Professional Master's Degree

Occupational and Organizational Psychology

Accreditation/Membership

European Association of Applied Psychology

Psychologia - accessibilitas, praxis, adhibitio

tech global university

tech global university

Professional Master's Degree
Occupational and Organizational Psychology

- Modality: **online**
- Duration: **12 months**
- Certificate: **TECH Global University**
- Accreditation: **60 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Website: www.techtitute.com/us/psychology/professional-master-degree/master-occupational-organizational-psychology

Index

01 Introduction to the Program — p. 4

02 Why Study at TECH? — p. 8

03 Syllabus — p. 12

04 Teaching Objectives — p. 28

05 Study Methodology — p. 34

06 Certificate — p. 44

01

Introduction to the Program

More and more organizations are prioritizing the mental health of their employees, aware of its direct impact on performance. A study by the World Health Organization reveals that for every dollar invested in mental health, a return of 4 dollars in productivity is obtained. In light of this reality, TECH has designed this comprehensive postgraduate program to meet this demand, through an innovative and integrated approach. Using a 100% online, dynamic, and multidisciplinary methodology, psychologists will master both advanced tools in group psychology and the most effective techniques to optimize group interaction, as well as strategies to build cohesive, efficient, and emotionally stable work teams.

An exhaustive and 100% online program, exclusive to TECH and with an international perspective backed by our affiliation with the European Association of Applied Psychology"

Occupational and Organizational Psychology has become an essential discipline for understanding and optimizing human behavior in workplace environments. In an era where digital transformation, talent management, and corporate mental health occupy a priority place, professionals are needed who can analyze group dynamics, promote psychosocial well-being, and lead organizational change processes.

In response to this growing demand, TECH has designed this program in Occupational and Organizational Psychology, which will provide strategic knowledge to intervene competently at various levels of the organizational structure. Through a specialized academic itinerary, key topics will be addressed, such as transformational leadership, psychometrics applied to recruitment, the design of employee motivation programs, and the analysis of organizational climate. Additionally, contemporary aspects such as burnout prevention, generational diversity in the workplace, and mediation of interpersonal conflicts will be explored. Furthermore, current tools for performance evaluation, executive coaching, and the development of key transversal skills for business sustainability will be emphasized.

This postgraduate program will also be delivered 100% online, allowing psychologists to progress at their own pace and from anywhere in the world. Additionally, the Relearning methodology, based on the intelligent repetition of key content, will ensure a flexible, dynamic, and effective learning experience. With continuous access to updated materials, audiovisual resources, and an intuitive virtual environment, graduates will be able to seamlessly balance their professional commitments with the development of new professional skills.

Therefore, thanks to the membership in the **European Association of Applied Psychology (EAAP)**, students will have access to specialized resources, continuous training, and an annual seminar at no additional cost. Additionally, they will have the opportunity to collaborate with professionals and related organizations, integrate into an international network, and benefit from different membership levels that recognize both professional commitment and outstanding contributions in applied psychology.

This **Professional Master's Degree in Occupational and Organizational Psychology** contains the most complete and up-to-date program on the market. The most important features include:

- The development of case studies presented by experts in Occupational and Organizational Psychology
- The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- Practical exercises where the self-assessment process can be carried out to improve learning
- Special emphasis on innovative methodologies in Occupational and Organizational Psychology
- Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- Content that is accessible from any fixed or portable device with an internet connection

Thanks to the best academic content, you will master the most rigorous psychological evaluations in the institutional context, including personnel selection and performance measurement"

Through the Relearning system employed by TECH, you will reduce the long hours of learning and memorization. What are you waiting for to enroll in the most complete university program on the market?"

You will manage modern psychological tools to effectively manage organizational change, promoting employee adaptation and engagement.

You will be prepared to intervene in the resolution of interpersonal conflicts within organizations, applying effective mediation techniques.

The faculty includes professionals from the field of Occupational and Organizational Psychology, who bring their practical experience to this program, along with recognized specialists from leading societies and prestigious universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide an immersive learning experience designed to prepare for real-life situations.

This program is designed around Problem-Based Learning, whereby the professional must try to solve the different professional practice situations that arise during the course. For this purpose, the professional will be assisted by an innovative interactive video system created by renowned and experienced experts.

02

Why Study at TECH?

TECH is the world's largest online university. With an impressive catalog of more than 14,000 university programs available in 11 languages, it is positioned as a leader in employability, with a 99% job placement rate. In addition, it relies on an enormous faculty of more than 6,000 professors of the highest international renown.

Study at the world's largest online university and guarantee your professional success. The future starts at TECH"

The world's best online university, according to FORBES

The prestigious Forbes magazine, specialized in business and finance, has highlighted TECH as "the best online university in the world" This is what they have recently stated in an article in their digital edition in which they echo the success story of this institution, "thanks to the academic offer it provides, the selection of its teaching staff, and an innovative learning method oriented to form the professionals of the future".

The best top international faculty

TECH's faculty is made up of more than 6,000 professors of the highest international prestige. Professors, researchers and top executives of multinational companies, including Isaiah Covington, performance coach of the Boston Celtics; Magda Romanska, principal investigator at Harvard MetaLAB; Ignacio Wistumba, chairman of the department of translational molecular pathology at MD Anderson Cancer Center; and D.W. Pine, creative director of TIME magazine, among others.

The world's largest online university

TECH is the world's largest online university. We are the largest educational institution, with the best and widest digital educational catalog, one hundred percent online and covering most areas of knowledge. We offer the largest selection of our own degrees and accredited online undergraduate and postgraduate degrees. In total, more than 14,000 university programs, in ten different languages, making us the largest educational institution in the world.

The most complete syllabuses on the university scene

TECH offers the most complete syllabuses on the university scene, with programs that cover fundamental concepts and, at the same time, the main scientific advances in their specific scientific areas. In addition, these programs are continuously updated to guarantee students the academic vanguard and the most demanded professional skills. and the most in-demand professional competencies. In this way, the university's qualifications provide its graduates with a significant advantage to propel their careers to success.

A unique learning method

TECH is the first university to use Relearning in all its programs. This is the best online learning methodology, accredited with international teaching quality certifications, provided by prestigious educational agencies. In addition, this innovative academic model is complemented by the "Case Method", thereby configuring a unique online teaching strategy. Innovative teaching resources are also implemented, including detailed videos, infographics and interactive summaries.

The official online university of the NBA

TECH is the official online university of the NBA. Thanks to our agreement with the biggest league in basketball, we offer our students exclusive university programs, as well as a wide variety of educational resources focused on the business of the league and other areas of the sports industry. Each program is made up of a uniquely designed syllabus and features exceptional guest hosts: professionals with a distinguished sports background who will offer their expertise on the most relevant topics.

Leaders in employability

TECH has become the leading university in employability. Ninety-nine percent of its students obtain jobs in the academic field they have studied within one year of completing any of the university's programs. A similar number achieve immediate career enhancement. All this thanks to a study methodology that bases its effectiveness on the acquisition of practical skills, which are absolutely necessary for professional development.

Google Premier Partner

The American technology giant has awarded TECH the Google Premier Partner badge. This award, which is only available to 3% of the world's companies, highlights the efficient, flexible and tailored experience that this university provides to students. The recognition not only accredits the maximum rigor, performance and investment in TECH's digital infrastructures, but also places this university as one of the world's leading technology companies.

The top-rated university by its students

Students have positioned TECH as the world's top-rated university on the main review websites, with a highest rating of 4.9 out of 5, obtained from more than 1,000 reviews. These results consolidate TECH as the benchmark university institution at an international level, reflecting the excellence and positive impact of its educational model.

03

Syllabus

The teaching materials that make up this program have been designed by a group of experts in Organizational Psychology, ensuring a rigorous and up-to-date approach to the content. Therefore, the syllabus will cover topics ranging from the analysis of group dynamics and leadership structure to intervention in workplace conflicts, talent evaluation, and ethical management in business environments. In this way, the academic proposal will be aimed at equipping psychologists with the skills to design effective strategies for organizational transformation, the well-being of work teams, and human capital management.

