which are the aspects that present more differences?

* Apart from gender, what other variables do you think may differ with respect the aspects of work that people value the most? Do you believe there are other variables that may lead a certain group of people to value certain aspects more than others?

* Assuming that the differences between what men and women value about work women can be considered significant, what do you think explains those differences? In the event that hardly any differences appear, why do you think previous studies have found differences between men and women?

* Estimate the possible evolution in the near future of the valuation of people with respect to the 11 aspects contemplated in the questionnaire. Do you think the differences

between men and women will increase or decrease in the future? In which direction will the changes occur? What aspects will be more valued in the future among men and women or both groups?

Maximum length: three pages

The collected material must be attached (it does not count towards the length of the work).

4. Evaluation

Requirements:

- Compliance with the established maximum length. If the limit is exceeded, the work will be penalised with a deduction of 10% of the mark.
- Spelling and writing. The work must be correctly written.
- After three spelling mistakes are detected, the work will not be corrected. An opportunity will be given to review it and redeliver it.
- Sentences must be clear and understandable. Punctuation must be used correctly.
- All required points must be included in the report. If any are missing, the report will not be accepted.

Points will be added for:

- Giving the reasoning and justification followed in its preparation
- Clarity and an expressed understanding of the concepts used
- Inclusion of recent research articles, press articles, etc.
- Reflection connected with current reality

*Theoretical justification of the hypothesis: **2 points***

*Well-formulated hypothesis: **1 point***

*Adequate description of the study methodology: **1 point***

*Adequacy of statistical analysis and presentation of results: **2 points***

*Discussion and conclusions (includes point 4 above): **3 points***

*Inclusion of recent material: **1 point***

5. Material and bibliography

The material necessary to carry out the practice corresponds to the theoretical topics of the subject.

In addition, the lecturer will provide material that he or she considers necessary. Students can look for additional information.

We appreciate your collaboration in this study. Please answer the following questions honestly. There are no correct or incorrect answers. All responses will be treated anonymously and confidentially. The information will only be used for an educational study on attitudes towards work.

1) Sex: male (1) / female (2)

2) Age:

3) Educational level:

- No schooling

- Primary school

- Compulsory secondary school studies

- Non-compulsory secondary studies

- University (not graduated)

- University (graduated)

4) Job status:

- Student

- Working

- Studying and working

- Unemployed

- other (housewife, retired, etc.)

5) If you are attending or have completed university studies, indicate which degree course: …………………………………………………

6) If you are working, describe your position: ....

7) Is the company you work for owned (0) publicly (1) privately (2) I do not work

8) Type of contract

(0) I do not work

(1) Work without contract

(2) Temporary contract / internship / work and service

(3) Self-employed / entrepreneur

(4) Permanent contract

(5) Official or interim official

9) Type of position (current)

(0) I do not work

(1) Unskilled

(2) Skilled worker

(3) Qualified technician

(4) Qualified professional

(5) Manager

10) Work experience: .... years and …..months

11) Years worked in the organisation: .... years and ..….months

12) Years worked in current position: .... years and…..months

13) Do you supervise other workers? (1) Yes (0) No

14) Family situation:

(1) I live with my parents, or brothers and sisters

(2) I live alone

(3) I live with other people who are not members of my family

(4) I live with my partner and / or my children

16) How many children do you have? (0) (1) (2) (3) (more than 3:__)

17) How many adults are you responsible for? (0) (1) (2) (more than 2:_____)

18) I am going to read you some statements that people have said about working. Tell me how much you agree or disagree with each statement ('1' being totally disagree and '4' being totally agree).

	1	2	3	4
If a worker's skills become outdated, the employer must update their training or find them another job.				
It is the obligation of every trained citizen to contribute to society with their work.				
Our education system should prepare everyone to be able to do a good job if they make a reasonable effort.				
People should save a good part of their income for the future.				
When changes in working methods are to be introduced, the boss should ask the workers for their suggestions before doing so.				
Every worker should try to find ways to improve their work.				
Everyone in our society has the right to interesting and meaningful work.				
Monotonous or simple work is acceptable if the salary received for it compensates.				
Every person who wants to work should be given a job.				

Every worker should value their work even if it is boring, dirty, or unskilled.			

19. How important and meaningful is working in your life? Circle the number on the scale that best reflects your opinion ('1' being the LEAST important aspect and '7' the MOST).

1   2   3   4   5   6   7

20. Distribute a total of 100 points to indicate how much importance the following aspects of your life currently have for you.

My free time activities/hobbies (sport, reading, social activities…)	
My social participation (volunteer work, political affiliations…)	
My work	
My religion	
My family	
TOTAL	**100**

21. I would like to know what working means to you. Please assign a total of 100 points, however you like, to the six sentences below. The better a sentence expresses your point of view, the more points you should assign to it. Please read all the sentences first before assigning points.

--------- *working gives you status and prestige*

--------- *working provides you with the income you need*

--------- *working keeps you busy*

--------- *working allows you to maintain interesting contacts with other people*

--------- *working is a good opportunity for you to serve society*

--------- *working is in itself interesting and satisfying*

_____(Check that the total sum is **100**)

22. Now I am going to show you some cards that point out various characteristics of a job. I would like to know how important each of these characteristics is to you ('1' being not important and '5' being highly important)

A) Many opportunities to LEARN new things

B) Good INTERPERSONAL relationships (with supervisors and colleagues)

C) Good PROMOTION or PROMOTION OPPORTUNITIES

D) Adequate TIMETABLE

E) Plenty of VARIETY

F) An INTERESTING job that you like

G) Good STABILITY in employment

H) A good FIT between the demands of the job and your preparation and experience

I) Good SALARY

J) Good physical working CONDITIONS (lighting, temperature, cleanliness, little noise)

K) Considerable AUTONOMY

23. Indicate your degree of agreement with the following statements about your job title (1 being strongly disagree and 7 strongly agree:

1. I adequately perform all the tasks that make up my job .... (… ..)

2. I worry about performing my tasks in the best possible way .... (…..)

3. I perform all my job tasks with very well .... (… ..)

4. I know that in my work I make a very valuable contribution to the company .... (… ..)

5. Compared to other workers in my company, I am a very productive worker .... (…..)

6. I perform my work very well and obtain good results .... (… ..)

24) Indicate your degree of agreement with the following statements about your job title:

'1': Strongly disagree & '7': Strongly agree

1. I am happy with the job I have .... (… ..)

2. Overall, I am satisfied with my work .... (… ..)

3. Generally speaking, I like having this job .... (… ..)

4. My current job meets my expectations............ (....)

25) Indicate the duration of your weekly workday: _____ hours

26) Please indicate if any of these circumstances occur in your job:

1. Shift work (1) -Yes (0) -No

2. A large part of the day takes place before 8 am or after 9 pm (1) -Yes (0) -No

3. I work on Saturdays and / or Sundays (1) - Yes (0) - No

4. I work part of the day outdoors or away from my workplace (1) -Yes (0) -No

27) Please indicate the level of net income you earn from your job.

- Less than 800 euros per month (1)

- Between 800 and 1300 euros per month (2)

- Between 1300 and 2000 euros per month (3)

- Between 2000 and 3000 euros per month (4)

- More than 3000 euros per month (5)

**28) Please indicate the number of
months you have been unemployed in the past five years** _____ months

(Excludes students who have not actively sought work, retired people, housewives, etc.)

THANK YOU VERY MUCH FOR YOUR HELP!

DEGREE IN PSYCHOLOGY

FACULTY OF PSYCHOLOGY
UNIVERSITY OF VALENCIA

SOCIAL PSYCHOLOGY OF WORK

PRACTICE NOTEBOOK 2

SOCIAL PSYCHOLOGY DEPARTMENT

SOCIAL PSYCHOLOGY OF WORK
PRACTICE 2

WORK MOTIVATION AND SATISFACTION MEASUREMENT:
'JOB DIAGNOSTIC SURVEY'

Chapters 4 & 5
Job   motivation
Job satisfaction

1.   General introduction

The study of work motivation has been carried out from different theoretical approaches. One of the most prominent is the 'Job Characteristics Model' (Hackman and Oldham, 1980), whose main contribution consists in analysing the characteristics of the job and its motivating potential, while focusing on the aspects of the job most related to intrinsic motivation. From this theoretical model, it is assumed that the characteristics of the job are perceived by the workers and from these perceptions the 'critical psychological states' are developed (including motivation, job satisfaction, and effectiveness).

