

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

<b>Code</b>	44842
<b>Name</b>	Organisational structure and processes
<b>Cycle</b>	Master's degree
<b>ECTS Credits</b>	4.0
<b>Academic year</b>	2022 - 2023

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
2235 - M.D. in Work, Organ. and Personnel Psychology-Erasmus Mundus	Faculty of Psychology and Speech Therapy	1	First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
2235 - M.D. in Work, Organ. and Personnel Psychology-Erasmus Mundus	3 - Organisational psychology. Explanatory introduction	Obligatory

**Coordination**

<b>Name</b>	<b>Department</b>
SILLA GUEROLA, INMACULADA	306 - Social Psychology

**SUMMARY**

This 4 ECTs course is offered in the first academic year of the official European Masters in Work, Organizational and Personnel Psychology. It offers an explanatory approach to organizational psychology. The general objective is that the students will learn the most important theories and measurement tools that allow them to understand relevant organizational processes and properties. Moreover, they will take into account the perspective of multiple stakeholders (e.g. managers and employees) and from a cross-cultural approach.

Specifically:

n Students will familiarize with the constructs of climate and culture and their evaluation.



- n Students will understand the different theoretical approaches to leadership
- n Students will get to know aspects related to organizational justice.
- n Integrate the acquired knowledge

## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

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

### Other requirements

No previous requirements or recommendations

## OUTCOMES

### 2235 - M.D. in Work, Organ. and Personnel Psychology-Erasmus Mundus

- 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 possess and understand foundational knowledge that enables original thinking and research in the field.
- Que los estudiantes sean capaces de entrevistar a clientes o directivos para analizar sus necesidades y problemas, identificando necesidades y problemas subyacentes y clarificándolos de tal forma que sean comprendidos y aceptados por los clientes o directivos.
- Que los estudiantes sean capaces de seleccionar y aplicar instrumentos, técnicas y métodos para la evaluación de individuos en el contexto de la psicología del trabajo, de las organizaciones y de los recursos humanos.
- Que els estudiants siguin capaços de seleccionar i aplicar instruments, tècniques i mètodes per a l'avaluació de grups en el context de la psicologia del treball, de les organitzacions i dels recursos humans.
- Que los estudiantes sean capaces de seleccionar y aplicar instrumentos, técnicas y métodos para la evaluación de organizaciones en el contexto de la psicología del trabajo, de las organizaciones y de los recursos humanos.



- Que los estudiantes sean capaces de seleccionar y aplicar instrumentos, técnicas y métodos para la evaluación situacional en el contexto de la psicología del trabajo, de las organizaciones y de los recursos humanos.

## LEARNING OUTCOMES

- n Acquisition of knowledge about the constructs of organizational culture and climate
- n Development of competencies for the assessment of climate and culture
- n Development of competencies for understanding and assessing leadership in organizations, taking into account a cross-cultural perspective.
- n Acquiring competencies to identify justice norms in the organizations and their cultural context and design procedures that are congruent with the justice norms, taking into account different stakeholders.

## DESCRIPTION OF CONTENTS

### 1. Organizational Climate and Culture

This unit addresses the concepts of organizational culture and climate. Conceptual and theoretical models are presented and discussed in order to foster a thorough understanding of the organizational culture and climate concepts. Different measurement and assessment approaches (qualitative and quantitative) are presented, discussed and practiced.

### 2. Organizational Justice

In this unit the concepts of organizational justice, and justice perceptions and its relevance in organizational settings are reviewed. The four dimensions model of organizational justice is analyzed (distributive, procedural, interpersonal & informational), including a multi-foci perspective (different referents) and the different levels of justice perceptions (e.g., justice climate, peer justice). We also revise the more instrumental models (Control- base Models of Justice) and the more interpersonal model of justice to analyze the reasons for people to care about justice.

### 3. Leadership

Leadership styles and competencies will be examined. The unit will center in the definition of what is good leadership from different theoretical perspectives and the analysis of commonalities and differences between different perspectives and proposals. Tools for the assessment and development of good leadership will be considered from a multicultural perspective.

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	40,00	100
Development of group work	20,00	0
Development of individual work	10,00	0
Study and independent work	10,00	0
Readings supplementary material	10,00	0
Resolution of case studies	10,00	0
<b>TOTAL</b>	<b>100,00</b>	

**TEACHING METHODOLOGY**

- § Lectures,
- § Readings,
- § Oral presentations,
- § Individual and group guided exercises,
- § Analysis of scientific articles
- § The selected materials will stress the multicultural perspective by studying case and reading articles in different cultural contexts.

**EVALUATION**

Grading will be based on the following sections:

- 1) Preparation of portfolios: compilation of “outputs” (assignments, presentations, etc.) derived from the student’s work developed throughout the course. The portfolios includes evidences about the competencies being developed by the student (20-50% of the final grade)
- 2) Quality of oral presentations (10-15% of the final grade)
- 3) Integration assignments that integrate the knowledge acquired with regard to different topics or questions of the course (20-25% of the final grade)
- 4) Critical analysis of articles and other type of documents (10-15% of the final grade)



- 5) Critical analysis of case studies (20-25% of the final grade)
- 6) Problem solving exercises (e.g. statistical analysis) (5-10% of the final grade)

There is no difference between the first and the second call. In the second call the student will have the possibility to go back to doing those activities that he did not perform at the first call or that he had done insufficiently, due to which he had suspended in the first call. All activities are, therefore, recoverable. Given the characteristics of the subject and the emphasis on the development of competences, an examination is not considered suitable, because the acquisition of such competences cannot be evaluated correctly by means of an exam.

The qualification of the subject will abide to what is stipulated in 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)

According to this, it is specified on a numerical scale from 0 to 10, with the expression of a decimal, to which is added a qualitative rating as indicated below:

- 0 £ FAIL < 5
- 5 £ PASS (C) < 7
- 7 £ GOOD (B) < 9
- 9 £ EXCELLENT (A and A+) ≤ 10

## REFERENCES

### Basic

- Ashkanasy, N. M., Wilderom, C. P. M., & Peterson, M. F. (2000). Handbook of organizational culture and climate. Thousand Oaks, CA: Sage.
- Ostroff, C., Kinicki, A., J. & Tamkins, M. M. (2003). Organizational culture and climate. In W. C. Borman, D. I. Ilgen and R. J. Klimoski (Eds), Handbook of psychology, Volume 12, Industrial and organizational psychology (565-594). Hoboken, NJ: John Wiley & Sons.
- Yukl, G. (2012). Leadership in Organizations. Upper Saddle River: Prentice Hall.
- Rumsey, G.M. (2013) The Oxford Handbook of leadership. New York: Oxford University Press
- Schneider, B. & Barbera, K.M. (2014) The Oxford handbook of organizational climate and culture / editors New York, New York : Oxford University Press, 2014.





### Additional

- Ashforth, B. E. (1985). Climate formation: issues and extension. *Academy of Management Review*, 4, 837-847.
- Colquitt, J. A., Conlon, D. E., Wesson, M. J., Porter, C. O. L. H., & Ng, K. Y. (2001). Justice at the millennium: A meta-analytic review of 25 years of organizational justice research. *Journal of Applied Psychology*, 86, 425-445.
- 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