

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

Code	42751
Name	Organisational climate, culture and leadership
Cycle	Master's degree
ECTS Credits	3.0
Academic year	2022 - 2023

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
SILLA GUEROLA, INMACULADA	306 - Social Psychology
TORDERA SANTAMATILDE, MARIA NURIA	306 - Social Psychology

SUMMARY

This subject examines the relationship between the constructs of climate and leadership and their implications for human resource management and the achievement of organizational results. For this purpose we will distinguish and integrate the concepts of organizational culture and climate, identifying differences and similarities. The different perspectives in the study of organizational climate are explained, emphasizing the development of strategies to diagnose the climate in organizations. It also describes the relationship between the concept of leadership and climate, according to the various existing approaches to the study of leadership. For this, we will identify different leadership styles and their relationship to the organizational environment, with particular reference to transformational, charismatic and ethical leadership.



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

Es conveniente haber cursado las asignaturas de primer curso

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 establish mechanisms to guide and motivate workers.
- 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.
- Students should understand and be able to develop leadership processes in human resources management by promoting systems of participation in the organisation and developing an appropriate internal communication policy.

LEARNING OUTCOMES

The student will be able to identify the importance of leadership and develop his/her expertise in this area from a strategic perspective.

The student will be able to analyze and diagnose the organizational climate.

The student will lead processes of organizational change and development aligned with the strategic needs of the company

DESCRIPTION OF CONTENTS

1. Climate, culture , leadership and organizational development: an integrative Model

- 1.1.- Climate, culture and leadership: an integrative model
- 1.2.- Organizacional culture
- 1.3.- Climate and organizational culture

2. Climate evaluation in organizations

- 2.1.- Organizational climate: concept, characteristics and dimensions
- 2.2.- General climate vs. Strategic climate
- 2.3.- How to evaluate the organizational climate

3. Organizational leadership

- 3.1.- Leadership and leadership styles
- 3.2.- Transformational, authentic and ethic leadership

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	16,00	100
Classroom practices	8,00	100
Tutorials	6,00	100
Development of group work	12,00	0
Development of individual work	5,00	0
Study and independent work	11,00	0
Readings supplementary material	9,00	0
Resolution of case studies	8,00	0
TOTAL	75,00	

TEACHING METHODOLOGY

- Master class
- Oral presentations of students
- Readings by the students (reports, articles, etc.).
- Group discussion and analysis of issues relevant to general management and human resource management
- Case Studies

EVALUATION

The subject is evaluated through three assessment systems:

- SE1 Participation and involvement in the Master's activities (10% of the final grade). Due to its continuous evaluation nature this evaluation system is not recoverable in the second call.
- SE2 Evaluation of students' individual and / or group work (40% of the final grade) and the quality of oral presentation of work by the students (10% of the final grade).
- SE3 Final course project) (40% of final grade)

For the first call, the qualification NOT PRESENTED will be obtained in any of the following situations:
If there are no grades for any evaluation section. If there is no grade for the SE3

For the second call the qualification NOT PRESENTED will be obtained only in the case that there are no grades for any evaluation section.

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.



-In order to challenge the allotted qualification the provisions of 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](http://www.uv.es/graus/normatives/2017_108_reglament_avaluacio_qualificacio.pdf) will rule.

The detection of plagiarism in one or more of the assignments will lead to a FAIL grade in the course.

REFERENCES

Basic

- Brunet, L. (2011). El clima de trabajo en las organizaciones. México: Trillas
- Molero, F. y Morales F., (Coords.) Liderazgo:hecho y ficción. Visiones actuales. Alianza Editorial: Madrid. (pp 117-144)
- Silva, M. (1992). El clima en las organizaciones. Barcelona. EUB
- Robbins, S.P. (2004) Comportamiento Organizacional: Conceptos, Controversias y Aplicaciones. Méjico: Prentice Hall.
- Quinn. R.E. (2005). Maestría en la gestión de organizaciones: un modelo operativo de competencias. (pp. 1-28) Madrid: Díaz de Santos.
- Tordera, N. (2012) Liderazgo en los grupos de trabajo. En Sora, B., Meneses,B.,Ortega,R., Tordera, N. y Caballer, A. Gestión de equipos de trabajo. UOC: Barcelona.

Additional

- Antonakis, J. & House, R. (2015) The Full-Range Leadership Theory: The Way Forward. In Transformational and Charismatic Leadership: The Road Ahead 10th Anniversary Edition. Published online: 20 Jul 2015; 3-33.<https://doi.org/10.1108/S1479-357120130000005006>
- Ashkanasy, N. M., Wilderom, C. P. M., y Peterson, M. F. (2000). Handbook of organizational culture and climate. Thousand Oaks, CA: Sage.
- Cardona Echeverri, D.R. y Zambrano Cruz, R. (2014) Revisión de instrumentos de evaluación de clima organizacional. Estudios Gerenciales 30, 184189.
- Cooper, C. L., Cartwright, S. y Earley, P. C. (2001). The International handbook of organizational culture and climate. Chichester, England: John Wiley & Sons
- Dinh, J.E. Lord,R.G., Gardner W L. c, Meuser J D., Liden R.C: & Hu J. (2014) Leadership theory and research in the new millennium: Current theoretical trends and changing perspectives. The Leadership Quarterly 25, 3662
- Peiró, J.M. y Rodriguez, I. (2008) Estrés laboral, liderazgo y salud organizacional
- Schneider, B. Ehrhart, M. G. y Macey WH. (2013) Organizational Climate and Culture. Annu. Rev. Psychol. 64:361-388.
- Toro Álvarez, F. (2016). Gestión del clima organizacional. Centro de investigación en comportamiento organizational (Cincel).
- Yukl, G. (2006). Leadership in organizations (6th ed.). Upper Saddle River, NJ: Prentice-Hall.