To evaluate this process, Hackman and Oldham developed a questionnaire that has been widely used in both research and applied settings. From this 'Job Diagnostic Survey' it is possible to determine what is the 'motivating potential' that a certain position presents for the worker who occupies it. The different dimensions evaluated by this instrument facilitate very precise and reliable information that enables putting into practice strategies for the: (re) design of jobs to make a job more motivating for its occupants, and consequently, enabling workers to develop more positive work results. From this approach, therefore, the search for the well-being of workers stands out. Although it is assumed that positive results from the worker's point of view will also lead to more positive results for the employer, the purpose of both the model and the instrument is to favour the improvement of working conditions and contribute to the satisfaction and motivation of workers.

Core Job Characteristics   **Psychological States**   **Outcomes**

- Task Variety
- Task Identity
- Task Significance
- Autonomy
- Feedback

Meaningfulness

Responsibility

Knowledge of results

Moderators

Individual Skills and Experience
Growth Need Strength
Satisfaction with Workplace

Internal Motivation

Satisfaction with Job

Efficient Performance
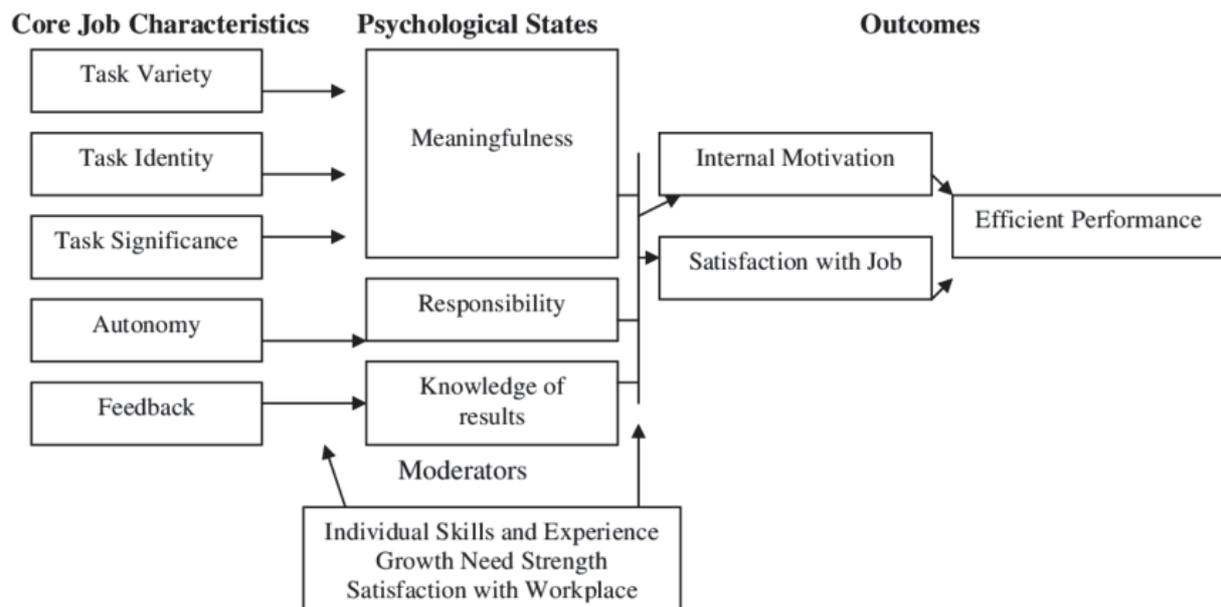
2. Objectives

The purpose of this practice is to:

1. Teach student the link between the theoretical models and the evaluation of psychological variables, and therefore the usefulness of learning these models.

2. Teach the application of one of the main instruments for evaluating motivation and job satisfaction.

3. Train students in the administration of instruments for the evaluation of motivation and job satisfaction in order to develop their skills and abilities in psychological evaluation.

4. Teach some of the main strategies for job redesign.

5. Develop skills for group work and for the presentation and communication of the evaluation results of work dimensions and intervention proposals.

3. Procedure

The practice consists of evaluating the motivating potential of a job, based on the analysis of its main characteristics, as well as the psychological states that it causes in its occupants, and analysing the results (motivation, satisfaction, and effectiveness).

For this, each group of students must obtain a sample of workers from the same job position, and observers thereof, who will fill out the 'Job Diagnostic Survey' questionnaire. With the data collected, each group of students will analyse the motivating potential of the position, describing the different components of the model (characteristics of the position, critical psychological states, positive results of the job). The students must compare the scores of the different occupants of the position, represent them graphically, make a critical assessment of each, and the position as a whole (establish which characteristics should be improved, check the relationship between the characteristics of the position with psychological states and results, and establish whether these results are acceptable). Finally, students must present different proposals to improve the characteristics of the job and to increase its motivating potential.

As a result of the previous phases, each working group must prepare a report or a poster, which will be presented and discussed in class, and in which the following aspects are considered:

1. **Introduction:** presentation of the question to be studied, justification of the chosen sample, brief review of the type of position to be analysed, starting hypothesis about the level of motivation and satisfaction with the position, etc.
2. **Methodology**: description of the sample and of the position held, contextualisation of the organisation in which they work and its environment, data collection procedure, and brief description of the variables included in the study.
3. **Results:** The score of each of the respondents in the different dimensions of the JDS will be graphically represented (a model is attached, which can be adapted as necessary), and the results obtained will be described.
   In this description, the following aspects should be addressed:
   - dimensions in which positive scores are obtained and dimensions in which the results can clearly be improved, both for the characteristics of the job and for the critical psychological states and the results of the work (based on the average scores of the workers surveyed).
   - analyse the dimensions in which the different workers present similar scores, and those in which there is a greater dispersion of individual scores. In addition, compare the scores of the observers with those of the occupants of the position.
   - analyse the relationships between the characteristics of the position, the critical psychological states, and the valued results of the work. Check if the different dimensions present a pattern of relationships in accordance with the theoretical model.
   - Highlight those components of the model which should be a priority in order to improve the

motivating potential of the position.

4. **Discussion and conclusions:** the implications of the results obtained will be discussed, especially through a generic assessment of the job. Likewise, intervention proposals should be made on the design of the position in order to correct the dimensions that present unfavourable scores, and therefore, increase the motivating potential of the position. These proposals must be motivated, and be related to the results obtained.

Steps to follow

1. Presentation of the model of the characteristics of the position of Hackman and Oldham (1980) (pp. 220-224, of the Treatise of Work Psychology, Vol. I), its correspondence with the Job Diagnostic Survey (JDS), the structure of this instrument, and the procedure for its application and correction. Students will decide the sample to which they will apply the questionnaire (organisation and job position). All respondents should occupy the same job position, preferably in the same organisation or in organisations that are as similar as possible. At least one occupant and two observers from the same POSITION must be surveyed.

2. The students will proceed to collect information through the JDS; they will analyse the results obtained; calculate the scores of the dimensions contemplated by the model (according to the attached table); and compare the scores of different workers with those of the observers. Students will proceed to graphically represent the data (following or adapting the attached model) and will draw the main conclusions.

3. Student will prepare a written report that will be delivered to the lecturer the last week of December before the holidays. An analysis of the results obtained and a proposal for intervention must appear in the report.

4. **Diagnostical use of JDS**

- Determine if motivation and job satisfaction are really a problem. To do this, the scores in the parts of the JDS referring to such constructs will have to be carefully examined.
- Determine if the position is low in motivational potential.
- Determine what are the specific aspects of the position that are causing difficulty. Examine the five core dimensions of the job to see which are failing. It is advisable to compare the scores of the occupants with those of a third party (an observer who knows the position directly), as there may be differences between the two.
- Determine the willingness of workers to change (redesigning). The score in the *Strength of the Need for Growth / Achievement* is involved here, as it will tell us with which positions to start

the intervention (those whose occupants have the highest scores), and which positions we will have to examine more carefully (those of occupants with low scores).

- Determine which are the problems and special opportunities present in the existing labour system. Included here are some additional factors that JDS (satisfaction with various aspects of organisational life) measures. If the occupants score very low in satisfaction, a high level of difficulty can be expected when initiating and developing the redesign.

5. Precautions with the JDS

- The educational level of the subjects who respond must be at least medium – with a good level of reading ability.
- The JDS should not be used for recruitment or placement.
- If used by the company's management, the responses to the JDS must be anonymous.
- It is not recommended to diagnose single positions. There should be a sample of about five individuals for each position, so that a minimum of reliability is achieved. Scores on individual characteristics present no problem in this regard.

6. Basic concepts for job position redesign

There are five basic concepts to achieve the 'enrichment' of jobs. Each is a set of specific actions that seek to improve both the quality of the work experience for the individual and his or her productivity at work.

Form natural units of work

The notion of distributing work in a logical way seems like an obvious aspect of any job design. However, in many cases the logic seems to be imposed by considerations very foreign to the satisfaction and motivation of the person who has to do the job. Such considerations include technology guidelines, level of training or experience in the job, efficiency as understood by industrial engineering, and an appropriate level of workload. In many cases, the grouping of tasks that an employee must perform in their working day is natural for everyone except the worker.

