

**Processes 4. Communication, Culture and Organisational Climate**

Code: 43169  
ECTS Credits: 6

Degree	Type	Year	Semester
4313788 Management of Human Resources in Organizations	OB	0	2

**Contact**

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**Use of Languages**

Principal working language: spanish (spa)

**Teachers**

Susana Pallarés Parejo  
Cesar Luis Fernandez Llano

**External teachers**

David Menoyo  
Mercè Reñe

**Prerequisites**

There are no prerequisites

**Objectives and Contextualisation**

**Objectives and contextualisation**

This module offers a detailed introduction to three very significant issues in the life of organisations: communication, culture and atmosphere. It is an introduction that includes both conceptual aspects as well as those which can be applied.

Upon completion of the course the student will be able to:

- Reason on the significance of communication, the atmosphere and culture as transversal issues affecting all aspects of the life of an organisation.
- Identify the dimensions, components, types and levels of analysis which are essential for effective communication.
- Provide explanations on problems and opportunities of an organisation, based on a comprehensive vision which takes into account the specificity and the connection between the atmosphere, culture and communication.
- Design methods for the study, evaluation and diagnosis of cultural, communication and atmosphere related aspects in organisations.

## **Competences**

- Apply psychosocial principles and frameworks to analyse features of organisational contexts.
- Assess the peculiarities of the different contexts and their implications for human resources.
- Detect individual and/or group features that affect the members of an organisation.
- Present proposals, reports and results effectively to different types of interlocutor.
- Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.

## **Learning Outcomes**

1. Assess conditions for the viability of processes of culture change.
2. Clearly identify organizational problems that can be addressed in terms of culture, climate and communication.
3. Identify deficiencies and needs in processes of communication between groups.
4. Identify the peculiarities of a given organisation in terms of organisational culture.
5. Present studies on an organisation's climate or culture to different audiences.

## **Content**

### **Content**

#### 1. Communication, culture and atmosphere: three perspectives to look at an organisation

##### 1.1. The role of the HR consultant: Internal vs. External

##### 1.2. Phases in the consultancy process

#### 2. Communication and organisations

##### 2.1. What is communication?

##### 2.2. Elements of communication

##### 2.3. Empathy, connecting with others

##### 2.4. Feedback and influence

##### 2.5. Aspects of Organisational Communication

##### 2.5.1. ITC's in Organisational Communication

##### 2.6. The role of communication in a process of change for an organisation

#### 3. Organisational Culture

##### 3.1. Introduction:

##### 3.1.1. Company Culture

##### 3.1.2. Concepts and definition of Corporate Culture

##### 3.2 Components of Corporate Culture

##### 3.2.1. Vision

##### 3.2.2. Mission - Value proposition

3.2.3. Values

3.2.4. Corporate examples

3.3. Management of corporate culture

3.3.1. The management of corporate culture as a strategic resource for the organisation

3.3.2. Cultural management and Managing change

3.3.3. Change vs. Transition

3.3.4. Change curves

3.3.5 Examples of transformation processes

## 4. Organisational Climate

4.1. Introduction

4.2. Concepts and definition

4.3. Main components

4.4. Studies on workplace atmospheres and return as a strategic HR tool

4.5. Study phases

4.6 Climate and Motivation

4.6.1. Relationship between Motivation - Climate

4.6.2. Inertia Motivation

4.6.3. Extrinsic Motivation

4.6.4. Intrinsic Motivation

4.6.5 Motivational Map

4.2.6. Motivation Strategies

## 5. Methodological aspects: diagnosis and intervention

5.1. Pragmatic framework

5.2. Methods and techniques

5.3. Design and implementation

5.4. Managing expectations and communication

5.5. The following steps and resulting action plans

5.6. Stakeholders analysis and their management

## Methodology

Master classes / lectures. The introduction to each main section and the presentation of the theoretical and conceptual content will be carried out through presentations by the teaching staff responsible for this module.

*Situation analysis.* The module is organised to include the lecture part with access to materials such as accounts and excerpts from interviews so that, under the teachers' guidance, the students can carry out an implementation project and identify the theoretical and conceptual elements as a basis for further analysis and evaluation.

*Preparation of the work.* Students will be asked to carry out a group task involving a diagnosis based on the assignment of a case developed by the group of teachers who are responsible for the module. It consists of an analysis of the collected information in a diagnostic process to pose a series of results, conclusions, recommendations and an intervention plan.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Master class	15	0.6	2
Micro-analysis of situations	15	0.6	3, 4
Type: Supervised			
Activity tutorials	18	0.72	3, 4, 1
Group activities	40	1.6	3, 4, 1
Type: Autonomous			
Interpretation and intervention plan	40	1.6	4, 5, 1
Search, selection and review of bibliography	19	0.76	

## Assessment

### Evaluation

Assignment 1. Preparation and submission of a diagnostic plan.

This assignment forms 40% of the final mark of the module. The diagnostic plan based on the assignment of a case is prepared as a group. The case will present problematic situations or opportunities that will have to be addressed in terms of organisational communication, culture and atmosphere. Each group will have to analyse the context and specific details of each case in order to determine what type of actions have to be carried out and to accurately understand the problem and decide on the type of diagnosis required. The task will require the definition of all the formal elements of a diagnostic plan (justification, objectives, method, participants, planning, resources, etc.). The diagnostic plan aims to promote the integration of the contents corresponding to blocks 2, 3 and 4, as well as requiring application and decision making based on the material explained in block 5. The feedback on the task will be given through the virtual classroom.

Assignment 2. Presentation of an intervention plan

This assignment forms 40% of the final mark of the module. It consists of the preparation of an intervention plan, carried out as a group project, which provides an answer to the results of the organisational diagnosis process. Each group of students shall submit an executive summary in writing and give an oral presentation to some of the teaching staff for the module, who will represent the role of the client during the presentation.

As in the case of the diagnostic plan, assignment 2 aims to promote the integration of contents, emphasising the aspects related to their application. The teacher who takes on the role of the client will give immediate feedback to each group of students after the presentation. Assignment 3: presentation and defence of the intervention plan.

Students who fail to reach the established criteria to pass the module and those who have been evaluated in a set of activities with a weighting of two-thirds of the total score for the module may retake it.

The minimum mark to retake the module is 3.5.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Assignment 1. Preparation and submission of a diagnostic plan.	45%	0	0	2, 3, 4
Assignment 2. Presentation of an intervention plan	45%	1	0.04	5, 1
Assignment 3: Presentation of the intervention	10%	2	0.08	5

## Bibliography

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