

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

Code	33328
Name	Social psychology of development and organisational change
Cycle	Grade
ECTS Credits	4.5
Academic year	2020 - 2021

Study (s)

Degree	Center	Acad. year	Period
1319 - Degree in Psychology	Faculty of Psychology and Speech Therapy	4	Second term

Subject-matter

Degree	Subject-matter	Character
1319 - Degree in Psychology	27 - Social psychology of development and organisational change	Optional

Coordination

Name	Department
ORENGO CASTELLA, VIRGINIA	306 - Social Psychology

SUMMARY

Nowadays, change processes in organizations are great complexity because multiple and continuous adjust, change types and factors involved is its specification.

Different approaches are use to analyze the change at the organization: redesign, organizational development and transformation. In this subject we will focus on the Organizational Development (OD). It has been defined by French and Bell (1995) as "a long- term effort led and supported by top management, to improve an organization's visioning, empowerment, learning, and problem-solving processes, through an ongoing, collaborative management of organizational culture-with special emphasis on the consultant-facilitator role and the theory and technology of applied behavioral science, including participant action research".



Moreover, from the Organizational Development (OD) the change is developed from planning and participation of organizational members. In this sense, workers are seen as promoters and implementers of continuous change. This perspective focuses on organizational improvement through the improving the effectiveness of the person, equipment and human social processes of the organization.

This subject is theoretical and practical so it focuses the analysis, evaluation and design of intervention programs in the company from the perspective of organizational development. Thus, also with attention to the main characteristics of organizational consulting work (eg, process consultation, survey feedback, team design, ...).

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

To have previously passed the subjects of Social Psychology of Work and Psychology of Organizations

OUTCOMES

1319 - Degree in Psychology

- Be able to identify differences, problems and needs.
- 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.
- Be able to plan the assessment of programmes and interventions.
- Know how to analyse and interpret the results of assessment.
- Be able to prepare oral and written reports.
- Know and comply with professional ethics of Psychology.
- Know the main theoretical approaches to organisational change.
- Know the personal, group and context factors that influence the management of organisational change.

LEARNING OUTCOMES

At the end of the course, the student will be able to:



1. Know the main concepts (change, intervention, change resistance, ...)
2. Identify basic principles related to Organizational Development.
3. Understand consulting from Organization Development perspective.
4. Understand and design intervention programs according to Organizational Development perspective.

DESCRIPTION OF CONTENTS

1. Contextualizing framework of change in the current organizational context.

The concept of change
Consultation and intervention in organizations
Resistance to change

2. The field of Organizational Development

Historical Perspective
Fundamentals and theoretical models

3. Management of Organizational Development process.

Diagnostic methods of change.
Change management

4. Organizational Development interventions.

Level of analysis
Techniques for intervention

5. Professional profile within the Organizational Development

Competences of the OD practitioner
Ethical issues in OD interventions



WORKLOAD

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	45,00	100
Development of individual work	17,00	0
Preparation of evaluation activities	18,00	0
Preparing lectures	15,00	0
Preparation of practical classes and problem	17,00	0
TOTAL	112,00	

TEACHING METHODOLOGY

Active and participative methodology based on learning objectives and skills development in students. They combine theoretical and practical sessions in which they develop the following activities:

1. **Classroom- oral presentations:** there will be two types of classes. On one hand, sessions to provide the student the opportunity to discuss all aspects related to the specific topic. On the other hand, classes in which the student will present the work done on specific topic. In any case, the teacher provides those resources that are most suitable for further preparation of the subject in depth.
2. **Study and preparation of assignments** for class. The student's preparation for class is fundamentally learning discipline. Given the philosophy underlying this subject, the knowledge, abilities and skills to be acquired should be achieved through an interactive approach and a joint collaboration between teacher and student.
3. The **individual tutorials** to resolve doubts, review questions, provide specific and additional information.

EVALUATION

The rating scale is from 0 to 10 (100%), with 5 being the minimum grade to pass the course. For final evaluation will take into account the student's workload in terms of the different parts and / or work.

Different assessment strategies will be used: exam, portfolios, oral presentations and other activities in the classroom.



Thus, the evaluation of each party shall be as follows:

- 1 - Quality of work practices and oral presentations. Students must solve a case study related to the process of consulting work. After that, they must make a power point presentation in class. The value of these practices represents 40% of the final grade for the course. In case of not making the oral presentation, the grade will be subtracted 10%.
2. Development of proposed activities and/or questions for reflection and exhibition of the same. The value of these activities represents 10% of the final grade for the course.
3. Exam related to the contents of the subject. The value of the exam represents 50% of the final grade for the course.

