

**COURSE DATA****Data Subject**

<b>Code</b>	33316
<b>Name</b>	Organisational psychology
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2020 - 2021

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
1319 - Degree in Psychology	Faculty of Psychology and Speech Therapy	3	Second term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1319 - Degree in Psychology	16 - Organisational psychology	Obligatory

**Coordination**

<b>Name</b>	<b>Department</b>
SILLA GUEROLA, INMACULADA	306 - Social Psychology

**SUMMARY**

The subject of Organizational Psychology is aimed at students acquire and develop skills related with the peoples' development in organizations. Students will acquire a proper understanding of organizational phenomena from an eminently psychological perspective.

The subject explores the different theoretical approaches that have been developed within the discipline and collectively analyze the processes that become by social interaction.



Also, since the intervention is a fundamental dimension of Organizational Psychology, the student is expected to develop their skills through practical cases and problems to familiarize themselves with possible work fields.

## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

No requirements.

## COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

### 1319 - Degree in Psychology

- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.
- Know how to describe and measure interaction processes, group dynamics and group and intergroup structures.
- Be able to identify group and intergroup problems and needs.
- Know how to describe and measure interaction processes, organizational and inter-organizational dynamics and structures.
- Know how to analyse the context where individual behaviour and group and intergroup processes are developed.
- Know how to select and manage tools, products and services, and identify stakeholders.
- Know how to provide appropriate feedback to patients.
- Be able to prepare oral and written reports.
- Understand the psychosocial principles of the functioning of groups and organizations, as well as the basic laws of psychosocial processes.
- Know the main theories about the functioning of organizations and organizational behaviour.
- Know different methods of assessment and intervention in the field of organizations.
- Identify recipients' needs and demands in the organizational field.
- Know how to select and implement the appropriate tools, products and services in organizational contexts.



## LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)

- To know the main theoretical approaches to the study of organizational psychology.
- Analyze the context in which behaviors are developed in organizations.
- Understand, describe, evaluate and diagnose the structure, climate and culture and organizational processes.
- Identify problems and needs of organizations.
- Identify/assess organizational results.

## DESCRIPTION OF CONTENTS

### 1. Topic 1. Theoretical approaches.

Rationalist approaches of organizations: scientific management and bureaucracy theory.  
The social dimension of organizations and human resources approaches. Organizations as political systems and socio-cognitive approach.

### 2. Topic 2. Organizational Structure.

Organizational Structure: main dimensions and structural configurations.

### 3. Topic 3. Climate and organizational culture.

The climate and culture of organizations.  
Organizational Climate and relationships with the environment.

### 4. Topic 4. Organizational processes.

Communication and Decision Making.  
Power and Conflict in Organizations.  
Equity and Justice in Organizations.  
Leadership in organizations.  
Organizational Learning.

### 5. Topic 5. Other themes in psychology of organizations.

Organizational Effectiveness.  
Healthy Organizations.  
Intervention in organizations.

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	60,00	100
Attendance at events and external activities	2,00	0
Development of group work	20,00	0
Development of individual work	20,00	0
Preparation of evaluation activities	30,00	0
Preparing lectures	9,00	0
Preparation of practical classes and problem	9,00	0
<b>TOTAL</b>	<b>150,00</b>	

**TEACHING METHODOLOGY**

- Exhibitions and presentations of the subject' contents.
- Performance of practical activities (practice hours, supervised seminars and individual and group exercises).
- Scheduled office hours (individual and / or in group).
- Preparation of work. Study, preparation and conduct of exams.

**EVALUATION****Evaluation systems**

SE1.-Rating of theoretical and practical content through oral, written or performance skills tests (examination). It represents 50% of the final grade for the course.

SE2.- Oral or written presentation of reports, individual or group tasks, case reports, problem solving cases and management of diagnostic tests (practical reports). It represents 30% of the final grade for the course

SE3.- Active participation in classroom activities, seminars and workshops and motivation for the quality of the learning outcomes (classroom activities). It represents 20% of the final grade for the course

SE1 will be recoverable in the second examination sitting. SE2 and SE3 will not be recoverable in the second examination sitting.

**Grading system**

The qualification of the subject will abide to what is stipulated in the Reglament d'Avaluació i Qualificació de la Universitat de València per a títols de Grau i Màster (ACGUV 108/2017 of May 30, 2017). [Http://www.uv.es/graus/normatives/2017\\_108\\_reglament\\_avaluacio\\_qualificacio.pdf](http://www.uv.es/graus/normatives/2017_108_reglament_avaluacio_qualificacio.pdf)



### **Minimum requirements:**

Get at least 5 out of 10 in the assessment of theoretical and practical contents through oral, written or performance skills (SE1, exam) to sum up the reports (SE2) and class activities (SE3). If the mark in the exam is lower, the mark of the other evaluation systems will not be added.

The writing of the reports and works must have a level corresponding to a university degree to be evaluated (spelling, grammar, semantics ...)