For example: if between a work group made up of ten typists and their supervisor, the tasks are distributed randomly and uniformly among the different workers, the letters, reports, or tasks performed by each of the employees prevents the existence of a base to identify with the job, with the people or

departments for which each task is performed. It is not possible to make a personal commitment to the performance of each task.

The principle that highlights natural units of work, by contrast, is 'property', a worker's sense of ongoing responsibility for an identifiable body of work. There **are two steps** involved in the process of creating natural units of work. The first is *to identify the basic elements of work*. The second is to *group these elements into natural categories*. In the case of typists, the elements can be the pages to type. The way they are grouped can respond to a continuous assignment for all the jobs requested by one or more specific people or departments (always remembering that the assignment of the overall workload for each worker should be more or less similar).

The 'ownership' advocated by natural units of work can produce significant differences in the feeling that work is meaningful to the person and rewarding in itself, or in the feeling that it is boring, irrelevant, and trivial. The natural units of work are related to two of the basic dimensions of the job position: the *identity* of the task and *its significance.*

Thus, a typist who is assigned natural units of work (instead of random ones), will have a greater possibility of carrying out a entire task and sense that complete tasks are being performed. Rather than typing a section of a very long report, the typist is more likely to type the entire report with adequate knowledge about the work product (task identity). Also, over time the typist will develop a growing sense of how his or her work affects those colleagues in departments who request services (task significance).

Combine tasks

The fragmentation of jobs into tasks that are as simple and repetitive as possible has been one of the basic principles of the approach known as 'scientific organisation of work' or 'Taylorism'. This fragmentation often justifies 'efficiency' in defined terms of low costs, reduced execution times, and maximum worker specialisation.

Although from the perspective of the economy of time and movement, fragmentation has few arguments against it, highly fragmented jobs can have negative consequences that have a direct impact on work organisation. Boredom and lack of meaning can lead to a high degree of routine, which can trigger significant fatigue in the workers along with ill-advised results for the company, such as high turnover, demotivation, and disruptive behaviours (passivity, absenteeism, labour conflicts, etc.), resulting in a much lower real efficiency than expected. The principle of task combining is to form larger and more meaningful sets of tasks, rather than dividing tasks between different occupants. Likewise, more

worker training is achieved. For example, if an operator handles the complete assembly of a product (for example, a laboratory heater), instead of different workers each assembling a part, the combination of tasks will be more motivating for employees.

Some tasks, if combined into work modules with a significant breadth, can exceed what a single person can perform. In these cases, it may be useful to assign this larger task to a small team of workers who have a wide level of autonomy to organise the performance of that task among themselves. For example, in the garbage container assembly process at the Emerson Electric company, the work was restructured so that the device did not move from workstation to workstation, but the assembly was carried out from start to finish by a work team, which was identified on the device's label. The team itself can be held accountable for customer complaints.

The combination of tasks, such as natural units of work, expand the identity of the task. For example, the heater assembler may see an element of identity in a finished and package-ready product, rather than only seeing a nearly invisible two-piece solder joint. In addition, the more units that are combined in a position, the greater the variety of skills and abilities that a worker will have to use to carry out the work. In this way, the combination of tasks leads directly to a greater variety of skills, which is the third essential dimension that contributes to the overall significance experienced at work.

Establishment of relationships with the client or user

A consequence of the fragmentation of tasks is that the typical worker has little or no contact with the customer or user of the product or service, and is sometimes not even aware of how the product is used. By encouraging the worker to establish direct relationships with the 'clients' of his work, simultaneous improvements can be achieved through three essential dimensions of the position. Firstly, it increases feedback because of additional opportunities for the individual to receive direct recognition or criticism about the results of their work. Secondly, the variety of skills required is often increased by the need to develop and exercise interpersonal skills in maintaining relationships with clients. Thirdly, autonomy can be increased because the individual is often given responsibility for deciding how to 'manage' relationships with their work clients.

Building customer relationships is a three-phase process: firstly, identifying who really is the 'customer'; secondly, establishing the most direct contact possible with the client; thirdly, establishing certain criteria by which the customer can judge the quality of the product or service received. When possible, in addition, the client should have the means to make judgments known directly to the worker.

The contact between the worker and the client should be as great as possible and as frequent as necessary.

Face-to-face contacts are highly desirable, at least occasionally. When this is not possible or impractical, the telephone or mail may suffice. In any case, it is important that the performance criteria by which the worker will be evaluated by the client are mutually understood and accepted.

Vertical enrichment

> Typically, a separation between the 'doing' of a job and the 'planning' and 'controlling' of it has evolved in the same direction as the fragmentation of tasks. The logic has been efficiency through specialisation. But the excess of specialisation that has emerged leads to unexpected but significant costs, in terms of motivation, morale, and quality of work. In the vertical enrichment of work, an attempt is made to reduce (even partially) the separation between the 'doing' and the 'controlling' of work. With this approach, advantages in work motivation are expected.

Of all the job redesign implementation concepts, this may be the most important. In some cases where it has been impossible to implement other types of changes, vertical enrichment has achieved motivational effects on its own. When a position is vertically enriched, responsibilities and controls that were previously reserved for higher levels of management are added to the position. There are different ways to implement vertical enrichment:

- Give the occupant of the position greater discretion in setting time, in decisions about work methods, controls, and quality checks, and in guiding and training other workers with less experience.

- Giving additional authority, with the aim of elevating workers from a position without authority or with very restricted authority, to positions with greater or almost total authority in relation to their work.

- Time management: the occupant of the position should have the greatest possible freedom to decide when to start and finish their work, when to rest, and on how to establish priorities between the different tasks assigned.

- Making decisions about problems that may arise and crises at work. Workers should be encouraged to seek solutions to problems that arise at work on their own, rather than going directly to the supervisor.

- Financial controls: some kind of knowledge and control over the budgets and other financial aspects of the position often turn out to be highly motivating. However, access to this information is very frequently restricted. Workers can benefit from knowing something about the costs of their

work, the potential effect on profits, and various financial and budgetary alternatives.

Opening of feedback channels.

In practically all jobs there are means to open channels of feedback to workers or teams, to help them know if their performance is improving, deteriorating, or remains at the same level. Although there are numerous channels through which performance information can be provided, it is generally better for the worker to learn about their performance directly while doing their job, rather than occasionally from a manager.

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DEGREE IN PSYCHOLOGY

FACULTY OF PSYCHOLOGY
UNIVERSITY OF VALENCIA

SOCIAL PSYCHOLOGY OF WORK

PRACTICAL NOTEBOOK
Course 2020-2021

SOCIAL PSYCHOLOGY DEPARTMENT
SOCIAL PSYCHOLOGY OF WORK
PRACTICAL 3

WORK STRESS EVALUATION

Chapter 7
Work stress, *burnout,* and engagement

1. General approach

Work-related stress is a phenomenon that is becoming increasingly important at work and can create significant health and well-being problems. It is a complex phenomenon whose proper understanding is difficult and requires taking into consideration a wide range of concepts and aspects that have been highlighted in the research on this phenomenon during three quarters of a century.

Numerous theoretical models have been developed to understand stress (McGrath, 1976; Cox, 1978; Harrison, 1978; Karasek, 1979; Lazarus and Folkman, 1984). Figure 1 represents the work stress model developed by Ivancevich and Matteson (1980) that integrates the elements involved in the stress process. In this model, six blocks of variables can be distinguished: (a) environmental variables (stressors); (b) personal characteristics and their differential character; (c) subjective experience of stress; (d) coping strategies developed by the person and the organisation in the face of those experiences; (e) the results produced by these experiences; and (f) their consequences for the person and the organisation.

The second phase of this process is given by the **subjective experience** of stress: the verification by the person that there is a relevant discrepancy between the threatening demands of the environment and the resources available to face them. This phase includes cognitive evaluation processes.

WORK-RELATED STRESSORS

- Physical work environment
- Job demands and tasks
- Role requirements
- Interpersonal relationships
- Career development
- New technologies
- Organisational structure and climate

NON-WORK-RELATED STRESSORS

- Family relations
- Financial problems
- Legal problems

PERCEIVED STRESS

Personal perception and evaluation of the situation

Mediated by:
- Visual observations
- Self-reporting
- Biochemical evaluation
- Performance evaluation

COPING MECHANISMS

RESULTS

- **Physiological**
  - Blood pressure
  - Heart rate
  - Catecholamine
  - Immune suppression
- **Psychological**
  - Dissatisfaction
  - Low motivation
  - Apathy
  - *Burnout* syndrome
- **Behavioral**
  - Reduced effort
  - Less attention
  - Irritability

INDIVIDUAL DIFFERENCES

Demographical/biological
Age, sex, job, health status, education...