You will implement human resources strategies based on psychological principles such as motivation, talent management, and job satisfaction"

Module 1. Group Psychology

1.1. Groups in Psychology: Conceptualization, Classifications and Typologies. The Reality of Groups: From the Individualistic to the Interactionist Approach
- 1.1.1. Social Influence: An Approach to Normalization and Conformity
- 1.1.2. Group Concept: Definitions Based on Interdependence, Social Identity and Social Interaction and Structure
- 1.1.3. Types of Groups

1.2. Temporal Aspects: Training, Development and Socialization of Groups
- 1.2.1. Group Functions
- 1.2.2. The Group as a Dynamic Phenomenon
- 1.2.3. Formation of Groups as a Process of Social Integration

1.3. Group Development: Explanatory Models
- 1.3.1. The Purpose of Groups
- 1.3.2. Development of the Relationship Between the Individual and the Group: Group Socialization
- 1.3.3. Conclusions

1.4. The Physical, Personal and Social Environment of Groups
- 1.4.1. Physical Environment of the Group: Group Space. Human Territoriality
- 1.4.2. Small Group Ecology
- 1.4.3. Environmental Stressors and Their Effect on Group Processes

1.5. Personal Environment of the Group: The Size of the Group
- 1.5.1. Personal Variables and Their Effect on Group Behavior and Performance
- 1.5.2. Social Environment of the Group: Effects of Composition
- 1.5.3. Conclusions

1.6. Intergroup Relationships
- 1.6.1. Main Explanatory Models
- 1.6.2. Affection and Intergroup Relationships
- 1.6.3. Intergroup Conflicts
- 1.6.4. Psychosocial Strategies for the Prevention and Management of Intergroup Conflict

1.7. Group Structure: Status, Role and Rules
- 1.7.1. Group Structure: Definitions and Components
- 1.7.2. Status and Roles
- 1.7.3. Relationships Between Role and Rule
- 1.7.4. Social Influence: Rules and Enforcement
- 1.7.5. Group Structure and Cohesion

1.8. Leadership and group functioning
- 1.8.1. Conceptual Approach
- 1.8.2. Leader Characteristics and Behavior
- 1.8.3. Leadership and Power
- 1.8.4. Leadership Styles
- 1.8.5. Situational Leadership
- 1.8.6. Super Leadership

1.9. Scope of Group Application
- 1.9.1. Conceptual Approach to the Different Areas of Group Application
  - 1.9.1.1. Work
  - 1.9.1.2. Therapeutics
  - 1.9.1.3. Educational
  - 1.9.1.4. Psychosocial

1.10. Techniques and Activities for Building Group Momentum Group Psychotherapy on Specific Programs
- 1.10.1. Group Psychotherapy on Specific Programs
- 1.10.2. Eating Disorders
- 1.10.3. Personality Disorders
- 1.10.4. Psychosis
- 1.10.5. Alcohol Use Disorder
- 1.10.6. Affective and Anxiety Disorders
- 1.10.7. Group Therapy for the Elderly

Module 2. Occupational Psychology

2.1. Introduction to Occupational Psychology
- 2.1.1. Conceptual and Historical Framework
- 2.1.2. Conceptual Framework of Occupational Psychology
- 2.1.3. Research Techniques and Methods in Occupational Psychology
- 2.1.4. Historical Evolution of Occupational Psychology
- 2.1.5. Areas of Intervention within Occupational Psychology

2.2. Work as a Social Phenomenon and Human Activity Within the Framework of the Occupational Psychology, Organizations and Human Resources
- 2.2.1. Introduction: Work as a Social Phenomenon and Human Activity Within the Framework of Occupational Psychology
- 2.2.2. Job Analysis (JA)
- 2.2.3. Job Evaluation (JE)

2.3. Personnel Evaluation in Occupational Psychology, Human Resources, and Organizations
- 2.3.1. Personnel Evaluation from the Trait Approach and Evaluation and Development of Employee Competencies
- 2.3.2. Personnel Evaluation Within Occupational Psychology
- 2.3.3. Conclusions

2.4. Recruitment and Selection of Personnel
- 2.4.1. Recruitment and Selection of Personnel Within the Framework of Work Psychology
- 2.4.2. The Recruitment and Selection Process
- 2.4.3. Validity, Reliability and Efficiency Criteria in the Personnel Selection Process.

2.5. Occupational Psychology and Personnel Training
- 2.5.1. Introduction
- 2.5.2. Personnel Training in the Framework of Occupational Psychology
- 2.5.3. Staff Training as a Process
- 2.5.4. Conclusions

2.6. Staff Training Methods
- 2.6.1. Teaching Methods in Classroom Training
- 2.6.2. Teaching Methods in e-learning
- 2.6.3. Conclusions

2.7. Assessment of Performance and Potential. Career Planning
- 2.7.1. Introduction
- 2.7.2. The Performance Assessment Process
- 2.7.3. The Annual Performance Assessment Cycle
- 2.7.4. Assessment of Potential

2.8. Satisfaction and Work Climate
- 2.8.1. Introduction
- 2.8.2. Concept of Work Climate and Benefits of Work Climate Surveys
- 2.8.3. Conditions for a Successful Work Climate Survey
- 2.8.4. Work Climate Indicators
- 2.8.5. Satisfaction and Work Climate
- 2.8.6. Interventions for Improving the Work Climate

2.9. Occupational Health and Psychosocial Risks at Work
- 2.9.1. Introduction
- 2.9.2. The Concept of Occupational Health
- 2.9.3. Conditions Related to Occupational Health: Psychosocial Risks

2.10. Work Activity Throughout the Life Cycle: Unemployment, Retirement. The Main Psychological Problems Associated with Work Activity
- 2.10.1. Work Activity Throughout the Life Cycle
- 2.10.2. Main Psychological Issues Associated with Work Activity: Work-related Stress, Burnout, and Workplace Harassment
- 2.10.3. Prevention and Intervention Programs for Promoting Occupational Health

Module 3. Family, Community and Human Development

3.1. The Person and Social Context
- 3.1.1. Introduction
- 3.1.2. Social Systems: Structures and Processes
- 3.1.3. The Ecological Model of Human Development

3.2. The Family: Concept, Types and Functions
- 3.2.1. Introduction
- 3.2.2. Origin and Universality of the Family
- 3.2.3. Family Diversity and Change
- 3.2.4. Functions of the Family

3.3. Family as a System
- 3.3.1. Introduction
- 3.3.2. The Systemic Ecological Analysis of the Family
- 3.3.3. Dimensions for Analyzing the Family from a Developmental-Educational Perspective
- 3.3.4. Evolutionary Changes in the Family

3.4. The Influence of the Family on Psychological Development I: Childhood and Adolescence
- 3.4.1. Theoretical Framework for Understanding the Influence of the Family on Development.
- 3.4.2. Family Context and Psychological Development During Childhood and Adolescence
- 3.4.3. The Family Context Optimizes and Enhances Psychological Development

3.5. The Influence of the Family on Psychological Development II: Adulthood and Old Age
- 3.5.1. The Family Context of Adults
- 3.5.2. A Couple's Relationship in Adulthood and Old Age
- 3.5.3. Relationships Between Older Parents and Adult Children
- 3.5.4. Grandparenting
- 3.5.5. Interventions to Improve the Family Context in Adulthood and Old Age.

