

Psyk 106 Personell Psychology

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Proposed curriculum - fall 2018

	Learning goals
Arnold, J. & Randall, R. (2016). Work Psychology. Understanding Human Behaviour in the Workplace. (322p.)	
Chapter 1 & 2, <i>Theory, research and practice in work psychology</i> , pp. 1–77 (77p.)	1
Chapter 3, <i>Individual differences</i> , pp. 78-114 (36p.)	2
Chapter 4, <i>Personnel selection: analysing jobs, competencies and selection methods</i> , pp. 115 – 177 (62p.)	4
Chapter 5, <i>Assessing performance at work</i> , pp. 178- 208 (30p.)	2, 5, 8
Chapter 6, <i>Attitudes at work</i> , pp. 209-264 (55p.)	14, 16
Chapter 7, <i>Approaches to work motivation and work design</i> , pp. 265 – 308 (43p.)	15
Chapter 8, <i>Design at work</i> , pp. 309-342 (33p.)	14
Chapter 9, <i>Training and development</i> , pp. 343–375 (47p.)	2, 5
Chapter 10, <i>Work-related stress and well-being</i> , pp. 377-444 (67p.)	3, 12
Chapter 13, <i>Career and career management</i> , pp. 537 – 584 (47p.)	10
Boselie, P. (2010). Compensation. In Boselie, P. Strategic human resource management. A balance Approach. Chapter 9, pp. 189-207 (18p.)	15
Bakker, A., B. & Leiter, M., P. (2010). <i>Work engagement: A handbook of essential theory and research.</i> Chapter 1 Work engagement: introduction pp.1-9 Chapter 2 Defining and measuring work engagement: Bringing clarity to the concept pp 10-24. (24s.)	14
Briere, J. (2004). Chapt. 1: Psychological Assessment of Adult Posttraumatic States (pp. 5-37). APA – Washington DC. (32 p).	7
Chao, G.T. (2012) Organizational socialization: background, basic, and a blueprint for adjustment at work. In Kozlowski, The Oxford Handbook of Organizational Psychology. Chapter 18, pp 579-614 (35p.)	9
Conway, N & Briner, R.B (2005). What Is the Psychological Contract? Defining the Concept , Chapter 2 and How does the Psychological Contract Affect behaviour, Attitudes, and Emotion? The Importance of Psychological Contract Breach. Chapter 5, pp. 63-87 (24 p.)	16
Dyregrov, A (1997). The process in psychological debriefings. <i>Journal of traumatic stress</i> vol.10, No. 4.pp 589-605 (16p.)	7
Fiske, S. T. & Lee, T. L. Stereotypes and prejudice create workplace discrimination (2008). In Arthur P. Brief (edt) <i>Diversity at work</i> . Chapter 2, pp.13-52 (39p.)	13
Furnham, A. (2001). Personality and Individual differences in the Workplace. In B. W. Roberts & R. Hogan. <i>Personality Psychology in the Workplace</i> . Washington: American Psychological Association. pp. 223-251 (28p.)	2,13
Fugate, M., Kinicki, A.J., Ashforth, B.E. (2004). Employability: A psycho-social construct, its dimensions and applications. <i>Journal of Vocational Behavior</i> 65, 14-38 (24p.)	5

Jackson, S.E., May, K.E., & Whitney, K. (1995). Understanding the dynamics of diversity in decision-making teams. In R.A. Guzzo, E. Salas and associates Team Effectiveness and Decision Making in Organizations. San Franscisco: Jossey-Bass. Chapter 7, pp. 204-261 (57p.)	13
Kreitner, R., Kinicki, A., Buelens, M. (2002). Managing Diversity: Releasing Every Employee's Potential Learning Objectives. Organizational Behaviour, London, McGraw Hill. Chapter 2 pp. 32-55 (23p.)	13
Maddi, S. R. (2006). Hardiness: The courage to grow from stresses. Journal of Positive Psychology, 1, 160-168 (9p.)	3
Matthijs, Bal, Dorien T.A.M. Kooij, Denise M. Rousseau (edt). Aging workers and the employee- Employer Relationship (E-book, 2015). Chapter 2, Finkelstein. <i>Older workers, stereotypes, and Discrimination in the context of the Employment Relationship</i> , page 13-32 (19p) Chapter 4, page, Raemdonck Beusaert Frohlich, Kochoian Meurant. <i>Aging workers' Learning and Employability</i> , 57-73 (16p)	11 11
Meyer, J.P. & Allen, N.J. (1997): Commitment in the Workplace.Theory, Research and Application. Thousand Oaks: SAGE Publications. <i>Capt. 2: Meaning Commitment (pp. 8-22, 14p.)</i> <i>Capt. 4: Development of Organizational Commitment (pp. 41-65, 36p.)</i>	14,16
Newell. S. (2002). Creating the healthy organization. Well being, diversity & ethics at work. London; Thompson. Chapter 8-9, pp.191 - 222. (30p.)	6
Near, J. P., & Miceli, M. P. (2016). After the wrongdoing: What managers should know about whistleblowing. Business Horizons, 59(1), 105-114.	6
Near, J. P., & Miceli, M. P. (1985). Organizational dissidence: The case of whistle-blowing. Journal of Business Ethics, 4(1), 1-16.	6
Northouse, P. G. (2015). Leadership ethics. In P. G. Northouse (Ed.), <i>Leadership: Theory and practice (7th ed.)</i> : Sage publications.	6
Organ, Posdakoff & MacKenzie (2006). The study of OCB: its Roots, Structure, and Frameworks. In Organ, Posdakoff & MacKenzie <i>Organizational Citizenship Behavior. Is nature, Antecedents, and Consequences.</i> Chapter 2, pp. 15-41 (26p.)	8
Peterson, S.L. (2004). Toward a Theoretical Modell of Employee Turnover: A Human Resource Development Perspective. Human Resource Development Review, Volo. 3, September, 209-227 (19p.)	14
Regel, S. & Dyregrov, A. (2012). Commonalities and new directions in Post-trauma Support Interventions: From pathology to the promotion of post-traumatic growth. In Hughes, Kinder and Cooper. <i>International handbook of workplace trauma and support.</i> Chapter 4, pp 48-67 (19p.)	7
Sackett, P.R. & DeVore, C.J (2001). Counterproductive Behaviors at Work. In N. Anderson, D.S. Ones, H.K. Sinangil (eds.) <i>Handbook of Industrial, Work and Organizational Psychology. Volume 1, Personnel psychology.</i> London: Sage Publications (Chapter 8, pp. 145-164) (22p.)	8
Van der Heijde C.M & van der Heijden B.I.J.M. (2006). A competence-based and multidimensional operationalization and measurement of employability. Human Resource Management, vol 45, No.3, pp. 449-476 (27p.)	5

