

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

Code	42750
Name	Change, organisational development and dispute management
Cycle	Master's degree
ECTS Credits	3.0
Academic year	2023 - 2024

Study (s)

Degree	Center	Acad. Period
2126 - Master's Degree in Human Resources Management	Faculty of Social Sciences	2 First term

Subject-matter

Degree	Subject-matter	Character
2126 - Master's Degree 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.

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

2126 - Master's Degree 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 (RD 1393/2007) // NO CONTENT (RD 822/2021)

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. Contextualizing framework for organizational change

- 1.1. Conception of organization and organizational change (classification criteria and types)
- 1.2. Organizational change intervention
- 1.3. Resistance to change and its management



2. Organizational Development perspective (OD) and interventions

- 2.1. Change since Organizational Development perspective: definitions, fundamentals and basic premises, methodology for the development of the change process (Action Research).
- 2.2. Organizational process consulting and feedback techniques.
- 2.3. Conflict management and negotiation strategies, mediation and arbitration.

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 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 (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.
3. Quality of the oral presentation and discussion of the papers (10% of the final grade).
4. 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

REFERENCES



Basic

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Additional

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- 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.
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