3.6. Disturbances in Family Relationships I: Abuse in Childhood
- 3.6.1. The Concept of Child Abuse
- 3.6.2. Child Abuse Figures
- 3.6.3. Etiology of Child Abuse
- 3.6.4. Child Abuse Intervention

3.7. Disturbances in Family Relationships II: Violence Against Women in the Family Context
- 3.7.1. Violence Against Women: Definition and Types
- 3.7.2. Intimate-Partner Violence Against Women: Statistics, Etiology, and Consequences
- 3.7.3. Intervention and Prevention

3.8. Disturbances in Family Relationships III: Delinquent Behavior in Adolescence
- 3.8.1. Brief Overview of Delinquent Behavior and High-risk Behaviors in Youths and Adolescents
- 3.8.2. Explanatory Models
- 3.8.3. Risk Factors

3.9. The Community from a Psychosocial Perspective: Community Psychology
- 3.9.1. Introduction
- 3.9.2. Differences Between Community Psychology and Clinical and Medical Models
- 3.9.3. Perspectives on Community Psychology and North-South Differences
- 3.9.4. Concept and Basic Characteristics of Community Psychology

3.10. Concept and Sense of Community
- 3.10.1. The Community and Sense of Community
- 3.10.2. Components and Evaluation of the Sense of Community
- 3.10.3. The Modern Community: City and Neighborhoods
- 3.10.4. Social Support: Conceptual Analysis
- 3.10.5. Social Support, Health and Well-being

Module 4. *Coaching*

4.1. What Is Coaching?
- 4.1.1. An Objective-Driven Process
  - 4.1.1.1. The Importance of Defining the Objective
  - 4.1.1.2. Starting from the End
  - 4.1.1.3. How to Define a SMART Objective
  - 4.1.1.4. From Apparent to Real Objective
  - 4.1.1.5. Target Characteristics
- 4.1.2. A Process Among People
  - 4.1.2.1. Coaching Framework or Context
  - 4.1.2.2. The Coaching Relationship
  - 4.1.2.3. Influences in the Coaching Process
  - 4.1.2.4. Trust
  - 4.1.2.5. Respect
- 4.1.3. The Bond
- 4.1.4. A Communicative Process
  - 4.1.4.1. The Power of Language
  - 4.1.4.2. Active Listening
  - 4.1.4.3. Lack of Judgment
  - 4.1.4.4. Non-Verbal Communication
- 4.1.5. An Action-Oriented Process
  - 4.1.5.1. The Importance of Action
  - 4.1.5.2. Designing an Action Plan
  - 4.1.5.3. Monitoring
  - 4.1.5.4. Evaluation
  - 4.1.5.5. A Creative Process
  - 4.1.5.6. Generating Options
  - 4.1.5.7. Choosing Options

4.2. The Origins and Background of *Coaching*
- 4.2.1. Philosophical Origins and Maieutics
  - 4.2.1.1. Pre-Socratics
  - 4.2.1.2. The Maieutics of Socrates
  - 4.2.1.3. Plato
  - 4.2.1.4. Later Philosophical Influences
- 4.2.2. Influences of Humanistic Psychology
  - 4.2.2.1. The Basics of Humanistic Psychology
  - 4.2.2.2. Confidence in the Client's Ability
  - 4.2.2.3. Focus on Potentialities and Possibilities
- 4.2.3. Contributions of Positive Psychology
  - 4.2.3.1. The Basics of Positive Psychology
  - 4.2.3.2. Conditions for Positive Psychology
  - 4.2.3.3. Human Strengths
  - 4.2.3.4. Meaning and Purpose in Life
- 4.2.4. *The Winner Game*
  - 4.2.4.1. Deliberate Practice
  - 4.2.4.2. Improvement in Sports Performance
  - 4.2.4.3. Galwain
- 4.2.5. Orientalism
  - 4.2.5.1. Importance of the Process or Pathway
  - 4.2.5.2. Objectives as Goals
  - 4.2.5.3. Detachment from Expectations and Achievements
  - 4.2.5.4. Understanding Suffering
  - 4.2.5.5. The Power of the Present
- 4.2.6. Other Influences
  - 4.2.6.1. Systemic Psychology
  - 4.2.6.2. Gestalt Psychology
  - 4.2.6.3. The Flow Concept
  - 4.2.6.4. Zen Teachings
  - 4.2.6.5. *Management*
  - 4.2.6.6. Neurosciences
  - 4.2.6.7. Epigenetics

4.3. Current Schools and Trends
- 4.3.1. The American School
  - 4.3.1.1. The Practical Coaching Approach
  - 4.3.1.2. Thomas Leonard
  - 4.3.1.3. Other Exponents
- 4.3.2. The European School
  - 4.3.2.1. Humanistic Coaching
  - 4.3.2.2. John Whitmore
  - 4.3.2.3. Other Exponents of European Coaching
- 4.3.3. The Latin American School
  - 4.3.3.1. The Ontological Coaching Approach
  - 4.3.3.2. Rafael Echevarría and Julio Olalla
  - 4.3.3.3. Other Exponents of Latin American Coaching

4.4. Differences Between Coaching and Other Approaches
- 4.4.1. Specificities of a Coaching Relationship
  - 4.4.1.1. The Coachee's Responsibility
  - 4.4.1.2. The Role of the Coach
  - 4.4.1.3. Achieving Objectives
- 4.4.2. The Limits of Coaching
  - 4.4.2.1. Psychological Conditions of the Coachee
  - 4.4.2.2. The Coach's Review and Personal Work
  - 4.4.2.3. Discomfort and Neurosis in Coaching Processes
  - 4.4.2.4. Signs of Psychosis in the Coachee
  - 4.4.2.5. Considerations on the Referral of the Coachee to Psychotherapy Professionals
  - 4.4.2.6. The Approach to Coaching Processes with Coachees in Psychiatric Treatment
- 4.4.3. Cognitive-Behavioral
  - 4.4.3.1. The Pychotherapeutic Approach
  - 4.4.3.2. The Psychodynamic Approach
  - 4.4.3.3. The Humanistic Approach
  - 4.4.3.4. The Gestalt Approach
  - 4.4.3.5. The Behavioral Approach
  - 4.4.3.6. The Jungian Approach
  - 4.4.3.7. Systemic Approach
  - 4.4.3.8. Complementation of Psychotherapy in Coaching Processes

4.4.4. *Mentoring*
4.4.4.1. Objectives in Mentoring
4.4.4.2. Relationships in Mentoring
4.4.4.3. The Power of Trust in Mentoring
4.4.4.4. Counseling in Mentoring
4.4.4.5. Limits of Mentoring
4.4.4.6. Complementing Mentoring with Coaching Processes
4.4.5. *Consulting*
4.4.5.1. Relationships in Consulting
4.4.5.2. The Objectives of Consulting
4.4.5.3. Complementation of Consulting with Coaching Processes
4.4.6. *Counseling*
4.4.6.1. Relationships in Counseling
4.4.6.2. Objectives and Scope
4.4.6.3. Complementation of Counseling with Coaching Processes
4.4.7. *Empowerment*
4.4.7.1. Definition
4.4.7.2. Processes
4.4.7.3. Types
4.4.8. Other Approaches
4.4.8.1. Art Therapy
4.4.8.2. Music Therapy
4.4.8.3. Drama Therapy
4.4.8.4. Dance Therapy
4.4.8.5. Body Therapies and Mind-Body Integrative Therapies

4.5. Areas of Coaching
4.5.1. *Live Coaching*
4.5.1.1. Personal
4.5.1.2. Family
4.5.1.3. Relationship
4.5.2. Sports Coaching
4.5.2.1. Professional Sports Coaching
4.5.2.2. Health and Fitness Coaching
4.5.2.3. Executive Coaching
4.5.2.4. Team Coaching
4.5.2.5. Business Coaching
4.5.2.6. Nutritional Coaching
4.5.2.7. Systemic Coaching
4.5.2.8. Psycho-Coaching
4.5.2.9. Transformational Coaching
4.5.2.10. Educational Coaching

4.6. The Skills of a Coach
4.6.1. Code of Ethics
4.6.1.1. Ecology
4.6.1.2. Confidentiality
4.6.1.3. Forming Partnerships
4.6.1.4. Creating the Bond
4.6.1.5. Honesty
4.6.1.6. Transparency
4.6.1.7. Respect
4.6.1.8. Commitment
4.6.2. Internal Skills
4.6.2.1. Self-Knowledge
4.6.2.2. Vulnerability
4.6.2.3. Proactivity
4.6.2.4. Empathy
4.6.2.5. Reflection