The detection of plagiarism in one or more of the works to be developed by the student (activities, reports, both individually and in group), will be an automatic failing grade in the subject for the author/s of the work/s

## **REFERENCES**

### **Basic**

- Lorente, L., Tordera, N., y Moliner, C. (2013) *Prácticas de psicología de las organizaciones*. València: PUV.
- Martínez-Tur, V., Moliner, C. y Ramos, J. comp (2015). *Psicología de las organizaciones*. Madrid. Síntesis.
- Peiró, J. M. (1990). *Psicología de las Organizaciones* (Tomo I y II). Madrid: UNED.
- Robbins, S. P., Judge, T., & Campbell, T. T. (2010). *Organizational behaviour*. Financial Times Prentice Hall.
- Gilliland, S. W., & Paddock, L. (2005). Organizational justice across human resource management decisions. *International review of industrial and organizational psychology*, 20, 149-175.
- Gil-Monte, P. R. (Coord.) (2014). *Manual de Psicología Aplicada al trabajo y a la prevención de los riesgos laborales*. Madrid: Pirámide.

### **Additional**

- Gil-Rodríguez, F. y Alcover, C. (Coord.) (2003). *Introducción a la Psicología de las Organizaciones*. Madrid: Alianza.
- Munduate, L. y Medina, F. J. (2005). *Gestión del conflicto, negociación y mediación*. Madrid: Pirámide.
- Osca, A. (2004) (Ed.). *Psicología de las Organizaciones*. Madrid: Sanz y Torres.
- Palací, F. J. (2005) (Coord.). *Psicología de la Organización*. Madrid: Pearson Prentice Hall.





## **ADDENDUM COVID-19**

**This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council**

### **1. CONTENTS**

The contents initially included in the course guide remain unchanged. The adaptation to a hybrid teaching system does not make it necessary to give priority to some contents over others to ensure that the skills established in the course guide are learnt.

### **2. WORKLOAD AND TIME PLAN OF TEACHING**

The workload will be adapted to the prevailing model at each moment. The classes will adapt to the ONLINE format and will be extended the time determined by the Academic Committee of the Degree following the guidelines received from the Rector's Office.

Under the hybrid model, 50% of the sessions will be delivered online and 25% will be taught face-to-face. In both cases, the schedules remain the same and lessons will continue being taught in alternate weeks as planned by the faculty. The remaining 25% will be replaced with self-study and independent work by students, or synchronous connection through Blackboard Collaborate to face-to-face sessions when this facilitates progress towards the learning objectives.

### **3. TEACHING METHODOLOGY**

50% of the theoretical-practical classes will be delivered online through Blackboard Collaborate or other resources provided by the University such as Microsoft Teams. In general, the teaching methodology will be maintained and, to adapt to the hybrid teaching system, the contents may be supplemented with additional materials that will be uploaded to the Aula Virtual, recorded presentations or other audiovisual resources, online tutorials, activities, or participation in forums in the Aula Virtual.

Face-to-face classes will be devoted to encouraging students' interaction and participation, solving doubts, monitoring the learning process, carrying out practical exercises, and providing training feedback. Moreover, some sessions may follow the principles of the flipped classroom. Finally, online tutorials through Blackboard Collaborate or Microsoft Teams and the resolution of doubts through the email will be given priority over face-to-face tutorials.

### **4. EVALUATION**

The evaluation criteria and minimum requirements initially included in the course guide remain unchanged. The SE3 element of assessment (face-to-face and non-face-to-face class activities) will take account not only of active participation in face-to-face classes but also of participation in online sessions, seminars and workshops and motivation for the quality of learning outcomes.



The final exams will be held according to the regime determined by the Consell de Governments' agreements in force. If health and safety conditions DO NOT allow delivering a face-to-face exam, the evaluation system will be adapted by increasing the weight for continuous assessment as detailed below.

SE1.- If the exam (objective test, short-answer test, or oral exam) cannot be held face-to-face due to health and safety conditions, the online exam will account for 30% of the final mark of the subject. If at the time of the exam, a student has technical difficulties (lack of equipment, connection failures, etc.), they should immediately send an e-mail to their lecturer using the account @alumni.uv.es, identify themselves and describe the technical circumstances, so that they can be offered an alternative date to take an oral exam as soon as possible. The teaching staff will inform students of the tool to be used for the connection, which can be phone videoconferencing tools, and the session will be recorded.

SE2.- Practical reports will account for 40% of the final mark for the subject if the exam cannot be held face-to-face due to health and safety conditions.

SE3.- Active participation in online and face-to-face class activities will account for 30% of the final mark for the course if the exam cannot be held face-to-face due to health and safety conditions.

SE1 can be retaken in the second examination sitting. SE2 and SE3 cannot be retaken in the second examination sitting.

Minimum requirements: A minimum mark of 5 out of 10 is required in the exam (SE1), whether face-to-face or not, for it to be added to the rest of elements of assessment: practical reports (SE2) and online and face-to-face class activities (SE3).

Other relevant aspects: The teaching staff may require individual or small group interviews by videoconference to verify the degree of participation and the achievement of the objectives set for any of the elements of assessment. Failure to accept the verification will result in such element being failed.

The teaching staff will use the plagiarism detection systems contracted by the UV. Evidence of copying in any assessable test, task, activity or report, whether individual or collective, will result in failure to pass the subject.

## **5. BIBLIOGRAPHY**

The recommended bibliography remains as proposed in the course guide.