

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

<b>Code</b>	42750
<b>Name</b>	Change, organisational development and dispute management
<b>Cycle</b>	Master's degree
<b>ECTS Credits</b>	3.0
<b>Academic year</b>	2021 - 2022

**Study (s)**

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

**Subject-matter**

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

**Coordination**

<b>Name</b>	<b>Department</b>
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, theoretical 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
<b>TOTAL</b>	<b>75,00</b>	

**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 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.

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.

For this, the following evaluation systems will be used:

1. Observation and recording of students' attitudes in the development of tasks and activities. Participation and involvement in the activities of the workshop, including the quality of the oral presentations (20% of the final grade). Due to its nature of continuous evaluation, this part only is evaluable in class, and it is not recoverable on second call.
2. Evaluation of the individual and/or group work of the students (50% 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.
3. Exam (final report / individual portfolio) (30% of the final grade)

For the final evaluation it is essential to present all the activities and pass with more than a five (on a scale of 10 points) all the activities carried out and the final report (or exam) too. In order to obtain the final qualification of the works, the following aspects will be important: on the one hand, the punctuality in the delivery of the works and on the other hand, ajust to the extensión of the work indicated by the teacher (it will subtract up to 10% from the final grade).

The procedure to be followed to obtain the highest grade (honors) and if there are people tied, will consist of an optional assignment proposed by the teacher.

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 failure of the subject.

The evaluation of the subject and the challenge of the grade obtained depend on the information available in the Regulation of Evaluation and Qualification of the University of València for bachelor's and Master's degrees (A C G U V 1 0 8 / 2 0 1 7 d e 3 0 d e m a i g d e 2 0 1 7).

[http://www.uv.es/graus/normatives/2017\\_108\\_reglament\\_avaluacio\\_qualificacio.pdf](http://www.uv.es/graus/normatives/2017_108_reglament_avaluacio_qualificacio.pdf)

## REFERENCES

### Basic

- Cataldo Cataldo, A. J., y Zambra Alcayaga, L. (2016). Usando Investigación-Acción para unir la práctica con la teoría en sistemas. Examinando cualitativamente la teoría de adopción de tecnología en una pyme. Innovar, 26(60), 147-160.
- Cummings, T. G., & Worley, C. G. (2014). Organization development and change. Cengage learning.





- Escudero Macluf, J., Beltrán, D., Alberto, L., y Arano Chávez, R. M. (2014). El Desarrollo Organizacional y La Resistencia al Cambio en Las Organizaciones. Organizational Development and the obstinacy to the organizational change. En <https://www.uv.mx/iiesca/files/2014/09/01CA201401.pdf>
- 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
- 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
- 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.

#### **Additional**

- Burnes, B., y Cooke, B. (2012). Review Article: The past, present and future of organization development: Taking the long view. Human Relations, 65(11), 1395-1429
- Lacerenza, C. N., Marlow, S. L., Tannenbaum, S. I., & Salas, E. (2018). Team development interventions: Evidence-based approaches for improving teamwork. American Psychologist, 73(4), 517.
- Olekalns, M y Kennedy, J (2020). Research Handbook on Gender and Negotiation. Editorial: Edward Elgar Publishing
- 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.
- Singh, R., & Ramdeo, S. (2020). Leading Organizational Development and Change. Springer.
- Thompson, L, (2020). The Art of Learning nothing on the Table, Editorial: HarperCollins

#### **ADDENDUM COVID-19**

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

#### **English version is not available**

##### **1. Contenidos**

Se mantienen los contenidos recogidos en la guía docente

##### **2. Volumen de trabajo y planificación temporal de la docencia**



Se mantienen tanto las actividades como el volumen de trabajo.

Debido a las circunstancias excepcionales de la pandemia, las clases se impartirán todas las semanas en los días y horas programados, aunque con la mitad del alumnado (50%). Así, se dividirá la clase en dos subgrupos A y B que se irán alternando entre clases presenciales y no presenciales. Mientras que un subgrupo tiene clase presencial, el otro subgrupo avanzará la materia a través de actividades diseñadas para que los estudiantes avancen de forma no presencial (análisis de caso, preparación de materiales, realización de pequeñas intervenciones...) y que serán revisadas en la siguiente sesión presencial. Esta dinámica se realizará de igual forma para ambos subgrupos hasta completar todas las sesiones previstas inicialmente.

### **3. Metodología docente**

Se realizarán tutorías individuales preferentemente de forma virtual.

- Se realizarán tutorías colectivas de forma presencial y virtual.
- Todos los materiales necesarios se encontrarán disponibles en el aula virtual y/o se compartirán con el alumnado (presentación de power point, enlaces varios, bibliografía.).
- Clases teórico-conceptuales y con actividades prácticas a realizar tanto presencialmente en el aula como virtualmente a través de videoconferencia síncrona Blackboard collaborate (BBC) y/o Microsoft Team.
- En caso de que la situación sanitaria impusiera que la totalidad de la docencia se desarrollara online, se sustituirán todas las sesiones, teóricas y prácticas, por subida de materiales a Aula virtual, videoconferencia síncrona o transparencias locutadas, dinámicas guiadas, etc.

### **4. Evaluación**

Se mantiene el sistema de evaluación descrito en la guía docente al ajustarse muy bien a la situación actual generada por la pandemia.

### **5. Bibliografía**

Se mantiene la bibliografía recomendada en la guía docente..