4.6.3. External Skills
4.6.3.1. Effective Communication
4.6.3.2. Active Listening
4.6.3.3. Admiration
4.6.3.4. Assertiveness
4.6.3.5. Feedback
4.6.3.6. Process Management
4.6.3.7. Silence
4.6.3.8. Motivation
4.6.4. Coaching Associations
4.6.4.1. International Coach Federation
4.6.4.2. *International Coaching Community*
4.6.4.3. International Association of Coaching and Psychology
4.6.5. Certifications and Training in Coaching
4.6.5.1. Quality Preparation Requirements
4.6.5.2. Accredited Programs
4.6.5.3. Professional Coach Certification
4.6.5.4. Certification Process
4.6.6. The 11 ICF Core Competencies
4.6.6.1. Laying the Foundations
4.6.6.2. Co-Creating the Relationship
4.6.6.3. Communicating Effectively
4.6.6.4. Cultivating Learning and Growth

4.7. Session Structure
4.7.1. Coach and Coachee Roles
4.7.1.1. Role and Responsibilities of the Coachee
4.7.1.2. Role and Responsibilities of the Coachee
4.7.1.3. The Coaching Process
4.7.1.4. Defining Objectives
4.7.1.5. Action Plan
4.7.1.6. Commitment
4.7.1.7. Partnerships
4.7.1.8. Evaluation
4.7.2. Sponsor
4.7.2.1. Company, Management or Institution as Sponsor
4.7.2.2. Company and Coachee Objectives
4.7.2.3. Responsibility in the Coaching Process
4.7.3. Structure and Framework
4.7.3.1. Initial Situation
4.7.3.2. Desired Situation
4.7.3.3. Distance Between the Starting Point and the Coaching Goal
4.7.4. Partnership and Contract
4.7.4.1. The Convenience of an Alliance
4.7.4.2. The Contract and Contractual Matters
4.7.4.3. Differences and Complementarity Between Partnership and Contract
4.7.5. Types of Session According to their Purpose
4.7.5.1. On Contact
4.7.5.2. On the Starting Process
4.7.5.3. On Development
4.7.5.4. On Follow-Up
4.7.5.5. On Assessment
4.7.5.6. On Closure
4.7.6. Closing the Relationship
4.7.6.1. Evaluation of the Process
4.7.6.2. Relationship Evaluation
4.7.6.3. Evaluation of Goal Achievement

4.8. Models
4.8.1. Wasick
4.8.2. PIE
4.8.3. STIR
4.8.4. GROW Model
4.8.4.1. Objective
4.8.4.2. Reality
4.8.4.3. Options
4.8.4.4. Action
4.8.4.5. OUTCOMES Model
4.8.4.6. Objectives

4.8.4.7. Reasons
4.8.4.8. Acting from Now
4.8.4.9. Clarifying the Difference
4.8.4.10. Generating Options
4.8.4.11. Motivating to Action
4.8.4.12. Enthusiasm and Incentives
4.8.4.13. Support
4.8.5. ACHIEVES Model
4.8.5.1. Assessment of Current Situation
4.8.5.2. *Create Brainstorming of Alternatives*
4.8.5.3. *Hone Goals*
4.8.5.4. Initiate Options
4.8.5.5. Evaluate Options
4.8.5.6. Valid Action Plan Design
4.8.5.7. *Entourage Momentum*

4.9. Coactive Coaching
4.9.1. Fundamentals of Coactive Coaching
4.9.2. The Coactive Coaching Model
4.9.3. The Coactive Coaching Relationship
4.9.4. Contexts
4.9.4.1. Listening
4.9.4.2. Intuition
4.9.4.3. Curiosity
4.9.4.4. Pushing and Deepening
4.9.5. Self Management
4.9.5.1. Principles and Practices
4.9.5.2. Fullness
4.9.5.3. Process
4.9.5.4. Balance
4.9.5.5. Combining

4.10. Coaching as a Tool for the Development of Groups, Companies and Communities
4.10.1. Current Challenges for Companies and Institutions
4.10.2. Organizational Coaching
4.10.3. Company Objectives
4.10.4. Coaching Services for Companies
4.10.4.1. Executive
4.10.4.2. Specific Preparation Programs
4.10.4.3. *Shadow Coaching*
4.10.4.4. Group Coaching
4.10.4.5. (Systemic) Team Coaching
4.10.5. Psychometric Diagnostic Tools
4.10.5.1. Motivation and Values
4.10.5.2. Psychometric Diagnostic Tools
4.10.5.3. MBTI
4.10.5.4. FIRO-B
4.10.5.5. Feedback 360
4.10.5.6. DISC
4.10.5.7. Belbin
4.10.5.8. Evolution in Systems and Communities
4.10.5.9. Change and Innovation through Coaching
4.10.5.10. Basic Coaching Tools
4.10.5.10.1. Personal Life Wheel
4.10.5.10.2. Teaching Wheel
4.10.5.10.3. Wheel of Professional Life
4.10.5.10.4. Personal SWOT Analysis
4.10.5.10.5. Johari Window
4.10.5.10.6. The GROW Model
4.10.5.10.7. Circle of Control, Influence, and Concern
4.10.5.10.8. Head, Heart, Belly
4.10.5.10.9. VAK

Module 5. Organizational Behavior

5.1. Organizational Structure
5.2. Organizational Culture
  5.2.1. Values and Organizational Culture
  5.2.2. Key Elements of Change in Organizations
  5.2.3. The Evolution of Scientific Thought and the Organization as a System
  5.2.4. Culture and Transformation
5.3. Organization Management
  5.3.1. Levels and Managerial Qualities
  5.3.2. The Function of Planning and Organization
  5.3.3. The Function of Management and Control
  5.3.4. The New Role of the Director of Human Resources
5.4. Behavior and Organizational Changes
5.5. People in Organizations
  5.5.1. Quality of Work Life and Psychological Well-Being
  5.5.2. Work Teams and Meeting Management
  5.5.3. Coaching and Team Management
5.6. Organizational Structure
  5.6.1. Main Coordination Mechanisms
  5.6.2. Departments and Organization Charts
  5.6.3. Authority and Responsibility
  5.6.4. Empowerment
5.7. Knowledge Management
5.8. Power and Politics
  5.8.1. Power within Organizations
  5.8.2. Structural Power Sources
  5.8.3. Political Tactics

Module 6. Power and Leadership

6.1. We All Manipulate
  6.1.1. Justification
  6.1.2. Approaching the Meaning of Manipulating
  6.1.3. Emotional Manipulation
  6.1.4. Other Reasons for Manipulation
  6.1.5. The Process of Emotional Manipulation
  6.1.6. Manipulators' Strategies
6.2. The Roles in the Power Struggle
  6.2.1. Justification
  6.2.2. The Roles of a Power Struggle
  6.2.3. The Oppressor.
  6.2.4. Aggression is the Weapon
  6.2.5. Aggression Models
  6.2.6. Governing Through Aggression
  6.2.7. The Victim or Victimhood
  6.2.8. Crying as a Form of Manipulation
  6.2.9. What Are People Who Disguise Themselves as Victims Like?
  6.2.10. Governing Through Victimhood
  6.2.11. The Carer
  6.2.13. Misunderstood Gratitude
  6.2.14. Governing Through Care
  6.2.15. The Validator or Invalidator
  6.2.16. You Answer to Me
  6.2.17. Governing Through the Invalidator
  6.2.18. The Information Manager
  6.2.19. Everything Goes Through Me
  6.2.20. Governing from the Information Manager's Perspective

6.3. The Power
- 6.3.1. Justification
- 6.3.2. What is Power?
- 6.3.3. Wars throughout History
- 6.3.4. The Vision of Power Through History According to Michel Foucault
- 6.3.5. The Desire for Power
- 6.3.6. Types of Power
- 6.3.7. Finding Solutions
- 6.3.8. Negotiation Techniques
- 6.3.9. Characteristics and Purpose of Educational Negotiation
- 6.3.10. Strengths and Weaknesses of Negotiation in a School Setting

6.4. Focus the Search on What I Can Do
- 6.4.1. Justification
- 6.4.2. On the Ego
- 6.4.3. Our Definition of Ego as a Driving Force
- 6.4.4. Strategies to Escape the Power Struggle from your Healthy Ego (ME) in Capital Letters
- 6.4.5. Honestly Seeking Solutions to the Power Struggle
- 6.4.6. Searching for the Conflict's Underlying Relational Tendency in Order to Escape the Power Struggle

