UAB
Universitat Autònoma de Barcelona

Degree	Type	Year	Semester
2502443 Psychology	OT	4	1

Contact

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Use of Languages

Principal working language: spanish (spa)

Some groups entirely in English: No

Some groups entirely in Catalan: No

Some groups entirely in Spanish: Yes

Other comments on languages

The language of some materials is catalán

Prerequisites

This is a fourth-year subject, which means that it builds on the knowledge and perspectives acquired on all the previous courses. Of particular importance is the knowledge acquired in the subjects Social Influence and Groups and Psychology of Organizations.

Objectives and Contextualisation

Psychology of Organizacions is a subject taught in the second semester of the third year of the Psychology Degree. Its main aim is to introduce students in the world of organizations in the 21st Century.

Objectives:

- This subject provides students with a general description of the basic characteristics of modern organizations.

-This subject offers a list of the main topics, approaches and applications in Psychology of Organizations.

-This subject analysis the suppositions and the propositions of the most important theories in the discipline.

-This subject reflects on the theoretical and research limitations of the discipline.

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Actively participate in the formulation of social, professional and ethical rules in activities related to the profession.
- Apply strategies and methods for direct intervention in contexts: construction of healthy scheme, etc.
- Communicate efficiently, using the appropriate media (oral, written or audio-visual) taking into account diversity and all elements that may ease communication or make it more difficult.

- Define objectives and develop the intervention plan based on the purpose of the (prevention, treatment, rehabilitation, integration, support).
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Recognise the determinants and risk factors for health and also the interaction between people and their physical and social environment.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.

Learning Outcomes

1. Actively participate in the formulation of social, professional and ethical rules in activities related to the profession.
2. Adapt the content and methodology of communication to different situations.
3. Analyse a situation and identify its points for improvement.
4. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
5. Assess the impact of the difficulties, prejudices and discriminations that actions or projects may involve, in the short or long term, in relation to certain persons or groups.
6. Communicate in an inclusive manner avoiding the use of sexist or discriminatory language.
7. Coordinate actions and actors involved in the intervention.
8. Develop strategies for preventative intervention in the area of health in the workplace.
9. Develop techniques aimed at negotiating mediation and conflict resolution.
10. Identify situations in which a change or improvement is needed.
11. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
12. Identify the social, economic and/or environmental implications of academic and professional activities in the area of your knowledge.
13. Identify the variables involved in psychosocial risks.
14. Organize and implement the intervention plan.
15. Plan actions and resources required for intervention.
16. Propose new experience-based methods or alternative solutions.
17. Propose new ways of measuring the viability, success or failure of the implementation of innovative proposals or ideas.
18. Propose viable projects and actions to boost social, economic and/or environmental benefits.
19. Recognise the indicators of poorly designed workplaces.
20. Relate organisational factors with personal needs.
21. Use appropriate terminology to people with whom you interact.
22. Weigh up the risks and opportunities of both one's own and other people's proposals for improvement.

Content

This subject is structured into the following units:

1. Introduction: Why is it so interesting to study organizations?

2. Role Theory and Organizations

3. The phenomenon of leadership in organizations

4. Communication and organizations

5. Relationships of power

6. Conflict in organizations

7. Culture and anthropology of organizations

8. Gender and organizations

9. Subjectivity and organizations

Methodology

There are two kind of activities in the subject: a) activities in one large group and b) activities in small groups. There are 12 sessions of the former and 6 of the latter. The large group activities are formal lectures and the small ones are discussions and practical tasks carried out by the students.