Cognitive/affective
Locus of control, type A or B, personality traits, social support, self-esteem...

CONSEQUENCES

- **Health/family**
  Ulcers, infections, sleep deprivation, depression, headache, suicidal thoughts, divorce...
- **Performance**
  Absence, neglect, accidents, lower quality, sabotage...

Figure 1

The third phase contains the **cognitive-behavioural coping** strategies that the subjects develop to reduce stress. These strategies can be aimed at eliminating or mitigating the source of stress, trying to avoid stressful experiences, or neutralising the negative consequences for the person of that stressful experience.

A fourth element of the model is constituted by the **results of the stress experience**. This experience of stress and the coping strategies used (either directly or through the modification of that experience) produce in the person a series of physiological, behavioural, attitudinal, and emotional results.

Lastly, a consideration of the **consequences of stress** reveals the need to distinguish different types of effects of stress experiences based on their permanence, immediacy, and quality. These consequences include more or less permanent alterations to the health of a person subjected to sufficiently intense or long-lasting stress experiences without being able to deal with them adequately.

In this model, stress is understood as a transaction between the person and the environment, or a situation resulting from the interpretation and assessment of events or circumstances that the person does. This stress model is conceived for the organisational field and is aimed at contributing to the understanding of the processes through which stress affects a subject's job performance.

Theoretical models on work stress have also been developed that intend to integrate a good part of the previous contributions. The ***integrative model,*** developed by Peiró and Salvador (1993), includes six blocks of variables, as well as a series of modulating variables of both the person and the environment (see Figure 2):

1. *Environmental variables* (stressors and resources): these have been basically conceptualised as a discrepancy between the demands of the environment and the available resources (personal or environmental). The importance that the subject attaches to this discrepancy modulates the influences that such discrepancy has on results and consequences, and those it has on coping behaviours. Other variables of the environment have been conceptualised as available resources that affect the experience of

stress or modulate its possible effects (social support and the control that the person has over what happens in their environment).

2. *Characteristics of the person:* research in this field has identified various personal variables that act as determinants, mediators, or modulators on the experience of stress and its effects. The capacities and needs of the person, compared with the demands and resources of the environment, determine the existence of a discrepancy between the two that initiates the stress process. Type A personality (or type A behaviour pattern), neuroticism, self-efficacy, locus of control, and the person's values, are variables that can modulate the experience of stress, either by enhancing its appearance and effects, or by cushioning its consequences.

3. *Subjective experience:* the verification by the individual that there is a discrepancy between the threatening demands of the environment and the resources available to deal with these demands is an essential element of the experience of stress. Lazarus and Folkman distinguish between primary and secondary appreciation, which involves considering the situation on the part of the subject along with the appreciation and valuation of the available resources. Likewise, these authors have pointed out the incidence of this appreciation to select and determine coping strategies.

4. *Coping strategies:* faced with an experience of stress, the subject tries to develop one or more strategies to reduce this stress, aimed at eliminating or mitigating the source of stress, trying to avoid the stressful experience through cognitive restructuring or neutralising the negative consequences for the person of that stressful experience.

5. *Results of the stress experience:* the stress experience and coping strategies produce a series of results for the person. These results are physiological reactions, changes in psychological states, and processes, and behaviours.

6. *Consequences of stress:* a distinction between results and consequences highlights the need to distinguish different types of effects of stress experiences based on their permanence, immediacy, and quality. The consequences include alterations in the health

of the person subjected to sufficiently intense or lasting stressful experiences without being able to cope adequately.
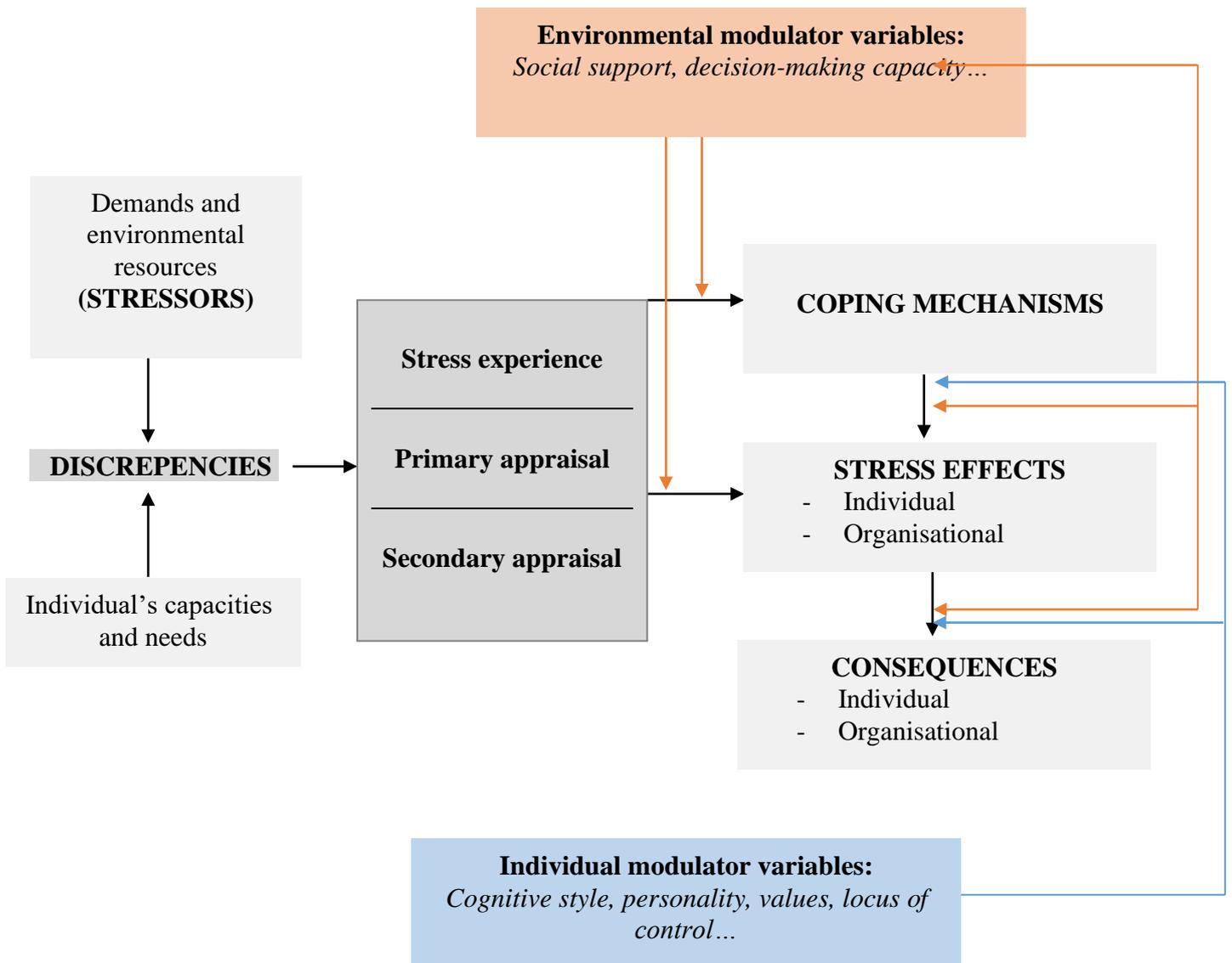
Figure 2

Various authors have tried to identify and list the most relevant and significant work stressors, organising them into categories with a theoretical sense that enables a more systematic analysis of the problem. Peiró (1993) establishes eight categories of work stressors:

1. physical work environment,
2. the demands and content of the position as a source of work stress,
3. stress due to role performance,
4. interpersonal relationships in the workplace,
5. career development,
6. stressors related to new technologies,
7. organisational structure and climate, and
8. extra-organisational sources of work stress: work-family relationships.

2. Objectives

The practice aims for students to analyse in all its complexity the phenomenon of work stress through empirical examples. For this, it is intended that students carry out in-depth interviews with a group of workers to analyse and evaluate all the components of work stress. Thus, the objectives of the practice are:

- Analyse the process of work stress in a sample of workers, and its main components.
- Develop skills on the collection and analysis of information through in-depth semi-structured interviews.
- Develop skills in preparing reports and presenting the results of empirical studies.