Learning goals

1.	Har studenten kjennskap til historie, metodegrunnlag og sentrale problemstillinger innan temaet personalpsykologi.	The student knows the history, the methodological foundations and central topics in personnel psychology.
2.	Har studenten kunnskap om korleis faktorar ved individet (t.d. personlegdom, persepsjon, attribusjon, og intelligens) påverkar læring og åtferd i jobbsamanheng.	The student has knowledge about how individual characteristics (such as personality, perception, attribution and intelligence) influence learning and behavior at work

3.	Har studenten kunnskap om korleis faktorar som hardførhet (hardiness) og mestringsforventning påverkar handtering av stress i jobbsamheng.	The student has knowledge about how characteristics such as hardiness and coping expectancies influence stress management at work.
4.	Har studenten kunnskap om rekruttering av medarbeidarar, inkludert jobbanalyse og metodar for seleksjon.	The student has knowledge about key principles and methods of recruitment of employees, including analyzing jobs, competencies and method of selection.
5.	Kan studenten greie ut om kva vi forstår med læring i jobbsamheng og korleis organisasjonar kan leggje til rette for ulike metodar for vurdering og utvikling av medarbeidarar (t.d. arbeidsevne, medarbeidersamtale, og ansettbarhet (employability)) i eit organisasjons- og individperspektiv.	The students has knowledge about what is meant by the expression `learning in organizations`, and how organizations may facilitate learning and development for its organizational members (e.g. Employability)
6.	Kan studenten drøfte betydninga av etiske problemstillingar og dilemma (t.d. varsling (whistleblowing) som ein kan møte som tilsett i ei verksemd.	The student can discuss ethical issues and dilemmas that employees may face, including the phenomenon of "whistleblowing"
7.	Har studenten kunnskap om menneskelege reaksjonar (inkludert PTSD) og god personalomsorg etter kriser og ulykker.	The student has knowledge about individual reactions to, and professional caretaking of employees, after emergencies and accidents.
8.	Kan studenten greie ut om og drøfte kjenneteikn ved dyktige og kompetente medarbeidarar versus kontraproduktive og destruktive medarbeidarar	The student can have a discussion on competent and productive employees versus destructive and counterproductive behaviors at work.
9.	Kan studenten greie ut om og drøfte kva vi forstår med sosialisering til arbeidslivet og til organisasjonar, og korleis individuelle og kontekstuelle tilhøve påverkar sosialisering til arbeidslivet og til organisasjonar.	The student can have a discussion on the socialization of employees to working life and to organizations, and how it can be influenced by individual and contextual factors
10.	Har studenten kunnskap om kva vi forstår med karriere og karriereutvikling i ein organisasjon og mellom organisasjonar.	The student has knowledge about what we understand by the expression career development, and which factors may influence the individual's career development within and between organizations
11.	Kan studenten drøfte korleis verksemda på ein best mogleg måte kan gjere nytte av og ivareta eldre arbeidstakarar.	The student can discuss how organizations in an optimal way employ and take care of older employees.
12.	Har studenten kunnskap om ulike rolleperspektiv på individet si åtferd i organisasjonen	The student has knowledge about different role perspectives and how they may influence the individuals' behavior in the organization.
13.	Kan studenten drøfte mangfaldsfaktorar (diversity) så som etnisitet, kultur og kjønn si tyding i organisasjonar og diskutere korleis ein organisasjon best mogleg kan stille seg til mangfald i verksemda.	The student can discuss the concept of diversity (e.g. ethnicity, culture and gender) and how an organization may utilize and profit from diversity within the organization.
14.	Kan studenten greie ut om omgrepa jobbtilfredshet, jobbengasjement, jobbtilpassing, organisasjonstilhøyring og gjennomtrekk (turnover).	The student can discuss the concept: job satisfaction, job engagement, job design, organizational commitment and turnover.
15.	Kan studenten drøfte ulike typar løns- og kompensasjonssystem sin verdi i organisasjonar, medrekna konsekvensar for motivasjon, yting og produktivitet..	The student can discuss different types of reward and compensation system in organization, including their influences on employee motivation, performance and productivity.
16.	Har studenten kunnskap om tydinga av psykologiske kontraktar mellom arbeidstakarar og deira overordna.	The student has knowledge about the concepts of organizational commitment and psychological contract, and their precursors and consequences.