Module 7. Conflict and Negotiation

7.1. Conflict and Negotiation
- 7.1.1. Introduction The Definition of Conflict
- 7.1.2. Types of Conflict
- 7.1.3. Functionality and Dysfunctionality in Conflict
- 7.1.4. Models of Conflict
- 7.1.5. Bibliographical References

7.2. Conflict Aggression and Violence
- 7.2.1. Aggression: Basic Concepts
- 7.2.2. Theories on Aggression
- 7.2.3. Some Additional Factors that Influence Aggression
- 7.2.4. A General Model of Aggression
- 7.2.5. Bibliographical References

7.3. Sociological Analysis of Conflict
- 7.3.1. Introduction
- 7.3.2. The Functionalist Perspective of Conflict
- 7.3.3. Marxist Theory
- 7.3.4. The Sociology of Conflict
- 7.3.5. Bibliographical References

7.4. The Psychosocial Perspective in the Analysis of Conflict
- 7.4.1. Realist Conflict Theory
- 7.4.2. Social Identity Theory
- 7.4.3. The Theory of Relative Deprivation
- 7.4.4. Formal Theories
- 7.4.5. Studies on Power
- 7.4.6. Bibliographical References

7.5. The Psychosocial Processes Involved in Conflict
- 7.5.1. Cognitive Processes Related to Conflict
- 7.5.2. Group Dynamics in Conflict
- 7.5.3. An Integrative Model of Conflict
- 7.5.4. Bibliographical References

7.6. Conflict Management: Introduction
- 7.6.1. Conflict Management Methods
- 7.6.2. New Paradigms in Conflict Management
- 7.6.3. Bibliographical References

7.7. Conflict Management: Negotiation I
- 7.7.1. Conditions for Negotiation
- 7.7.2. Preparing Negotiation
- 7.7.3. Bibliographical References

7.8. Conflict Management: Negotiation II
- 7.8.1. Negotiation Strategies and Tactics
- 7.8.2. Cooperative Tactics: Concessions and Accommodation
- 7.8.3. Coercive Tactics
- 7.8.4. Problem Solving and Coming Up with Integrative Proposals
- 7.8.5. Closing the Negotiation
- 7.8.6. Bibliographical References

7.9. Conflict Management: Mediation I
- 7.9.1. Concepts and Definitions
- 7.9.2. Principles and Objectives
- 7.9.3. Mediation Phases
- 7.9.4. Models of Mediation
- 7.9.5. Bibliographical References

7.10. Conflict Management: Mediation II
- 7.10.1. Introduction: an Integrative Model
- 7.10.2. Transformative Mediation and Settlement Mediation
- 7.10.3. Objectives, Strategies and Transformative Techniques
- 7.10.4. Objectives, Strategies and Techniques for Agreement
- 7.10.5. Bibliographical References

7.11. Cooperation, Extraordinary Goals and Peace Education
- 7.11.1. Cooperation and Extraordinary Goals: Theoretical Bases, Conditions and Forms of Application
- 7.11.2. Peace Education: Theoretical Bases, Examples and Applications
- 7.11.3. Bibliographical References

7.12. Armed Conflict Management
- 7.12.1. Perspectives on Conflicts
- 7.12.2. Ways of Dealing with Armed Conflicts
- 7.12.3. Phase Sequence in Armed Conflict Management
- 7.12.4. Bibliographical References

Module 8. Social and Community Intervention

8.1. Social intervention
- 8.1.1. The Historical Background of Social Intervention
- 8.1.2. Fundamentals of Social and Community Intervention
- 8.1.3. Areas of Action

8.2. Intervention Programs
- 8.2.1. Program Objectives
- 8.2.2. Population Characteristics
- 8.2.3. Detecting Population Needs
- 8.2.4. Program Design

8.3. Patient-directed Intervention
- 8.3.1. Patient-Centered vs. Disease-Centered Intervention
- 8.3.2. Psychological Approach to Chronicity
- 8.3.3. Patient-centered Program Design
- 8.3.4. Intervention in Chronic Patients

8.4. Psychosocial Intervention in Situations of Poverty.
- 8.4.1. Factors that Determine the Risk Exclusion
- 8.4.2. Risk Groups and Characteristics
- 8.4.3. Intervention with Minors at Risk of Exclusion
- 8.4.4. Psychological Effects of Exclusion

8.5. Intervention in Political Violence
- 8.5.1. Political and Gender Violence
- 8.5.2. Protocol for Dealing with Political Violence
- 8.5.3. Psychological Impact of Political Violence
- 8.5.4. Intervention Design and Characteristics

8.6. Program Implementation
- 8.6.1. The Need to Consider the Design
- 8.6.2. Types of Programs Based on Population
- 8.6.3. Mandatory Program Features
- 8.6.4. Program Implementation Methods

8.7. Implementing a Drug Program
- 8.7.1. Psychology and Addictive Behavior
- 8.7.2. Risk Factors in Addictive Behavior
- 8.7.3. Programs with Drug Addicts

8.8. Cases of Vulnerability
- 8.8.1. Determination of Psychosocial Vulnerability
- 8.8.2. Psychosocial Risk and Vulnerability
- 8.8.3. Programs Aimed at the Vulnerable Population
- 8.8.4. Risk, Coping, Resilience, Stress and Attachment
- 8.8.5. Psychosocial Support in Times of Crisis

8.9. Program Evaluation
- 8.9.1. Program Types
- 8.9.2. Standards and Evaluation Criteria (Be vs. Should Be)
- 8.9.3. Monitoring Evaluation Programs
- 8.9.4. Measuring Impacts

8.10. Programs with Immigrants
- 8.10.1. The Migratory Phenomenon in the 21st Century
- 8.10.2. Causes for Migration (Economic, Physical and Psychological)
- 8.10.3. Features of Immigrant Programs
- 8.10.4. Intervention with Immigrants

Module 9. Legal Psychology

9.1. Legal Psychology
- 9.1.1. What is Legal Psychology?
- 9.1.2. Act and Legal Fact
- 9.1.3. The Union: Psychology and Law
- 9.1.4. Action Frameworks
- 9.1.5. Practice and Deontology

9.2. An Expert Report
- 9.2.1. What is an Expert Report?
- 9.2.2. Report Types According to Scenarios
- 9.2.3. Sections of the Report
- 9.2.4. Writing the Report

9.3. Psychological Assessment
- 9.3.1. Expert Witness and Expert Assessment
- 9.3.2. Stages of Forensic Psychological Expertise
- 9.3.3. Scenarios for Psychological Assessment
- 9.3.4. The Interview

9.4. Criminal Proceedings
- 9.4.1. The Parties to Criminal Proceedings
- 9.4.2. Imputability vs. Psychological Unimputability
- 9.4.3. Causes of Psychological Unimputability

9.5. The Civil Procedure
- 9.5.1. Civil and Family Law
- 9.5.2. Role in Guardianship and Custody
- 9.5.3. Role in Adoption and Guardianship
- 9.5.4. The Psychological Effects of Divorce

9.6. Work Setting
- 9.6.1. Determining Partial Psychological Disability
- 9.6.2. Determining Total Psychological Disability
- 9.6.3. Psychological Effects of the Nature of Work
- 9.6.4. Psychological Effects of Mobbing

9.7. Children in Legal Proceedings
- 9.7.1. What is Juvenile Delinquency?
- 9.7.2. Psychological Theories Explaining Juvenile Delinquency
- 9.7.3. Juvenile Delinquency Risk Factors
- 9.7.4. The Law and Juvenile Offenders

9.8. Mediation
- 9.8.1. The Concept of Conflict
- 9.8.2. Alternative Non-judicial Solutions
- 9.8.3. Mediation Theories
- 9.8.4. Technique in Mediation
- 9.8.5. Mediation Processes

9.9. Victimology
- 9.9.1. Psychological Approach
- 9.9.2. Who is the Victim?
- 9.9.3. Types of Victim
- 9.9.4. Victim vs. Perpetrator
- 9.9.5. The Role of Psychology

9.10. Correctional Psychology
- 9.10.1. Crime Theories
- 9.10.2. Risk Factors
- 9.10.3. Correctional Assessment
- 9.10.4. Principles of Correctional Intervention
- 9.10.5. Personality and Crime