3. Procedure

Each student must conduct a personal interview with a person who is currently an employee. The objective of the interview is to analyse the stress process in a specific case through the collection of exhaustive qualitative information. For this, each student must proceed as follows:

1. Choose the job title and the person to be interviewed.
2. Prepare an interview script that will serve as the basis. Questions should be formulated in simple and understandable language for the interviewees,

without technical terms. The script must be exhaustive, contain a large number of questions on all aspects and dimensions included in the stress process (potentially stressful environmental stimuli, processes of appreciation and experience of stress, processes of coping, results, and consequences of stress, modulating variables, etc.). Care must always be taken that the vocabulary conforms to the characteristics of the workers. The interview should be planned to obtain accurate and detailed information from any type of informant, so include numerous ways of asking the same questions and so avoid respondents answering with monosyllables or short answers.

The aspects to be explored in the interview are:

a)   Presence in the job position of the interviewee of the different types of potential stressors analysed in class, and the characteristics with which these stressors are present (frequency, intensity, importance for the subject). This section should focus on the descriptive aspects of the job.

b)   What is the perception that the interviewee makes of their job situation, in terms of being affected or not by the above stressors. Emphasis should be placed on the interpretation that the subject makes of job characteristics and potential stressors.

c)   Which coping strategies does the interviewee use when feeling nervous and tense in their job and how they respond to such situations.

d)   Emotional and affective responses that individuals develop in stressful situations, as well as the short-term effects and the long-term consequences that the stressors present at work.

e)   Personal and environmental variables that can act as modulators of stress, either buffering the effects of stressors, or strengthening their negative effects.

3. Once the interview script has been prepared and supervised by the lecturer, we will proceed to conduct the interview with the worker in question. Students should record the interviews (in audio or video) with the prior consent of the interviewees.

4. Once the interview has been carried out, a report must be written with the information collected, presenting the most important aspects found for each of the elements of the

model of stress. Specifically, the structure of this report must contain:

- Generic description of the analysed job and of the most important characteristics relevant to the person interviewed.

- Description of the main sources of potential stress that the interviewee finds at work, from each of the categories of stressors studied. List of the potential stressors that were not appreciated in the case analysed.

- Description of the degree to which the interviewee perceives her job as stressful or not, and what the circumstances of their position that contribute to this perception.

- Description of the main ways of behaving of the interviewee in situations of stress and how they deal with such situations.

- Description of the effects and consequences of stress (at a physiological, cognitive-emotional and behavioural level) presented by the interviewee.

- Final assessment.

The report should not include the transcript of the interview, but should include the information collected in a meaningful way. The interview guide must be attached as an index.

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SOCIAL PSYCHOLOGY OF WORK

PRACTICE

MEASUREMENT OF JOB MOTIVATION AND JOB SATISFACTION: THE 'JOB DIAGNOSTIC SURVEY'

General framework
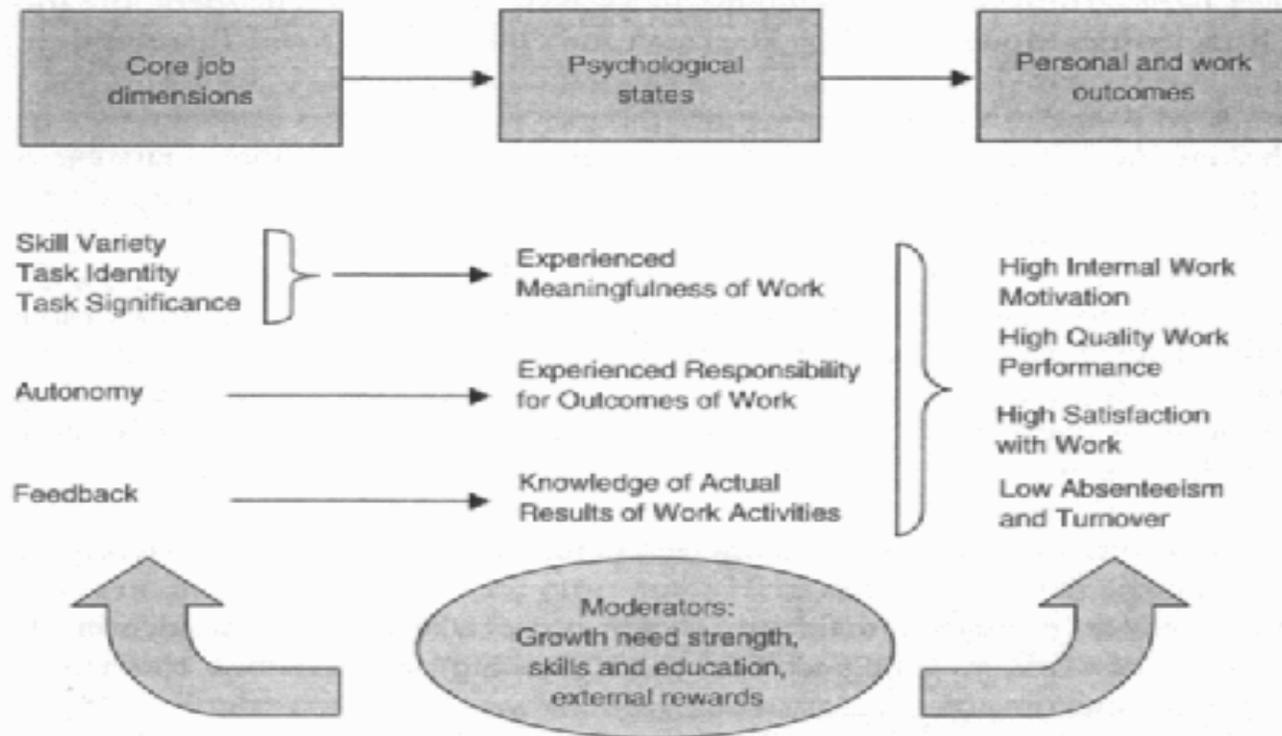
Hackman & Oldham, 1980

Figure 2.3: Hackman & Oldham's Job Characteristics Model (adapted from Hackman, 1987)

Some principles of motivational work design

1. Natural work units
2. Combining tasks
3. Relationships with customers
4. Vertical loading
5. Opening feedback channels

Objectives

- 1) Observe the linkage between theoretical models and the evaluation of psychological variables.
- 2) Learn how to apply one of the most important instruments to evaluate job motivation and job satisfaction.
- 3) Learn the administration of instruments to evaluate job motivation and job satisfaction in order to develop skills and abilities for the psychological evaluation.
- Learn some of the main strategies to re-design jobs.
- 4) Develop abilities to work in teams and communicate results from an evaluation of job dimensions and intervention proposals.

Procedure

TASK: evaluate the motivation potential score of a job, the psychological states, and the results (motivation, satisfaction, and performance) by applying the JDS.

FIVE JOB INCUMBENTS

TWO OBSERVERS (section #1, section #2)

Analyse discrepancies

POWERPOINT PRESENTATION:

1. Introduction
2. Methodology
3. Results
4. Conclusion

Results

	Dimensions	Job incumbents						Observers		
		1	2	3	4	5	Average	1	2	Average
Job characteristics	Skill variety									
	Task identity									
	Task significance									
	AVERAGE									
	Autonomy									
	Feedback									
	MOTIVATION POTENTIAL SCORE									
	Social feedback									
	Social contact									
Psychological states	Meaningfulness of work									
	Responsibility for outcomes									
	Knowledge of results									
Positive work outcomes	General satisfaction									
	Intrinsic motivation									
	Satisfaction with salary									
	Satisfaction with security									
	Social satisfaction									
	Satisfaction with supervision									
	Satisf. with self-realization									
Growth need strength	Form A									
	Form B									
	Average (A+B)/2									

JOB: Company:

Conclusion

Job Motivational Profile

Puntuation

7
6
5
3
2
1

Skill variety
Task identity
Task significance
AVERAGE
Autonomy
Feedback
Motivation Potential Score
Social feedback
Social Contact
Meaningfulness of work
Responsibility for outcomes
Knowledge of results
General satisfaction
Intrinsic motivation
Satisfaction with salary
Satisfaction with security
Social satisfaction
Satisfaction with supervision
Satisf. With self-realization
Form A
Form B
Average (A+B)/2

JDS dimensions

Money makes the world go around, the world go around...

Dolores Fuertes has been a lecturer at the UVEG for ten years. After obtaining her doctorate in psychology, she entered the Department of Social Psychology. She is 35 years old, single, seems to enjoy her work, and has received positive evaluations from ANECA. Her colleagues in the faculty admire her for the research and teaching work she has been doing. A few months ago, a rumour spread in the department that she was going to leave the faculty. Apparently, the source of that rumour was the department director Ramona Mira Iborra.

Dolores is the grand-daughter of José Fuertes, the founder and owner of 'Horchatas y Fartons Ponte Fuerte', the multinational producer located in L'Horta Nord. Her grandfather, who died about a year ago, left a fortune worth more than €300 million. Among his assets were tiger nut ('chufa') farms in various countries, tiger nut processing plants, factories that made carts for the sale of his products, a couple of farms somewhere in La Mancha, houses in residential areas, shares in the stock market, and much else.

