



## COURSE DATA

### Data Subject

<b>Code</b>	44846
<b>Name</b>	Intervention in organizations. Organizational change and development
<b>Cycle</b>	Master's degree
<b>ECTS Credits</b>	4.0
<b>Academic year</b>	2023 - 2024

### Study (s)

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
2235 - Master's degree Erasmus Mundus on Work, Organizational and Personnel Psycho	Faculty of Psychology and Speech Therapy	2	First term

### Subject-matter

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
2235 - Master's degree Erasmus Mundus on Work, Organizational and Personnel Psycho	7 - Organisational psychology. Introduction to intervention	Obligatory

### Coordination

<b>Name</b>	<b>Department</b>
TORDERA SANTAMATILDE, MARIA NURIA	306 - Social Psychology

## SUMMARY

This 4 ECTS course is providing the students with a theoretical knowledge and skills, methodologies and tools related to intervention in organizational psychology. The general objective is the development of knowledge and competences in significant theories and methods to understand organizational change and development processes and to implement change in organizations. Organizational development is approached considering the improvement of sustainable well-being and productivity, and a multi-stakeholder and multicultural perspective.



More specifically:

- Students will obtain a conceptual basis to define change processes: organizational redesign, development and transformation, considering a multi-stakeholder perspective.
- Familiarize with theoretical bases to understand organizational change emphasizing sustainable well-being at work and productivity.
- Analyze the internal (e.g. leadership styles) and external (e.g. national culture) characteristics that might facilitate or inhibit organizational change and development processes
- Develop competences in outlining and implementing strategies for conducting organizational cultural change
- Develop competences in using traditional methods for organizational change and development
- Develop competences in using contemporary methods for organizational change and development

## 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 specific previous knowledge is required

## 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 realizar intervenciones indirectas en el contexto de la psicología del trabajo, de las organizaciones y de los recursos humanos.



- Que los estudiantes sean capaces de elaborar, en el contexto de la psicología del trabajo, de las organizaciones y de los recursos humanos, una propuesta oral o escrita con los objetivos de su actividad y el modo de alcanzarlos, proponiendo criterios para evaluar los resultados de las mejoras.
- Que los estudiantes sean capaces de planificar intervenciones en el contexto de la psicología del trabajo, de las organizaciones y de los recursos humanos.
- Que los estudiantes sean capaces de realizar intervenciones directas orientadas a la persona en el contexto de la psicología del trabajo, de las organizaciones y de los recursos humanos.
- Que los estudiantes sean capaces de realizar intervenciones directas orientadas a la situación en el contexto de la psicología del trabajo, de las organizaciones y de los recursos humanos.
- Que los estudiantes sean capaces de implantar productos y servicios 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)**

This course aims to enable students to acquire and / or develop their capacity to:

- Plan interventions in processes of change and organizational development, considering a multicultural and multi-stakeholder approach
- Perform interventions aimed at developing teams and organizations and promoting sustainable well-being and productivity.
- Use concrete methods of change and organizational development
- Act as advisor in processes of organizational change and development
- Implement products / services. Being able to implement tools, methods, diagrams...

## **DESCRIPTION OF CONTENTS**

### **1. The processes of organizational change, development and transformation**

Conceptual aspects of organizational change and development. Distinction between (re)design, development, and transformation. Roles of professionals and consultants in the processes of change. Typology of changes and outcomes. Conditions for change. Conditions of the external context. Internal precipitating dynamics of change. Internal enabling dynamics for change. Theories to understand the processes of change. Theories of intervention. Methods for intervention in change processes.



**2. Traditional methods for organizational change and development**

Traditional methods for organizational change and development ("survey feedback ", team interventions, intergroup interventions, interventions global and structural). In this unit, students learn the principles and phases of survey feedback as a tool for organizational development. Moreover, students practice the technique using real data in a simulated situation.

**3. Contemporary methods for organizational change and development: Appreciative inquiry**

Appreciative Inquiry is an intervention method for organizational change that has had a great development in recent decades. This method is based on three basic assumptions: 1) the members of the organization create their own reality through dialogue and representation, 2) all organizations have positive aspects, 3) change is promoted by consensus on the positive strengths of the organization, avoiding the negative and increasing the positive. In this course students will 1) analyze appreciative inquiry in the context of theories and methods in organizational development intervention 2) understand the practical application of the method through case studies 3) learn how to make appreciative interviews

**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
- Case studies
- 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

- Peiró, J.M. y Martínez-Tur, V. (2008). Organizational development and change. En N. Chmiel (Ed.). An Introduction to Work and Organizational Psychology: An European Perspective. (second edition, pp. 351-376). UK: Wiley-Blackwell.
- Van de Ven, Andrew H. (2004). Handbook of Organizational Change and Innovation. Cary, NC, USA: Oxford University Press
- French, W.L., & Bell, CH., Jr. (1978). Organizational development. Englewood Cliffs, NJ: Prentice-Hall.
- Szabla, D.B. (2020) The Palgrave Handbook of Organizational Change Thinkers Cham : Springer International Publishing : Imprint: Palgrave Macmillan, .
- Singh, R.; Ramdeo, Sh. (2020) Leading Organizational Development and Change: Principles and Contextual Perspectives. Netherlands: Springer Nature.

### Additional

- Peiró, J. M.; González-Romá, V. & Cañero, J. (1999). Survey feedback as a tool for changing managerial culture: Focusing on users' interpretations-a case study. European Journal of Work and Organizational Psychology, 8, 537-550.
- Armstrong, A.J., Holmes, C. M., Henning, D. (2020) A changing world, again. How Appreciative Inquiry can guide our growth, Social Sciences & Humanities Open, 2, (1), 100038, <https://doi.org/10.1016/j.ssaho.2020.100038>.
- Leonard, H. Skipton, (2013) The Wiley-Blackwell handbook of the psychology of leadership, change and organizational development /Malden, Mass. : Wiley-Blackwell, 2013