Module 10. Ethics and Deontology

10.1. The Importance of Ethics and Professional Deontology
- 10.1.1. The Need to Study the Ethical and Bioethical Principles of Psychology
- 10.1.2. Professional Ethics in Psychology, the Great Omission
- 10.1.3. Ethics and Deontology in Different Areas

10.2. A Journey Through History: from Philosophy to Professional Deontology
- 10.2.1. The Philosophical Principles of Ethics. Ethics and Morality
- 10.2.2. Ethics, Bioethics and Psychoethics
- 10.2.3. The Emergence of Professional Ethics

10.3. Developing Ethical Codes
- 10.3.1. Official College of Psychologists' Ethical Code
- 10.3.2. Towards European Integration: Ethics of the European Federation of Psychologists Association (EFPA). Meta-Ethical Code
- 10.3.3. The Importance of a New Code of Ethics in Spain

10.4. Professional Ethics in the Different Areas of Psychology
- 10.4.1. Ethical Aspects of Clinical Psychology
- 10.4.2. Ethical Aspects of Forensic Psychology
- 10.4.3. Ethical Aspects of Educational Psychology
- 10.4.4. Ethical Aspects of Work Psychology

10.5. Professional Ethics in Scientific Research in Clinical Psychology
- 10.5.1. Introduction
- 10.5.2. Ethical Aspects of Research in Clinical Psychology: Competencies
- 10.5.3. Research Ethics Committees
- 10.5.4. Conclusions

10.6. Risk-Benefit Balance
- 10.6.1. Informed Consent
- 10.6.2. Confidentiality
- 10.6.3. Ethical Aspects of Research in Psychology. Publication

10.7. Professional Secrecy and Informed Consent
- 10.7.1. Introduction
- 10.7.2. Professional Secrecy and Informed Consent
- 10.7.3. Conclusions

10.8. Malpractice Liability
- 10.8.1. The Functions of Ethics Committees and Disciplinary Regimes
- 10.8.2. Types of Offence and Penalties
- 10.8.3. Conclusions

10.9. Advances in Psychology and Technology. Ethical Considerations
- 10.9.1. Advances in Psychology and Technology
- 10.9.2. Ethical Considerations
- 10.9.3. Conclusions

10.10. Training, Critical Reflection and Supervision for the Improvement of Psychological Practice
- 10.10.1. Introduction
- 10.10.2. Ethics Training Programs
- 10.10.3. Conclusions

Module 11. Human Resources Management

11.1. Strategic Thinking and Systems
- 11.1.1. The Company as a System
- 11.1.2. Strategic Thinking Derived from Corporate Culture
- 11.1.3. The Strategic Approach From a People Management Perspective

11.2. Planning and Management of Human Resources (HR) Department Projects
- 11.2.1. Keys to the Design and Implementation of a Balanced Scorecard
- 11.2.2. Workforce Sizing and Planning
- 11.2.3. Supporting Operations: Personnel Policies

11.3. Strategic Organizational Design
- 11.3.1. Commercial Partners Model
- 11.3.2. *Share Services*
- 11.3.3. *Outsourcing*

11.4. HR Analytics
- 11.4.1. Big Data and Business Intelligence
- 11.4.2. Human Resources Data Analysis and Modeling
- 11.4.3. Design and Development of Human Resources Metrics Measurements

11.5. Strategic Leadership
- 11.5.1. Leadership Models
- 11.5.2. *Coaching*
- 11.5.3. *Mentoring*
- 11.5.4. Transformational Leadership

You will conduct applied research in the field of Occupational and Organizational Psychology, contributing to the development of better institutional policies"

04

Teaching Objectives

This university program is designed to provide psychologists with the most innovative and up-to-date knowledge in the organizational field. Through the study of group dynamics, team management, coaching, leadership, and conflict resolution, students will gain a deep understanding of the psychological processes that impact the workplace environment. In this way, the degree will prepare graduates to design effective interventions, drive organizational transformation, and improve the psychosocial well-being within companies.

Thanks to the comprehensive training received here, you will apply psychological theories in making strategic decisions within organizations, fostering well-being and productivity"

General Objectives

- Analyze the main theoretical models in Occupational and Organizational Psychology
- Understand individual and group dynamics in complex work environments
- Evaluate performance, potential, and competencies of personnel in various contexts
- Design effective strategies for selection, recruitment, and training of human talent
- Apply psychosocial intervention tools in work conflict situations
- Promote psychological well-being and quality of life in the organizational environment
- Implement leadership and coaching techniques focused on team development
- Interpret workplace climate indicators and propose sustainable improvement actions
- Develop career plans and performance evaluation programs
- Address psychosocial risks at work from a preventive and clinical perspective

Specific Objectives

Module 1. Group Psychology

- Describe the psychosocial principles of individuals and groups
- Measure the influence of the context of the individual/group on social interaction
- Define the action objectives and design the basic intervention plan
- Identify the context in which individual behaviors, group processes, and organizational dynamics develop

Module 2. Occupational Psychology

- Analyze the needs and demands of individuals concerning their work
- Identify differences, problems, and needs related to organizations and employees
- Address the context in which individual behaviors and group processes occur
- Apply indirect intervention strategies and methods through individuals connected to the employee's work development

Module 3. Family, Community, and Human Development

- Gain an overview of how human development is shaped through the relationship with socialization contexts
- Study in detail the ways in which these contexts influence cognitive and socio-emotional development, particularly focusing on these aspects in the different stages of the developmental cycle

Module 4. *Coaching*

- Evaluate the importance of coaching as a process aimed at achieving specific goals
- Understand the different approaches and historical development of coaching

Module 5. Organizational Behavior

- Identify the differences between group and individual behavior
- Develop organizational management skills from a human resources perspective

Module 6. Power and Leadership

- Effectively motivate the human capital of an organization
- Propose strategic programs for the education and development of organizational leaders' competencies

Module 7. Conflict and Negotiation

- Use appropriate strategies to foster habits and behaviors that promote social coexistence and awareness
- Understand the meanings and implications of the terms conflict and negotiation
- Identify the strengths and weaknesses of the parties involved in a conflict
- Create and be capable of implementing strategies for conflict resolution

Module 8. Social and Community Intervention

- Analyze the needs and demands of the recipients
- Define the objectives and develop the basic intervention plan based on its purpose
- Choose the appropriate psychological intervention techniques to achieve the objectives
- Use strategies and techniques to engage the recipients in the intervention

Module 9. Legal Psychology

- Analyze the context in which individual behaviors, group processes, and organizational dynamics develop
- Learn techniques for preparing psychological reports
- Provide feedback to recipients in an appropriate and accurate manner
- Explain human motivations, the biological structures that support them, and the psychological mechanisms that organize them

Module 10. Ethics and Deontology

- Learn about the field of ethics in the field of Psychology
- Reflect and gain a critical perspective on personal and professional values and ethical principles
- Delve into decision-making processes in Psychology and their ethical implications
- Possess an extensive theoretical understanding of professional deontology and develop tools for analysis and critical reflection to properly carry out your profession

Module 11. Human Resources Management

- Learn various techniques for managing and planning Human Resources in the implementation of a dashboard
- Understand the advantages and disadvantages of leadership strategies and Human Resources management

You will advise organizational leaders on team development, decision-making, and motivation, promoting ethical leadership Get ready to take your knowledge and skills to the next level!"

05

Study Methodology

TECH is the world's first university to combine the **case study** methodology with **Relearning**, a 100% online learning system based on guided repetition.

This disruptive pedagogical strategy has been conceived to offer professionals the opportunity to update their knowledge and develop their skills in an intensive and rigorous way. A learning model that places students at the center of the educational process giving them the leading role, adapting to their needs and leaving aside more conventional methodologies.

TECH will prepare you to face new challenges in uncertain environments and achieve success in your career"

The student: the priority of all TECH programs

In TECH's study methodology, the student is the main protagonist.
The teaching tools of each program have been selected taking into account the demands of time, availability and academic rigor that, today, not only students demand but also the most competitive positions in the market.