Dolores did not spend much time with her grandfather, as her parents divorced when she was a child. They both remarried and she lived with her mother and stepfather in a middle-class environment. But the grandfather did not forget about her, his only granddaughter, and so she inherited about €20 million after tax.

Apparently, when Ramona Mira Iborra read in the newspaper that Dolores Fuertes was going to inherit millions from her grandfather's estate, she instantly assumed that she would quit her job. After all, her salary in the UVEG was less than €2000 a month, she worked long hours, and had to endure the usual office politics. Dolores was young, attractive, single, and well educated. Now that she would become a millionaire with the world at her feet, it was not normal that she would want to continue working in a regular job, with few hours for leisure, short vacations, and lots of headaches. She will become a rich girl, Ramona thought.

But months have gone by and Dolores' dedication to her job remains the same. The money she inherited was invested and is being managed by a professional investment firm. Dolores still arrives at work early every day, often stays late, and the newfound wealth does not seem to have affected her. One of her closest friends commented that Dolores told him she had no intention of quitting her job: 'I like my job. The fact that I have inherited money does not change anything. What should I do? Become a woman of the world and spend my life traveling between Valencia, Madrid, London, New York, Tobarra, San Francisco, Buenos Aires and Monte Carlo? I'm just not cut out for that. My grandfather worked hard to make his fortune. I don't know any lazy rich guys. My grandfather, my father, and my stepfather went to work every day. They taught me to appreciate hard work and frugality. And I think I will always be like that'.

Ramona Mira Iborra was puzzled. She knew that if she had inherited €20 million she would have immediately left her job.

ORGANISATIONAL SOCIALISATION

Film 'The Firm'
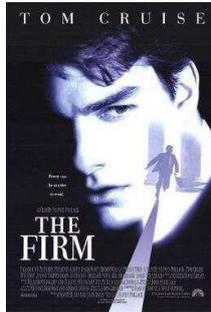
GENERAL PROCEDURE:

1. Watch the beginning of the film
2. The activity can be done as a group discussion, or as an individual, or in pairs.

GENERAL PROPOSAL

This activity is intended to help students see the processes of organisational socialisation or onboarding in a real situation (through a film). It is assumed that students will be able to identify the various phases, understand the content transmitted, and notice the various socialisation techniques.

The term <u>socialisation,</u> in the field of behavioural sciences, refers to the 'process by which an individual, born with behavioural potentialities of an enormously wide range, is led to develop actual behaviour which is confined to the narrower range of what is acceptable for him by the group standards', (Child, 1954).

Socialisation processes occur throughout life. Brim (1966) defines the socialisation process of an adult as: 'the way an individual learns the appropriate behaviour for his or her position within a group, through interaction with others who hold normative beliefs about what their role should be'.

When we talk about learning the values, norms, and patterns of behaviour required within an organisation , we refer more specifically to organisational socialisation. 'Organisational socialisation is the way of "catching-up", the process of indoctrination and training in which what is important in an organisation or somewhere in it is taught', (Schein, 1977).

This is an extremely important process, as its speed and efficiency determine employee loyalty, commitment, productivity, as well as their entry and exit. The stability and effectiveness of organisations depend on their ability to socialise new members.

Three stages have been fundamentally identified in this process: the anticipatory socialisation stage; the encounter stage; and the change and acquisition stage (in which the subject achieves mastery over the demands and can act with knowledge of the situation and respond adequately to the demands of work).

<u>Anticipatory socialisation stage</u>: the individual prepares for his or her insertion in the world of work and refers to both specific aspects (acquisition of the necessary knowledge to perform a specific job) and general aspects (acquisition of the values of work).

In the period immediately prior to entry, the subject initiates contact with the organisation. In the selection of personnel, this contact is formalised and intensified and an initial image is formed.

There are organisations that believe that it is better to give during the selection process, or before it, an objective and real image of the company and the job to applicants, so that recruits do not suffer a mismatch of expectations. This is done through a 'realistic job preview'. This method is recommended when there are many applicants or candidates for the position, so that some applicants will abandon their aim to work in the organisation, especially if they discover that their expectations do not correspond to reality. In addition, this approach is especially recommended in the case of young candidates with little work experience, because they will sometimes have higher expectations of the positions they are applying for than older and more experienced applicants. Realistic job anticipation simply consists in a realistic description of the job and the organisation (considering both positive and negative aspects) through short films, or a brochure, or through a selection interview. This can also lead to a greater involvement of the person with the position and the organisation as he or she makes the decision with greater knowledge.

When the individual enters an organisation, after the selection process has been completed, he or she arrives with a series of beliefs, expectations, values, attitudes, ideas, knowledge and skills that are the basis of their performance in the organisation. The specific socialisation that the organisation develops must take this into account.

<u>Meeting stage:</u> the expectations, values, and other characteristics of the individual come into contact with those of the organisation, and thus a new process of interaction and negotiation is initiated by which the organisation seeks to adjust the individual to the position through rules, standards, and prescriptions, while the individual tries to make these requirements compatible with his or her expectations, needs, and personal characteristics.

The situation varies depending on the relationship between both sets of expectations. If the new member has previously accepted the organisation 's rules, the socialisation

process involves nothing more than a reaffirmation of those rules through communication, the example of key persons, and the instructions of supervisors and coaches.

However, socialisation first involves a destructive phase if the new member comes to the organisation with values and behavioural patterns that diverge from those expected by the organisation.

Change and acquisition stage: this starts when the individual has recognised the convenience of acquiring new behavioural patterns as a result of the previous phase. The four most important changes that occur are: the subject's self-image changes; he changes his relationships; his values; and his behaviour.

During the second stage, for the effective integration of the individual into the organisation, socialisation tactics are fundamental.

Socialisation tactics are ways of structuring the experiences of individuals who join an organisation, and are a set of events that attempt to influence the behaviour of those individuals (Van Maanen & Schein, 1979).

The various socialisation tactics can be classified according to six dimensions:

- *Collective vs. individual socialisation tactics*, with collective tactics all individuals are brought together to undergo a series of common experiences. Individual tactics give each new member a unique set of experiences; they are most often used in socialisation for complex roles.

- *Formal versus informal socialisation tactics*. In formal tactics, the new member is separated from the rest to undergo a set of experiences designed for their socialisation. With informal tactics, new members are part of the working group and learn on the job.

- *Sequential vs. random socialisation tactics:* Sequential tactics provide explicit information concerning the sequences of activities or experiences they will go through in the organisation in order to access the roles they are intended to play. When the process is random, new employees do not know the sequence of these phases, it is ambiguous or continually changing.

- *Fixed vs. variable socialisation tactics*, fixed tactics provide accurate knowledge of the timing associated with each transition. However, variable socialisation tactics do not provide information about when they can safely reach the next phase or step of a given transition.

- *Serial vs. disjunctive socialisation tactics.* In serial processes, experienced members act as role models for new members; expert or veteran members supervise and train newcomers. In disjunctive processes, new employees cannot follow in the footsteps of expert members because no models are provided that specify how to carry out the role and meet the requirements.

- *Investiture vs. divestment socialisation tactics,* with investiture tactics, new members receive social support from experienced organisation members; they confirm the identity of the new member; they ratify and enhance the personal characteristics that the new members bring to the role performance and recognise their viability and usefulness; the organisation does not intend to change the new member who will perform the role, but to take advantage of their capabilities and skills for that performance. With divestment tactics, new members are disqualified by the organisation's members; they transform the new member's identity; they seek to eliminate or neutralise certain characteristics of the individual that the organisation sees as negative and detrimental to the performance of the new role.

Some dimensions are not incompatible with others, so that the same tactic can be used in different dimensions at the same time.

It has been observed that socialisation tactics are related to task innovation behaviours. A content innovation response is more likely when the socialisation process is collective, formal, fixed, and disjunctive. A role innovation response is more likely to result from processes that are individual, informal, random, disjunctive, and with investment mechanisms.

PROCEDURE

1) Watch approximately the first 20 minutes of the film (until the main character is working in a bar, and he tells two men that all new associates have a lot of work). After that sequence stop the film.

2) As a group, ask the following questions (30 minutes approximately):

1. What is organisational socialisation ?

2. Which stages have we seen in the film?

3. What types of content have been transmitted through organisational socialisation ?

4. How are socialisation tactics used by the law firm? Describe them according to the dimensions of the socialisation tactics.

5. What type of behaviour is required for the position of lawyer (conservative or innovative)? Depending on the tactics used, what type of behaviour is most likely to occur?

