



## FICHA DE UNIDADE CURRICULAR 2023/2024

### Ciclo de Estudos Master in Psychology of Human Resources, Work and Organizations

<b>Name</b> Work Relationship and Motivation
<b>Teaching staff</b> Maria José Chambel (Professor in charge) Luis Curral Afonso Carvalho
<b>ECTS</b> 6
<b>Functioning</b> 3 weekly hours
<b>Learning Goals</b> 1. Analyze and understand attitudes in organizations, highlighting their role in explaining behavior. 2. Understand the importance of motivation to explain attitudes and behavior in organizations. 3. Analyze the role of job characteristics, employment relationships balanced by establishing a perception of organizational support and by building the psychological contract to explain the motivation, attitudes and behaviors in organizations. 4. Design a diagnosis of attitudes, motivation, the nature of work and the psychological contract in an organizational context and know how to adjust it according to its specificities. 5. Knowing how to select intervention strategies and actions depending on the diagnosis.
<b>Skills to be developed</b> Analysis of attitudes in the workplace and their importance in explaining behavior. Design jobs that promote motivation at work. Analysis of labor relations and their consequences for workers' attitudes. Carry out a diagnosis of attitudes, motivation, work characteristics and the psychological contract in an organizational context and write the respective report.
<b>Prerequisites</b> (precedences) * NA
<b>Contents</b> The difference between the most studied attitudes in the organizational context is analyzed, namely satisfaction



and commitment. In relation to satisfaction, the advantage or disadvantage of analyzing this attitude in general in relation to work is discussed, or in a specific way, in relation to concrete aspects of the work situation. For the commitment to the organization, the affective, the continuity and the normative are differentiated. The relationship between attitudes in the work context and the behaviors of individuals in that context, namely performance, is discussed. The performance of tasks and extra-paper behaviors are distinguished, highlighting their importance for the effectiveness of current organizations. The advantages of carrying out multi-level analyzes in the organizational context are highlighted, in order to assess these relationships between attitudes and behaviors in the organizational context.

The importance of motivation is defined to explain the attitudes and behaviors of employees. The difference between extrinsic and intrinsic motivation and its conception as a continuum in the Theory of Self-determination is analyzed. It reflects on the controversial relationship between intrinsic and extrinsic rewards to promote workers' motivation, analyzing the satisfaction of workers' basic needs.

We analyze the different characteristics of work that are relevant to explain the motivation of workers and the role of work design to promote it in the workplace. The importance of relational work in the service of the other is highlighted.

The relationship between the employee and the organization is analyzed as relations of social exchange framed in the theory of social exchange and in the norm of reciprocity. The concept of psychological contract as one of the main contemporary theories that seeks to explain the relationships that are established between the individual and the organization in which he works. The difference between the concept of psychological contract and the perception of organizational support is highlighted. The perception of rupture and the feeling of violation of the psychological contract are distinguished and the process that triggers them is discussed.

It discusses the diversity of formal employment contracts currently practiced by organizations and the repercussions of these decisions for the attitudes, motivation and employment relationships developed between the individual and the organization in which he works.

### **Bibliografia**

Chambel, M.J. (2014). Contrato psicológico e comportamentos de cidadania organizacional. In S. Gonçalves (Ed.), *Psicologia Organizacional: Conceitos e práticas* (cap. 6, pp. 151-172). Pactor.

Deci, E.L., Olafsen, A.H. & Ryan, R. M. (2017). Self-Determination Theory in Work Organizations: The State of a Science. *The Annual Review of Organizational Psychology and Organizational Behavior*, 4, 19-43. <https://doi.org/10.1146/annurev-orgpsych-032516-113108>

Judge, T. A., & Kammeyer-Mueller, J. D. (2012). Job attitudes. *Annual Review of Psychology*, 63, 341-367. <https://doi.org/10.1146/annurev-psych-120710-100511>

Kurtessis, J.N., et al. (2017). Perceived organizational support: A meta-analytic evaluation of organizational support theory. *Journal of Management*, 43, 1854-1884. <https://doi.org/10.1177/0149206315575554>

Parker, S.K. (2014). Beyond Motivation: Job and Work Design for Development, Health, Ambidexterity, and More. *Annual Review of Psychology*, 65, 661-691.

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### **Teaching methods**

The pedagogical and learning objectives imply the active participation of students in face-to-face sessions. In this way, the use of a methodology per project stands out: students organized in groups (3-5 elements) receive the General Description of an Organization and are invited throughout the semester to plan the diagnosis of the different aspects addressed in the UC; subsequently, based on hypothetical results provided by the teachers, students prepare a report with proposals for action based on these results.

### **Evaluation Regimes**

There is only the General Regime.

### **Evaluation Elements**

Assessment Elements: 1) Design of the diagnoses carried out in a group in relation to a) attitudes and OCCs, b) motivations, c) work design, d) the psychological contract, each being delivered during the semester, contributing to 20% of the grade (5% each); 2) Report carried out in a group, in which an intervention strategy is presented according to the results presented by the teachers, being delivered on the 1st day of the exam date (1st season), contributing to 40% of the grade; 3) Presentation of an article in group, contributes to 10% of the grade; 4) Frequency performed individually on the last day of classes, which contributes to 30% of the grade.

### **Rules for grade improvement**

The grade improvement can only be carried out by students who have been evaluated in elements 1), 2) and 3) of this UC and through an exam on all contents, at the legally stipulated time (100% of the classification). Alternatively, students will be able to attend and carry out all the required assessment elements again in the following academic year.

### **Rules for students having previously failed the course unit \***

NA

### **Requirements on attendance and punctuality**

NA

### **Rules for special students**

(workers, elite athletes, student body leaders, military, fathers/mothers, with special needs) \*

There is a general evaluation scheme available for all students and an alternative evaluation scheme only available for special students. The special students that want to choose the alternative evaluation regime must inform the Professor in charge

### **Language of instruction**

Portuguese.

### **Disciplinary violations and penalties**

According to the Evaluation of Learning Regulation of the Faculty of Psychology of the University of Lisbon, the following behaviors are considered as disciplinary offenses subject to disciplinary action:



- a) To use or attempt to use materials, information, notes, study resources or other objects and equipment not authorized in academic exercises;
- b) To help or try to help a colleague in committing a disciplinary offense;
- c) To submit the same written work for evaluation in different course units without permission from the instructors, even if with minor changes;
- d) To present someone else's work as one's own;
- e) To forge, or change without permission from the author, any information or citation in an academic work;
- f) To interfere, change or attempt to change grades;
- g) To try to prevent or interfere with the proper functioning of classes, research or other academic activities;
- h) To make false accusations regarding instructors, governance bodies, other students or non-teaching staff of the FPUL;
- i) To falsify signatures in attendance sheets, documents relating to evaluation elements or in any official document relating to an academic process or status.

Disciplinary offenses committed in any assessment element can lead to its annulment, and must be reported to the Pedagogical Council or, considering their gravity and repetition, may lead to other penalties, to be determined by the Rector of the University of Lisbon.

\* If applicable