



## 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>	2024 - 2025

### Study (s)

Degree	Center	Acad. year	Period
2235 - Master's degree Erasmus Mundus on Work, Organizational and Personnel Psycho	Faculty of Psychology and Speech Therapy	1	First term

### Subject-matter

Degree	Subject-matter	Character
2235 - Master's degree Erasmus Mundus on Work, Organizational and Personnel Psycho	3 - Organisational psychology. Explanatory introduction	Obligatory

### Coordination

Name	Department
GRACIA GRAU, ESTHER	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. 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, students will,

- Familiarize with the constructs of climate and culture and their evaluation.



- Understand the different theoretical approaches to leadership
- Get to know aspects related to organizational justice.
- 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

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

### 2235 - Master's degree Erasmus Mundus on Work, Organizational and Personnel Psycho

- 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 (RD 1393/2007) // NO CONTENT (RD 822/2021)**

- 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**

Concepts of organizational culture and climate.  
Conceptual and theoretical models of the organizational culture and climate.  
Measurement and assessment approaches (qualitative and quantitative).

### **2. Organizational Justice**

Concepts of organizational justice, and justice perceptions and its relevance in organizational settings  
The four dimensions model of organizational justice (distributive, procedural, interpersonal & informational),  
The multi-foci perspective (different referents) and the different levels of justice perceptions (e.g., justice climate, peer justice).  
Instrumental and interpersonal models (Control- base Models of Justice).

### **3. Leadership**

Leadership styles and competencies.  
The definition of what is good leadership from different theoretical perspectives  
The analysis of commonalities and differences between different perspectives and proposals.  
Tools for the assessment and development of good leadership 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 (30%)
- 2) Quality of oral presentations (15% )
- 3) Integration assignments that integrate the knowledge acquired with regard to different topics or questions of the course (20%)
- 4) Critical analysis of articles and other type of documents (10% )
- 5) Critical analysis of case studies (20%)



## 6) Problem solving exercises (e.g. statistical analysis) (5%)

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:

- FAIL < 5
- PASS (C) between 5 and 6.9
- GOOD (B) between 7 and 8.9
- EXCELLENT (A and A+) between 9 and 10

**REFERENCES****Basic**

- 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.
- Yang, L.-Q., Cropanzano, R., Daus, C. S., & Martínez-Tur, V. (Eds.). (2020). The Cambridge Handbook of Workplace Affect. Cambridge: Cambridge University Press.

**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



- Uys, J. (2021) Knowledge Resources, 2021. The Anatomy of Leadership in Industry 4.0 : The 4.0D® Leadership Development Model. London