6. Relating the film to the issue of motivation, what kind of strategies does the law firm use to get new members to join and stay?

ANSWERS

2) What stages of organisational socialisation have we seen in the film?

Anticipatory stage: we have only seen the first contact during the selection process.

Meeting stage: all the other stages we see in the film. The change and acquisition stage is not seen. It is not seen in the film because the protagonist fights and destroys the firm (his job involved illegal operations).

In the anticipatory stage, the firm only tells him about the financial conditions of the position, but does not give him much information about the firm.

Comment here on the realistic anticipation of the job. In the film, this is not done. In the first place, because there are not many candidates, and the firm directly recruits the protagonist. In addition, the firm does not want to tell him what the firm does, but rather it tries to involve him through other means, and when he is ready, he will be told how the law firm really works (it is linked to the mafia).

With the method used, the firm creates a series of expectations (of worthiness and prestige) that do not correspond to reality. This can have high costs. In the film, the hero fights the firm. Obviously, this case is very unusual since we are talking about an firm that commits criminal acts, and so it is not generalisable. But the creation of false expectations can be negative for an organisation because it can mean the loss of staff once they are inside and discover that they lack enough motivating power to stay.

The firm does give information about itself in the encounter stage, and about some of the values it believes are important: such as family stability. The firm gives fundamental importance to the family (to emphasise this, for example, he is told that the colour of the company car must be chosen by his wife; the firm wants to make her participate in some way).

Reflecting how important this is for the firm, it asks our hero for information about his wife and family.

We will analyse the meeting stage in more detail below.

3) What types of content have been transmitted through organisational socialisation ?

Socialisation is done by different people in the organisation: both members (superiors) and colleagues.

In addition to the tasks inherent in his role, he is told what he has to work on, and that passing the state bar exam is extremely important for the firm. A series of values and norms of behaviour that are important for the organisation are transmitted. These values and norms are not limited to working time, but are intended to make him maintain a specific lifestyle (and that includes his wife).

Examples:

- stability of the family is important

- there are no divorced, single, or female members of the firm (only white married men)

- when he goes with the boss around town, his boss tells him that the firm wants it employees to avoid being the subjects of gossip, and that the firm is a self-protective family

- 'working is not forbidden' for wives

- the firm encourages children (because they promote stability)

- the firm finds a house for him, furnishes it, and provides him with a Mercedes

- he must pass the state bar exam (no associate has failed the exam)

- it does not look good to drink during office hours (although they are not totally strict, some 'little things' can be tolerated)

- the mentor conveys the idea that they are not idealistic (they do not work for ideals, but for more material reasons).

4) How are the socialisation tactics used by the law firm? Describe them according to the different dimensions.

COLLECTIVE vs. INDIVIDUAL:

They are individual. These are the norms normally used for complex roles, as is the case here.

FORMAL vs. INFORMAL:

It is informal because he becomes part of the work group in which he will learn. His peers (although in this case, mostly his mentor) explain to him what he has to do.

SEQUENTIAL vs. RANDOM:

They are random since they do not specify the phases through which he must go, what he has to learn in order to be promoted, for example.

FIXED vs. VARIABLES:

They are variable, since he does not know the phases, nor the length of any assigned periods.

SERIAL vs. DISJOINTED:

These are serial since a mentor guides him within the organisation and transmits certain values (i.e., no lunchtime drinking, nor idealism).

INVESTMENT vs. DISCONTINUATION:

The firm invests in the hero and he receives social support from members of the firm. For example, they all give him material to study for the exam. He receives support from his mentor. In addition, the firm tends to confirm his identity, to support and enhance his characteristics (for example, in the selection interview the firm does everything possible to hire him and tells him so; it tells him that he is the only candidate who is receiving an offer; it presents him officially to the other employees as a brilliant new recruit and everyone applauds him).

5) What kind of conduct is required for the position of lawyer (conservative or innovative)? Depending on the tactics used, what type of conduct is most likely to occur?

The ideal is 'creative innovation', that is, that the person contributes part of himself to do his role; he needs to innovate to carry out his work, since this occurs in a changing environment, where he has to face multiple situations. Submission is counterproductive in this type of work.

There are individual, informal, variable, random, and investiture tactics. These are the tactics that are most likely to produce innovative behaviour (as opposed to the collective, formal, and fixed tactics that usually produce conservative behaviour).

6) Relating the film to the issue of motivation, what kind of strategies does the law firm use to get new recruits to join and stay?

Different strategies are required depending on where people are in their careers. In the phase previous to incorporation, what motivates the most is salary, work conditions, and the prestige of the organisation.

This is reflected in the film. It seems to be a prestigious organisation. In the initial interview, one of the aspects most emphasised are the extrinsic elements. The most obvious motivational strategy is the system of rewards and incentives.

The firm makes him an excellent offer: it offers him a high salary, it gives him a mortgage, and a car.

Later, the firm pays off his mortgage without telling him.

This may make him feel 'indebted' to the firm, and makes it harder for him to leave.

In the meeting phase, the climate, supervision, and characteristics of the position are important motivational aspects. In the film, the emphasis is no longer on the money he earns, but on the relationships with his colleagues and supervisors and the type of work he is doing.

Another aspect that can be commented on is the workload. The workload (the type of tasks, and degree of difficulty) can be motivating. A certain level of time pressure can be motivating (here you see he is given a job before he leaves for the Cayman Islands, and told that he has to have it finished the next day), although if that pressure is excessive it can be counterproductive. In the beginning, the workload can be motivating because a new member feels useful, and feels part of the firm to a greater extent than if he is only given a few easy tasks.

ACTIVITY 3b: COMPETENCY-DICTIONARY STATE OF CALIFORNIA

Jobs	Competency	Behavior
Truck operator	Applying technology to tasks	• The operator is open for new technology changes in the truck • He/she is able to use the technology to facilitate loading and unloading the truck
	Communication	• The operator should be able to inform management and business partners about delivery • The operator should be able to communicate appropriately with other road users
	Customer focus	• The operator should try his best to deliver the cargo on time • The operator should be friendly and professional to customers
	Stress management	• The operator remains calm under stress of traffic • The operator remains calm under stress of time pressure
	Personal credibility	• The operator follows commitments • The operator respects the confidentiality of information
Secretary	Communication	• Knows that listening is essential to understanding. • Keeps manager informed about progress and problems.
	Customer focus	• Solves customer problems quickly and effectively • Talks to customers (internal or external) to find out what they want, and how satisfied they are with what they are getting.
	Organisational awareness	• Understands the purpose of the organisation including the statutory mandate, its customers, its products and/or services, and its measures of mission effectiveness. • Understands and effectively works within the organisation's structure and policies.
	Planning and organisation	• Anticipates and prepares for upcoming events by ensuring adequate resources are available. • Considers the impact of something before it happens and makes necessary preparations or changes needed.
	Written communication	• Expresses ideas clearly and concisely in writing • Writes using specific language
Electrical Engineer	Analytical thinking	• Analyses the issue and identifies possible causes of the problem • Compares various solutions to a problem and selects the most adequate option
	Communication	• Must be able to listen to the ideas of peers • Ensures that peers know their role/responsibilities
	Learning	• Is able to learn and adapt to new strategies • Pursues self-development to work more efficiently

Conclusion:

FIDELITY BANK

Your team works in an advertising and PR agency. Your task is to prepare an advertising slogan for a potential customer, the Fidelity Bank. This bank wants to increase its deposit accounts through an aggressive advertising campaign. Therefore, each of you must create three slogans. Secondly, the team will meet to analyse each individual effort and agree on one slogan as a team. For this team solution, one of the individually created slogans, or a new slogan created by the team, can be used.

INDIVIDUAL PHASE

1.	
2.	
3.	

TEAM PHASE

1.	

INSTRUCTIONS

Fill in the following questionnaire (adapted from Eacles White). According to M. Belbin's classification, the specialist's role is missing in this role inventory, which is one of the roles that can be recognised in terms of the teamwork objective/ task.

Read the list below of eight categories of activities that can be carried out in a team and think about how you would like to contribute when working in a team.

Review each category and write down your order of preference for each – from the most preferred (1) to the least preferred (8).