With TECH's asynchronous educational model, it is students who choose the time they dedicate to study, how they decide to establish their routines, and all this from the comfort of the electronic device of their choice. The student will not have to participate in live classes, which in many cases they will not be able to attend. The learning activities will be done when it is convenient for them. They can always decide when and from where they want to study.

"At TECH you will NOT have live classes (which you might not be able to attend)"

The most comprehensive study plans at the international level

TECH is distinguished by offering the most complete academic itineraries on the university scene. This comprehensiveness is achieved through the creation of syllabi that not only cover the essential knowledge, but also the most recent innovations in each area.

By being constantly up to date, these programs allow students to keep up with market changes and acquire the skills most valued by employers. In this way, those who complete their studies at TECH receive a comprehensive education that provides them with a notable competitive advantage to further their careers.

And what's more, they will be able to do so from any device, pc, tablet or smartphone.

> *TECH's model is asynchronous, so it allows you to study with your pc, tablet or your smartphone wherever you want, whenever you want and for as long as you want"*

Case Studies and Case Method

The case method has been the learning system most used by the world's best business schools. Developed in 1912 so that law students would not only learn the law based on theoretical content, its function was also to present them with real complex situations. In this way, they could make informed decisions and value judgments about how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

With this teaching model, it is students themselves who build their professional competence through strategies such as Learning by Doing or Design Thinking, used by other renowned institutions such as Yale or Stanford.

This action-oriented method will be applied throughout the entire academic itinerary that the student undertakes with TECH. Students will be confronted with multiple real-life situations and will have to integrate knowledge, research, discuss and defend their ideas and decisions. All this with the premise of answering the question of how they would act when facing specific events of complexity in their daily work.

Relearning Methodology

At TECH, case studies are enhanced with the best 100% online teaching method: Relearning.

This method breaks with traditional teaching techniques to put the student at the center of the equation, providing the best content in different formats. In this way, it manages to review and reiterate the key concepts of each subject and learn to apply them in a real context.

In the same line, and according to multiple scientific researches, reiteration is the best way to learn. For this reason, TECH offers between 8 and 16 repetitions of each key concept within the same lesson, presented in a different way, with the objective of ensuring that the knowledge is completely consolidated during the study process.

Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.

A 100% online Virtual Campus with the best teaching resources

In order to apply its methodology effectively, TECH focuses on providing graduates with teaching materials in different formats: texts, interactive videos, illustrations and knowledge maps, among others. All of them are designed by qualified teachers who focus their work on combining real cases with the resolution of complex situations through simulation, the study of contexts applied to each professional career and learning based on repetition, through audios, presentations, animations, images, etc.

The latest scientific evidence in the field of Neuroscience points to the importance of taking into account the place and context where the content is accessed before starting a new learning process. Being able to adjust these variables in a personalized way helps people to remember and store knowledge in the hippocampus to retain it in the long term. This is a model called Neurocognitive context-dependent e-learning that is consciously applied in this university qualification.

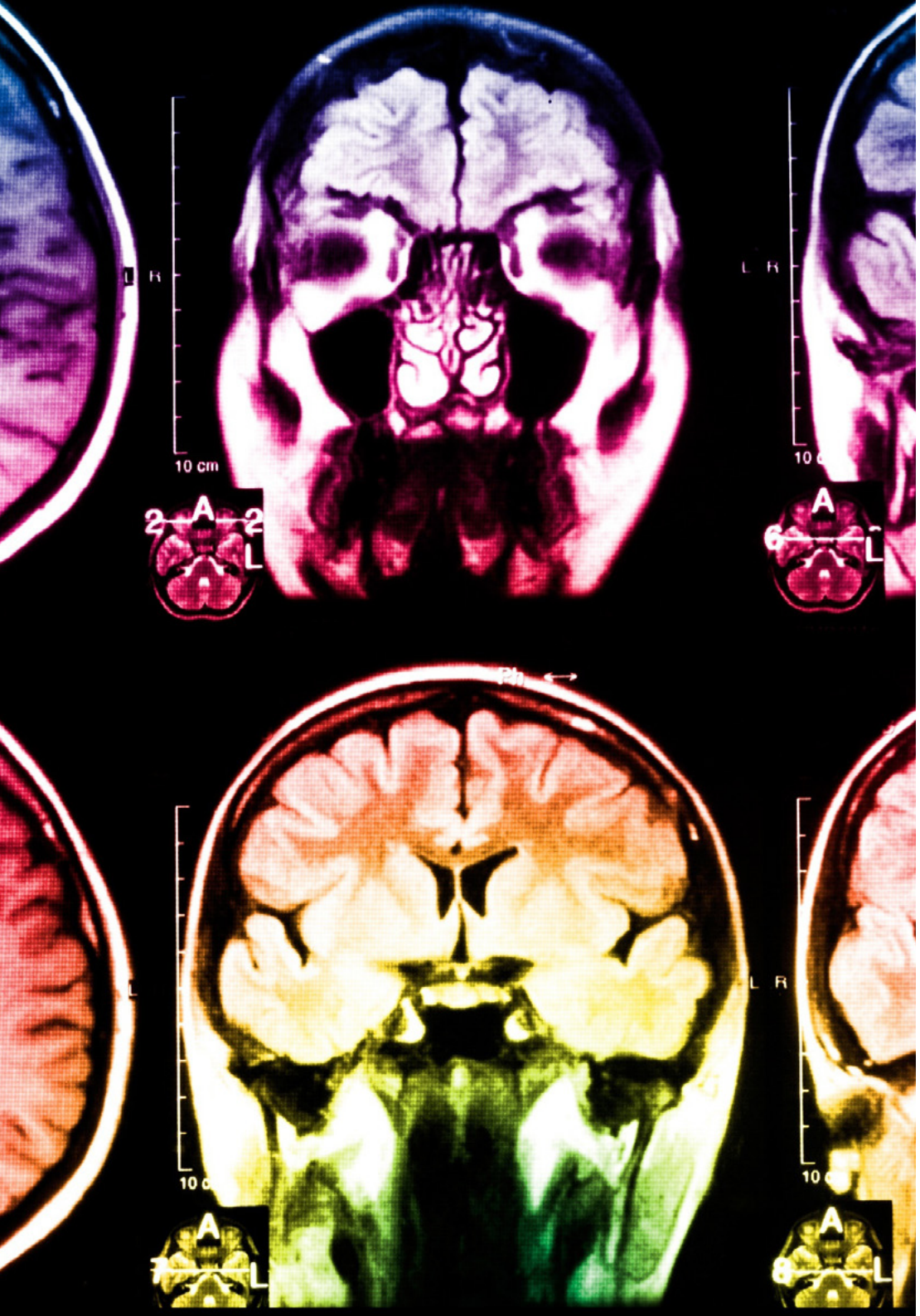
In order to facilitate tutor-student contact as much as possible, you will have a wide range of communication possibilities, both in real time and delayed (internal messaging, telephone answering service, email contact with the technical secretary, chat and videoconferences).

Likewise, this very complete Virtual Campus will allow TECH students to organize their study schedules according to their personal availability or work obligations. In this way, they will have global control of the academic content and teaching tools, based on their fast-paced professional update.

The online study mode of this program will allow you to organize your time and learning pace, adapting it to your schedule"

The effectiveness of the method is justified by four fundamental achievements:

1. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that assess real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the student to better integrate into the real world.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.



The university methodology top-rated by its students

The results of this innovative teaching model can be seen in the overall satisfaction levels of TECH graduates.

The students' assessment of the teaching quality, the quality of the materials, the structure of the program and its objectives is excellent. Not surprisingly, the institution became the top-rated university by its students according to the global score index, obtaining a 4.9 out of 5.

Access the study contents from any device with an Internet connection (computer, tablet, smartphone) thanks to the fact that TECH is at the forefront of technology and teaching.

You will be able to learn with the advantages that come with having access to simulated learning environments and the learning by observation approach, that is, Learning from an expert.

As such, the best educational materials, thoroughly prepared, will be available in this program:

Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is highly specific and precise.

This content is then adapted in an audiovisual format that will create our way of working online, with the latest techniques that allow us to offer you high quality in all of the material that we provide you with.

