COURSE DATA

Data Subject	
Code	33571
Name	Organisational behaviour
Cycle	Grade
ECTS Credits	6.0
Academic year	2022 - 2023

Study (s)

Degree	Center	Acad. year	Period
1309 - Degree in Labour Relations and Human Resources	Faculty of Social Sciences	1	Second term

Subject-matter

Degree	Subject-matter	Character
1309 - Degree in Labour Relations and Human Resources	15 - Organisational behaviour and conflict management	Obligatory

Coordination

Name	Department
GRACIA GRAU, ESTHER	306 - Social Psychology

SUMMARY

Organizational Behaviour is a mandatory subject (6 ECTS credits) and it takes place in the second semester of the first academic year of the Labour Relations and Human Resources degree.

The contents of this subject are closely linked to those of *Psychology of Work* (first semester of the first academic year). *Conflict and Bargaining Techniques*, which takes place in the second academic year, is a continuation for this subject. *Organizational Behaviour* provides the base for professional development as a Human Resources specialist.

The present subject is aimed at providing the students with theoretical knowledge and skills that will enable them to describe, diagnose, explain and interpret the key psychosocial phenomena and processes that explain human behaviour within organizations. It also aims at introducing students to the knowledge of intervention strategies whose aim is the improvement of the organizational quality of life.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

Relationship with other subjects of the same degree

No enrolment restrictions have been specified.

Other types of prerequisites

Completion of the subject Psychology of Work is advised.

OUTCOMES

1309 - Degree in Labour Relations and Human Resources

- Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.
- Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.
- 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.
- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.
- Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.
- Be able to learn independently and develop initiative and entrepreneurship.
- Be able to organise and plan.
- Be able to manage information and to write and formalise reports and documents.
- Be able to analyse, synthesise and reason critically.
- Be able to solve problems, apply knowledge to practice and develop motivation for quality.
- Be able to communicate orally and in writing.
- Be able to use new information and communication technologies.

- Be able to work in a team.
- Respect and promote the principles of fundamental rights, gender equality, equal opportunities and non-discrimination, democratic values and sustainability.
- Know and apply the principles of the professional code of ethics.
- Know and understand the social processes that structure work and production relations.
- Know and be able to analyse the psychological factors that determine work behaviour.
- Be able to interrelate the knowledge from the different academic disciplines that analyse the work environment.
- Analyse and evaluate the factors that determine inequalities in the world of work.
- Be able to select and manage social and labour information and documentation.
- Be able to lead working groups in the area of labour relations and human resources.
- Have skills for mediation in and management of organisational conflict.
- Be able to apply motivational techniques and to improve the work environment.

LEARNING OUTCOMES

The objective of the subject is that students become familiar with some basic concepts and to boost their professional competence. Specific goals are:

- Learn about the different elements that define and structure an organization. Learn how the different perspectives within Psychology of Organizations explain organizational behaviour.
- Diagnose and suggest improvements regarding motivation for a job.
- Learn about the different elements and limitations which interfere in communication processes within organizations.
- Analyze and design techniques for communication improvement.
- Develop skills for communication and efficient presentation of ideas.
- Analyze how the different power and leadership structures within organizations can affect organizational behaviour.
- Determine the most adequate leadership style depending on the organization’s circumstances.
- Learn about the influence of the socialization process on organizational efficiency.
- Analyze and design techniques for the development of socialization plans within organizations.
- Analyze the benefits of participation processes within organizations.

- Learn about and apply the different participation techniques within organizations.

- Understand the implications of work environment on organizational efficiency.

- Learn about the dimensions of organizational behaviour and their relation with other elements of the organization.

- Analyze and design techniques for the improvement of the job environment within organizations.

DESCRIPTION OF CONTENTS

1. 1. Introduction to the study of organizational behaviour

1.1. The concept of organization.
1.2. The object of study of Psychology of Organizations.
1.3. Main theoretical perspectives within the study of organizations: classical theory. The human factor in organization: creation and development of industrial psychology. The discipline of human relations. Structuralist and socio-technological approaches. The discipline of human resources. The systematic approach. Recent perspectives within the study of organizations.

2. 2. Communication within organizations.

2.1. Concept and objectives of communication.
2.2. Essential elements in the communication process.
2.3. Internal communication within an organization.
2.4. Problems and barriers which hinder communication within an organization.