ACTIVITIES	PREFERENCE
Look for the latest ideas and their applications. Make and use contacts outside the team. Take full advantage of the opportunities. Initiate debates for the emergence of ideas.	
Gain new perceptions and points of views on existing conflicts. Contribute new ideas. Generate new ideas. Encourage imagination/creativity.	
Analyse the situation and evaluate alternatives. Offer an objective and impartial perspective. Create alternatives. Propose discussion to reject unsuitable options.	
Propose a method to do things. Be prepared to question your point of view and that of others. Prevent and avoid complications. Organise available resources.	
Organise the team with which you are working. Exert a strong influence on decisions. Use persuasion to ensure that ideas are put into practice. Be ready to take on leadership when no progress is made.	
Bring to light the points of view of all team members. Coordinate activities and functions. Reach agreements focused on achieving objectives with everyone's involvement.	
Work well with different people. Promote a good atmosphere and support relations within and outside the team. Be there for the weakest. Back suggestions favouring the common good.	
Pay special attention to details. Avoid that mistakes and omissions are made due to carelessness. Pay full attention to tasks. Ensure that tasks are completed on time.	

Panamedia Escuela de Pilotos Internacional	Department	Ground (theoretical) department
	Position	**Valencia Base Manager**

1. Purpose:	To represent Panamedia International Flight School in Valencia, coordinate, and manage personnel and students on the base, and ensure its correct operation.
2. Responsibilities:	▪ Coordinate and manage base personnel. ▪ Attract and retain students. ▪ Monitor the performance and tasks of the base to ensure its homogeneous and harmonious functioning. ▪ Propose measures to encourage rationalisation, simplification, and improvement of work processes and monitor their implementation. ▪ Collaborate with headquarter regarding preparation, implementation, and monitoring of strategic plans and quality improvement. ▪ Develop plans, programmes, and procedures with the aim to strengthen relations between the company and other public and private entities, at local, national, and international levels. ▪ Promote and maintain the management agreements with other public and private companies, at local, national, and international levels. ▪ Represent the company for public and private organisations at national and international levels, when requested by headquarters. ▪ Search for information, receive, edit, and disseminate institutional and sectorial publications.

3. Organisational Structure:	Supervisor(s):	CEO.	CEO
	Subordinate(s):	Base Operations Manager, Flight/Theoretical instructors.	Valencia Base Manager

	Department	Operational (flight) department
Panamedia Escuela de Pilotos Internacional	**Position**	**Base Operations Manager**

1. Purpose:	To represent Panamedia International Flight School in Valencia, coordinate the teaching process with head office in Palma de Mallorca, according to rules of the school.

2. Responsibilities:	- To make flights schedule. - To teach new flight instructors according to SOP (Standard Operating Procedures). - To coordinate teaching process and report about maintenance of airplanes to headquarter. - To control achievements of students during theoretical and practical classes. - To be in charge of theoretical classes (content, schedule). - To control safety during learning process. - To represent the school in general for different institutions (e.g. Airport of Valencia).

3. Organizational Structure:	Supervisor(s):	HT (Head of Training) in Palma de Mallorca/Valencia Base Manager.	HT/Base Manager
	Subordinate(s):	Flight Instructors.	Base Operations Manager
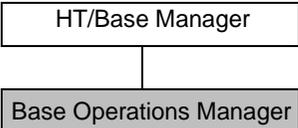
Panamedia Escuela de Pilotos Internacional	Department	Operational (flight) department/Ground (theoretical) department
	Position	**Flight/Theoretical Instructor**

1. Purpose:	To deliver to students theoretical and practical instructions and knowledge on how to pilot a plane.

2. Responsibilities:	- To make flight planning. - To check flights schedule. - To check meteorological conditions for flights. - To coordinate and communicate to the students the changes in the flights schedule. - To ensure safety and security of flights. - To teach students how to pilot a plane according to syllabus. - To assess students. - To make students attendance control. - To prepare student exams (administration, correction). - To execute administrative and paperwork regarding flights (e.g. work with logbooks).

3. Organizational Structure:	Supervisor(s):	Base Operations Manager/Valencia Base Manager.	Base Operations Manager/Base Manager Flight/Theoretical Instructor
	Subordinate(s):	None.	

	Department	Administration
	Position	**Administrator**

1. Purpose:	To be in charge of all spends and payments of Valencia Base of Panamedia International Flight School; maintain the availability of stationery.
2. Responsibilities:	▪ To control receipts and payments. ▪ To control the payment of landing fees (ARO). ▪ To control the use and availability of stationery. ▪ To control local expenses (e.g. water spends). ▪ To answer phone calls and provide information about the state of payments and debts of students (according to their contracts) upon their request. ▪ To communicate with students via email regarding their payments, send reminders.

3. Organizational Structure:	Supervisor(s):	CEO.	CEO
	Subordinate(s):	None.	Administrator

Panamedia Escuela de Pilotos Internacional	**Department**	Operational (flight) department/Ground (theoretical) department/Administration
	Position	**Supervisor**

1. Purpose:	To maintain daily functioning of Valencia Base of Panamedia International Flight School in terms of operation of flights information, work coordination, administration, performance receptionist functions.

2. Responsibilities:	• To make flight plans. • To pay landing fees (ARO). • To drive students and flight instructors to the airport and pick them up after flights are done. • To attend visitors. • To answer phone calls and emails. • To provide relevant information requested by possible clients, students, base manager, headquarter. • To open and close the base office. • To work with computers and other IT devices. • To maintain the order in the base office (e.g. front desk, classrooms).

3. Organizational Structure:	Supervisor(s):	Base Operations Manager/Valencia Base Manager.	Base Operations Manager/Base Manager
	Subordinate(s):	None.	Supervisor

In this picture we can see a young girl in the foreground whose family is the owner of the farm that appears on the background. She has just arrived from school and looks upset because the man working behind her has just ended their relationship: she has been in love with him for a long time, and they were having a secret affair despite their differing social status and ages. The day before, he confessed to her that he was married, and that they needed to end the relationship because he was expecting a baby with his wife, the woman leaning against the tree, who is also a worker on the farm. She found out about the affair, that's why she is keeping an eye on them.

The case of the young newlyweds

'A newlywed ignored by her husband, who spends all his time working, allows herself to be seduced and spends the night with her lover in a house on the other bank of the river.

To be able to return home early before her husband comes back – he is on a trip – she has to cross a bridge. Just as she is about to cross, a madman stops her from doing so by making threatening gestures. She then runs off to find a boatman who asks her for the fare.

Unfortunately, she has no money and the boatman refuses to take her across without being paid in advance. She then goes in search of her lover to ask him for the money. He also refuses without saying why. The woman then goes to look for an unmarried male friend who lives nearby and who has always expressed a platonic love for her, although she has never returned any of his attentions. She then tells him everything and asks for money. He also refuses, as she deserves everything that is happening because of her bad behaviour.

The woman, who is by now desperate, returns to the boatman who again refuses to take her across. She then decides to cross the bridge and the madman kills her'. (ELLE Magazine; March, 85).

Classify these six characters individually from most to least according to their responsibility for the death of the woman. They should be shown in order of appearance. Put number 1 for the person you feel is the most responsible for the death of the woman, 2 for the next most responsible, and so on. Number all the characters.

Newlywed	
Husband	
Lover	
Madman	

Boatman
Friend

DECISION   MAKING

The shopping story

Mrs Felisa went out one Saturday for three hours to do some shopping.
She had to buy a number of items at a nearby market.
She went to a neighbouring district to buy the items because they were cheaper in a supermarket located in that area of the city.
Mrs Felisa had a neighbour.
Mrs Luisa looked after her son, called Luis, while the mother was absent.
While she was absent there was a fire in the house and Luis was badly burnt.
She was very upset and almost fainted when she saw Luis.

STATEMENTS TO BE CHECKED	TRUE
1. Mrs Felisa was out on Saturday for at least three hours.	
2. Mrs Felisa was out for almost three hours at the weekend.	
3. The items were cheaper in the local supermarket.	
4. The house next door to Mrs Felisa's caught fire.	
5. Mrs Felisa's house caught fire.	
6. Mrs Felisa went to do the shopping at a store in the district.	
7. Mrs Felisa got upset when she saw Luis had suffered serious burns.	
8. Mrs Luisa looked after Luis.	
9. Luis was Mrs Felisa's son.	

WORS Practice

"Frank has just arrived in Africa where some tribes live. They have a different way to measure time and distances. Frank goes from A town to D town through B and C towns".

Your task is to determine the time in WORS used by Frank to go from A to D

DATA:
- Frank goes from A to B at a speed of 24 LUTTS per WOR
- Frank leaves A at 12 o'clock in the morning
- One WOR= 5 MIRS
- A DAR= 10 WORS
- One hour is 2 MIRS
- The distance between A and B is 4 LUTTS
- Frank arrives at D, 5 minutes before the party time
- Frank goes from B to C with a speed of 30 LUTTS per WOR
- The distance between B and C is 8 LUTTS
- Frank goes from C to D at a speed of 30 LUTTS per WOR
- One LUTT= 10 MIPPS
- One kilometre has 2 MIPPS
- The party is at 0.4 DAR before midnight
- The distance between C and D is 10 LUTTS