Practicing Skills and Abilities

You will carry out activities to develop specific competencies and skills in each thematic field. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop within the framework of the globalization we live in.

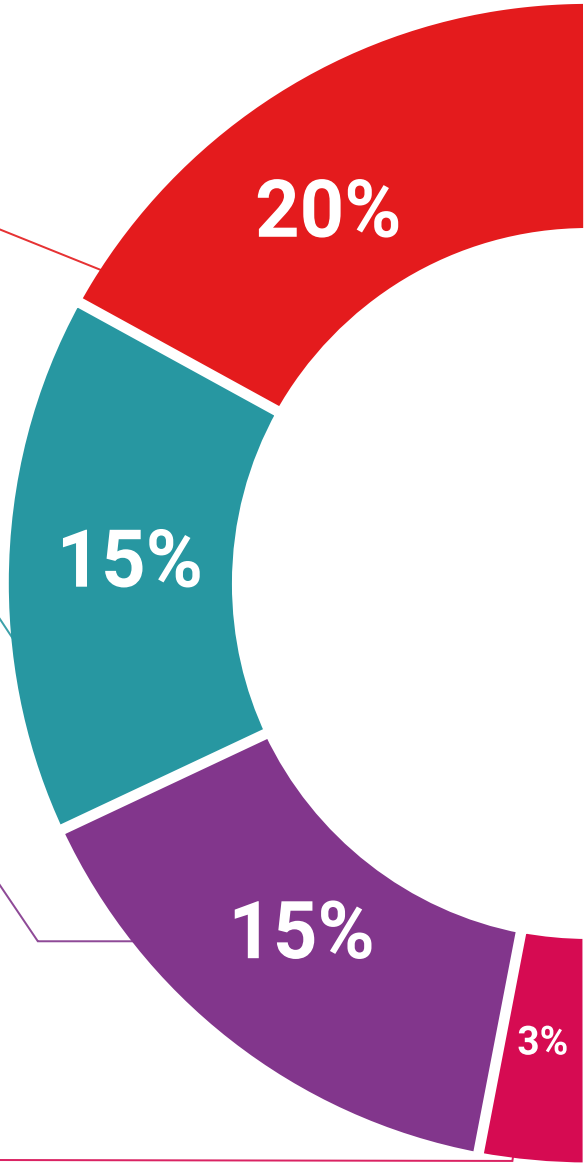
Interactive Summaries

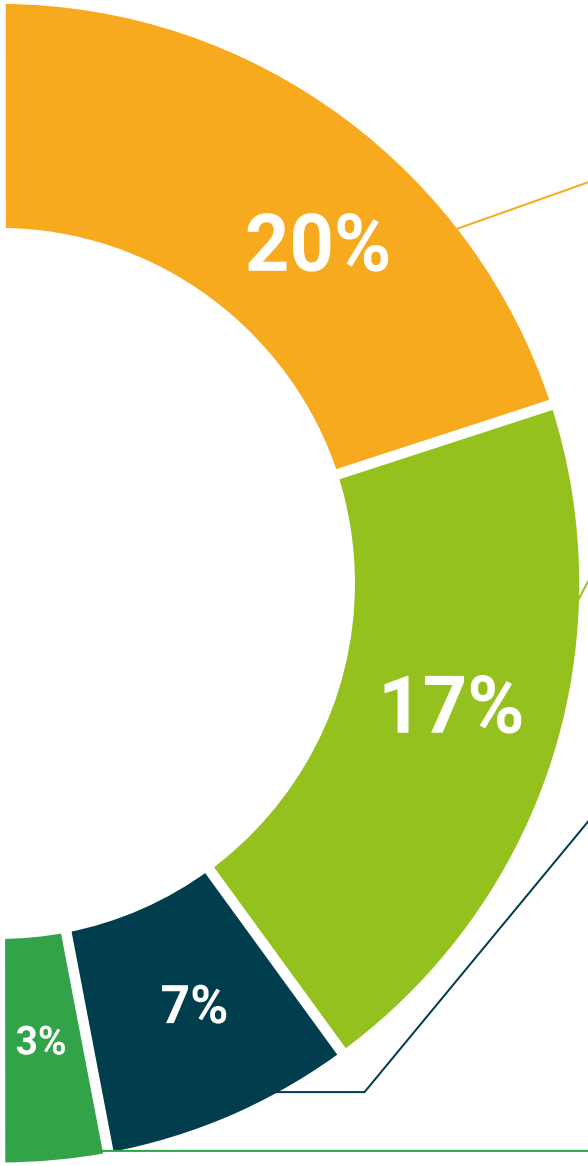
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".

Additional Reading

Recent articles, consensus documents, international guides... In our virtual library you will have access to everything you need to complete your education.





Case Studies

Students will complete a selection of the best case studies in the field. Cases that are presented, analyzed, and supervised by the best specialists in the world.

Testing & Retesting

We periodically assess and re-assess your knowledge throughout the program. We do this on 3 of the 4 levels of Miller's Pyramid.

Classes

There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an expert strengthens knowledge and memory, and generates confidence for future difficult decisions.

Quick Action Guides

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical and effective way to help students progress in their learning.

06

Certificate

This Professional Master's Degree in Occupational and Organizational Psychology guarantees students, in addition to the most rigorous and up-to-date education, access to a diploma for the Professional Master's Degree issued by TECH Global University.

Successfully complete this program and receive your university qualification without having to travel or fill out laborious paperwork"

This private qualification will allow you to obtain a **Professional Master's Degree in Occupational and Organizational Psychology** endorsed by **TECH Global University**, the world's largest online university.

TECH Global University is an official European University publicly recognized by the Government of Andorra (***official bulletin***). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

This **TECH Global University** private qualification is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

TECH is a member of the European Association of Applied Psychology (EAAP), an organization that brings together the best specialists and experts in psychology from more than 120 countries. Thanks to this, students will have access to panel discussions, forums, exclusive material and connections with professionals and research centers from all over the world, thereby expanding their opportunities for learning and professional development.

TECH is a member of:

European Association of Applied Psychology
Psychologia - accessibilitas, praxis, adhibitio

tech global university

Mr./Ms. _____ with identification document _____
has successfully passed and obtained the title of:

Professional Master's Degree in Occupational and Organizational Psychology

This is a private qualification of 1,800 hours of duration equivalent to 60 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH Global University is a university officially recognized by the Government of Andorra on the 31st of January of 2024, which belongs to the European Higher Education Area (EHEA).

In Andorra la Vella, on the 28th of February of 2024

Dr. Pedro Navarro Illana
Dean

This qualification must always be accompanied by the university degree issued by the competent authority to practice professionally in each country. Unique TECH Code: AFWORD23S techtitute.com/certificates

Professional Master's Degree in Occupational and Organizational Psychology

General Structure of the Syllabus

Subject type	ECTS
Compulsory (CO)	60
Optional (OP)	0
External Work Placement (WP)	0
Master's Degree Thesis (MDT)	0
	Total 60

General Structure of the Syllabus

Year	Subject	ECTS	Type
1º	Group Psychology	6	CO
1º	Occupational Psychology	6	CO
1º	Family, Community and Human Development	6	CO
1º	Coaching	6	CO
1º	Organizational Behavior	6	CO
1º	Power and Leadership	6	CO
1º	Conflict and Negotiation	6	CO
1º	Social and Community Intervention	6	CO
1º	Legal Psychology	6	CO
1º	Ethics and Deontology	6	CO
1º	Human Resources Management	6	CO

Dr. Pedro Navarro Illana
Dean

tech global university

Title: **Professional Master's Degree in Occupational and Organizational Psychology**

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**

*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH Global University will make the necessary arrangements to obtain it, at an additional cost.

tech global university

Professional Master's Degree
Occupational and Organizational Psychology

- Modality: **online**
- Duration: **12 months**
- Certificate: **TECH Global University**
- Accreditation: **60 ECTS**
- Schedule: **at your own pace**
- Exams: **online**

Professional Master's Degree

Occupational and Organizational Psychology

Accreditation/Membership

European Association of Applied Psychology

Psychologia - accessibilitas, praxis, adhibitio

tech global university