The materials, instructions and specific criteria for each job will be explained in due course by the teacher. However, listed below some basic rules.

In order to obtain the final grade of the module, a minimum mark in the exam must be obtained (4 points of 10), and have delivered mandatory the report of the “practice work” at time that the teacher says. In this vein, it should attend to two relevant aspects will be discussed too: firstly, the timely delivery of the work (note reduced by 5% for each day that expires on the date of delivery), and on the other hand, the extension of the work will be determined by the teacher (can subtract up to 10% of grade).

There are two examination opportunities. Those students who fail in the first call may retake the exam on second call.

The detection of plagiarism in one or more of the work to be carried by the student in the subject (activities and / or reports, individual and group) will mean an automatic fail in the course of all the author /s of the work.

If student use an extraordinary opportunity, it will be necessary and exam with questions related to the theoretical and practice contents of the subject (0-10 points).

The qualification of the subject as well as the review of and appeal against the allotted grades 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



REFERENCES

Basic

- FRENCH, L. y BELL, C.H. (1996). Desarrollo organizacional. Aportaciones de las Ciencias de la Conducta para el mejoramiento de la organización. México. Prentice Hall, Hispanoamericana, 5ª edición
- Cummings, T. G., & Worley, C. G. (2014). Organization development and change. Cengage learning.
- Guízar, R. (2013). Desarrollo Organizacional. Principios y aplicaciones (Cuarta edición). Mexico. McGraw Hill.
- Muñoz, A. (2003). Cambio y desarrollo en las organizaciones. En GIL-RODRÍGUEZ, F. y ALCOVER, C. (coord.) Introducción a la Psicología de las Organizaciones (pp. 259-282). Colección Psicología y Educación. Alianza Editorial.
- Gil, F., Alcover, C. y Barrasa, A. (2003). Intervención en las organizaciones. En GIL-RODRÍGUEZ, F. y ALCOVER, C. (coord.) Introducción a la Psicología de las Organizaciones (pp. 501-531). Colección Psicología y Educación. Alianza Editorial.

Additional

- Peiró, J.M. y Martínez, V. (2008). Organizational Development and Change. En N. Chmiel (Ed.), An Introduction to Work and Organizational Psychology. A European Perspective, pp. 351-376. Blackwell Publishing Ltd.

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 collected in the teaching guide are maintained.

2. VOLUM OF WORK AND TEMPORARY PLANNING OF TEACHING

Work sessions will be adapted to the online format and will be extended for the time determined by the Academic Committee of the Degree in accordance with the guide lines received from University. The volume of work will be adapted to the current model in any moment of time. In any case, they will be held online and / or face-to-face sessions if possible and at the time established by the center.



3. TEACHING METHODOLOGY

Theoretical-practical session will be held, and the teaching methodology will be maintained with the preparation of materials that will be uploaded to the Virtual Classroom, recorded voice-overs or other audiovisual resources, online tutorials, activities or participation in forums in the Virtual Classroom.

In the work sessions, priority will be given to interaction with students and their participation, as well as there solution of doubts, monitoring of the learning process, carrying out practical exercises and training feedback. Tothisend, some sessions may follow the principles of reverse teaching. Finally, priority will be given to virtual tutoring through Blackboard Collaborate and there solution of doubts by email as opposed to face-to-face tutoring.

4. EVALUATION

The final tests will be held in accordance with the regime determined by the Government Council agreements in force at the time.

In the case ofthe final face-to-face test, the evaluation criteria and minimum requirements set out in the teaching guide are maintained. In the case that the univerty's guide lines indicate that the final test cannot be done in person, the evaluation system will be adapted by increasing the weight of the continuous evaluation as detailed below.

1.- The presentation of practice work and case resolution will represent 50% of the final grade of the course, with the delivery of reports through the Virtual Classroom, and group presentations through Blackboard Collaborate. If the oral presentation is not made, the grade will be subtracted by 10%.

2.- Active participation in class activities would represent 20% of the final grade ofthecourse.

3.- The content exam would represent 30% of the final grade of the course.

Minimum requirements: Regardless of the modality in which the final test is carried out, it is necessary to obtain a 4 out of 10 in the exam criteria, whether it is in a person or not, in order to add up the score of the other evaluations systems: practical reports and online and classroom activities.

In case of not attending class, both the presentation of the practical work, as well as the activities, may be made up by the students with optional activities if the absence is properly justified and the teachers are notified of it.

The plagiarism detection systems contracted by the UV will be used in the evaluation evidence. The manifest "copy" of any test, task, activity or report, either individual or group, that serves for evaluation purposes in the subject, will make it imposible to pass the course.



5. BIBLIOGRAPHY

The recommended bibliography is maintained.