3. 3. Power and leadership within organizations.

3.1. Nature and characteristics of power.
3.2. Interpersonal power relations.
3.3. Main theoretical approaches on leadership in organizations: leadership as a personal feature. Leadership as conduct. Situational leadership models. Transformational leadership.

4. 4. Organizational socialization

4.1. Concept of organizational socialization.
4.2. Phases of organizational socialization.
4.3. Contents of socialization.
4.4. Results of socialization.
4.5. Agents of organizational socialization.

5. 5. Participation in organizations

5.1. Introduction.
5.2. Participation in the organizational theory.
5.3. Types of participation.
5.4. Main strategies for the encouragement of participation within organizations.

6. 6. The environment within organizations.

6.1. Conceptual delimitation.
6.2. Dimensions of the organizational environment.
6.3. Types of environment.
6.4. Environment analysis.

7. 7. Practical activities

WORKLOAD

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	60,00	100
Development of group work	15,00	0
Development of individual work	8,00	0
Study and independent work	25,00	0
Readings supplementary material	2,00	0
Preparation of evaluation activities	5,00	0
Preparing lectures	15,00	0
Preparation of practical classes and problem	10,00	0
Resolution of case studies	10,00	0
TOTAL	**150,00**	

TEACHING METHODOLOGY

The development of this subject must be structured around 5 main elements which will enable students to acquire the desired competences: preparation/study of contents, theoretical and practical lessons, elaboration of assignments, tutoring lessons and written tests.

- Study/preparation of contents: before attending theoretical lessons (lectures), students will have to carry out diverse activities such as the reading of texts, preparation of oral presentations or writing some questions on each week's topics. This will be positive for group discussions. Before attending lectures, students will have to gather, read and prepare the necessary information for the development of activities related to its contents when required by the practical activities. In addition, students must study the

materials covered in class.

- Theoretical and practical contents: the methodology used for the development of the lessons is aimed at encouraging participation and the students' analysis, reflection and discussion skills.

The main concepts and contents will be presented in the lectures (theoretical lessons). Some may require oral presentations by students.

In addition, debates, questions, case-solving and other type of exercises may take place during the lessons.

The aim of the practical lessons will be to apply the knowledge acquired in the theoretical lessons. Their development will depend on the activity proposed. However, their main structure will be as follows: 1. Students will be provided with the necessary instructions and information. 2. The task will be carried out in groups. 3. Students will share their opinions with the rest of classmates. 4. They will be provided with feedback on it.

- Preparation of assignments: after carrying out the practical activities, students will hand in written reports to the teacher on the date due. The evaluation criteria will differ depending on the activity. However, they must meet the following basic requirements:

  - It must be an original work.
  - It must be handed in on the date due.
  - The contents of the report must meet the objectives of the practical activity.
  - Its structure must be logical.
  - It must be well written.
  - Documentary sources must be well cited.

- Attendance at tutoring lessons: the aim of tutoring hours is to orientate and explain doubts to students, apart from being a complementary tool to improve the students' learning process. Students can attend tutoring hours individually or in groups for preparation and supervision of assignments.

- Written tests: through them, students must prove that their understanding and assimilation of concepts.

Materials: students will keep written record of each practical activity through an application on the Aula Virtual. In addition, notes and materials on the subject will be available on Aula Virtual. Readings (articles and texts) will be proposed by the teacher.

The Aula Virtual will be used by both students and teachers to upload information and documents.

EVALUATION

English version is not available

REFERENCES

Basic

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- Gil, F. y Alcover, C.M. (Coords.) (2003). Introducción a la Psicología de las Organizaciones. Madrid: Alianza Editorial
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Additional

- García, M., Vera, J. y Sáez, M.C. (1995). Psicología, trabajo y organizaciones. Aspectos psicosociales del comportamiento humano en las organizaciones. Barcelona: PPU.
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- Peiró, J.M. (1990). Organizaciones: nuevas perspectivas psicosociológicas. Barcelona: PPU.
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- Peiró, J.M. y Prieto F. (Eds) (1996). Tratado de Psicología del Trabajo. La actividad laboral en su contexto. Vol. 1. Madrid: Síntesis.
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