VNIVERSITAT DE VALÈNCIA

Course Guide
42750 Change, organisational development and dispute management

COURSE DATA

Data Subject	
Code	42750
Name	Change, organisational development and dispute management
Cycle	Master's degree
ECTS Credits	3.0
Academic year	2018 - 2019

Study (s)

Degree	Center	Acad. year	Period
2126 - M.D. in Human Resources Management	Faculty of Social Sciences	2	First term

Subject-matter

Degree	Subject-matter	Character
2126 - M.D. in Human Resources Management	5 - Strategy and management of human resources	Obligatory

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.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

In general, the students should have knowledge to introduce to the general process of intervention in the organizational context.
These are related to:
- Basic concepts related to the Organizational Psychology: concept, components, approaches, ethics, etc.
- Several organizational processes (i.e. leadership, conflict management).
- Research design in social sciences and WOP (Work and Organizational Psychology) and practical implications for professionals.

OUTCOMES

2126 - M.D. in Human Resources Management

- Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.
- Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.
- Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.
- Students should demonstrate self-directed learning skills for continued academic growth.
- Students should be able to self-organise, which means systematically planning and setting realistic time schedules for the different tasks in their personal agenda, prioritising their activities, attending to criteria of urgency and importance, using explicit tools and procedures to control the level of performance and optimising time.
- Students should be able to initiate, lead, promote and facilitate interactions, as well as to manage groups of people.

- Students should have the ability to communicate, influence and be effective in interpersonal relationships.
- Students should be able to prepare reports and make oral presentations related to human resources management.
- Students should be prepared for lifelong learning and self-development. The individual develops the ability to incorporate new knowledge, skills and professional competences.
- Students should be able to adapt to change and be creative. In this sense, they should develop the ability to modify predictable and habitual behaviour in order to adapt to the demands of different situations without substantially modifying the final objectives of the work processes (incorporating new data from the environment).
- Students should be able to design and conduct interviews to support human resources management functions.
- Students should be able to lead people and teams to achieve the objectives of human resources management. In this sense, they should develop a certain level of relational sensitivity and empathy.
- Students should understand and manage cultural and ethnic diversity in organisations.
- Students should develop a certain tolerance for uncertainty.
- Students should understand and be able to facilitate processes of organisational change, development and transformation, in interrelation with human resources management and with special emphasis on organisational climate and culture.

LEARNING OUTCOMES

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

1. Understand the process consultation model and its role in Organization Development.
2. Understand and develop interventions DO:
3. Identify and manage a process in the organization context.
4. Understand and use strategies to develop negotiation at work.

DESCRIPTION OF CONTENTS

1. Conceptual delimitation

Set in a context: conception of organization, conceptual delimitation of change and intervention, and resistance to change

2. OD perspective and interventions

Change since Organizational Development perspective: definitions, theorical bases and the change process management.
Process consulting
Conflict management and negotiation strategies.

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	16,00	100
Classroom practices	8,00	100
Tutorials	6,00	100
Development of group work	10,00	0
Development of individual work	10,00	0
Study and independent work	10,00	0
Readings supplementary material	3,00	0
Preparing lectures	5,00	0
Preparation of practical classes and problem	4,00	0
Resolution of case studies	3,00	0
TOTAL	**75,00**	

TEACHING METHODOLOGY

In general, the development of the class is structured around three axes: the classroom, preparation for the class and the individual tutorials.

1. **Classroom- oral presentations (MD1 and MD2):** there will be two types of clases. 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.

1. **Study and preparation of assignments (MD3, MD6, MD7, MD11, MD12)** 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.
2. The **individual tutorials (MD9)** to resolve doubts, review questions, provide specific and

additional information.

EVALUATION

The grading scale is from 0 to 10 (100%), 5 being the minimum grade to pass the course. Four evaluation systems will be used:

1. Application of observation scales and registration of attitudes of students in the development of tasks and activities. Participation and involvement in the activities of the Master's Degree (10% of the final mark). Due to the nature of continuous evaluation, this part is not evaluable in the second call.

2. Quality of oral presentations. Students will have to solve a practical case related to the work consulting process. After that, they will have to make a power point presentation in the classroom. (20% of the final grade)

3. Evaluation of the individual and/or group work of the students (40% of the final grade). Conceptual map and / or exercises applying specific techniques for intervention in the organization. These techniques will be related to the basic principles of organizational development and the main differences with other types of intervention will be indicated. The materials, instructions and specific criteria for each task will be explained by the teacher.

4. Exam (final report / individual portfolio) (30% of the final grade)

For the final evaluation it is essential to present all the tasks and do the exam (final report)

In order to obtain the final qualification for this class, two relevant aspects will be discussed: on one side, punctuality of turning in the assignment (first day late results in a 10% grade reduction and 5% more for each subsequent day); and on the other side, turning in an assignment out of the size which will be determined by the professor and will subtract 10% from your grade.

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
- Guízar, R. (2004). Desarrollo Organizacional. Principios y aplicaciones. McGraw Hill. México.
- 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.