N.B. The proposed teaching and assessment methodologies may experience some modifications as a result of the restrictions on face-to-face learning imposed by the health authorities. The teaching staff will use the Moodle classroom or the usual communication channel to specify whether the different directed and assessment activities are to be carried out on site or online, as instructed by the Faculty.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
D1. Lectures	24	0.96	7, 8, 14, 15, 19, 20
D2. Seminars	12	0.48	9, 12, 1, 18
Type: Supervised			
S1.Group Assessment	10	0.4	2, 4, 6, 11
S2. Individual Assessment	4	0.16	
Type: Autonomous			
A.1 Reading relevant literature	25	1	3, 10
A2.Individual work	33	1.32	6, 21
A3.Collective work	40	1.6	22, 16, 17, 21, 5

Assessment

Evaluable activities are as follows:

1. A test exam (40%). A test exam that will be carried out at the end of the semestre.

2. Individual essay (30%). The student has to write two little essays (maximun 500 words per essay) about the theoretical content of the subject. These will be delibered through moodle between the week 7 and 10.

3.An empirical research task carried out by a student team (30%). The result of this activity will be a final report that will be delivered through moodle the week 12.

The student has passed the subject when the sum of his/her marks in the different evaluable activities is equal to or greater than 5.

The student is considered not evaluable if his/her has given learning evidences with a weight lower than 4 points.

The student is considered evaluable but not to have passed if he/she could not achieve a mark of 5.

The student is eligible for re-evaluation when his/her total mark is 3.5. The reassessment will be a global text of the whole subject and its mark will be the final mark of the subject.

No unique final synthesis test for students who enrole for the second time or more is anticipated.

THE GENERAL EVALUATION GUIDELINES OF THE FACULTY CAN BE CONSULTED ON THE FOLLOWING LINK: https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Av1. Individual test	40	2	0.08	7, 8, 9, 13, 14, 15, 19, 20
Av2. Individual essays	30	0	0	
Av3. Group work	30	0	0	2, 4, 3, 6, 9, 12, 11, 10, 1, 22, 16, 17, 18, 21, 5

Bibliography

The reference handbook in the subject is:

Gálvez, A. y Tirado, F. (2012) Capitalismo y trabajo. Problemàtiques socials del món contemporani. Barcelona: Editorial UOC.

Basic references

Alcover, C. M. Martínez, D. Rodríguez, F. & Domínguez, R. (2004). *Introducción a la Psicología del Trabajo*. Madrid: McGraw-Hill.

Blanch, J. M. (2012). Trabajar y Bienestar. Barcelona: UOC.

Blanch, J. M. (Coord.) (2003). *Teoría de las Relaciones Laborales. Vol.1. Fundamentos*. Vol 2. *Desafíos.* Barcelona: Editorial UOC.

Borman, W. C. Ilgen, D. R & Klimoski, R. J. (Eds.). (2003). *Handbook of Psychology. Vol. 12: Industrial and Organizational Psychology*. New York: Wiley & Sons.

Chmiel, N. (2000). (Ed.). *Introduction to Work and Organizational Psychology. A European Perspective*. Oxford: Blackwell.

Cooper, C. L. & Locke, E. (Eds.). (2000). *Industrial and Organizational Psychology: Linking Theory and Practice.* Oxford: Blackwell.

Cooper, C. L. & Robertson, I. T. (Eds.). (2004). *International Review of Industrial and Organizational Psychology, Vol.19*. Chichester: Wiley & Sons.

Doyle, C. E. (2003). *Work and Organizational Psychology.* Hove: Psychology Press.

Garrido, A. (coord.). (2004). *Sociopsicología del Trabajo.* Barcelona: Editorial UOC.

Köhler, H. & Martín, A. (2005). *Manual de sociología del trabajo y de las relaciones laborales.* Madrid: Delta.

Martín-Quirós, M.A. y Zarco, V. (2009). *Psicología del Trabajo, de las Organizaciones y de losRecursos Humanos.* Madrid: Pirámide.

Muchinsky, P. M. (2000). *Psicología Aplicada al Trabajo: una Introducción a la Psicología Industrial y Organizacional.* Madrid: Paraninfo, 2001.

Salanova, M. (Ed.).(2009). *Psicología de la salud ocupacional.* Madrid: Síntesis.

Salanova, M. & Schaufeli, W. (2009). *El* engagement *en el trabajo.* Madrid: Alianza.

Tirado, F.; Gálvez, A. y Baleriola, E. (2017). Las organizaciones en el siglo XXI. Un enfoque psicosocial y político. Barcelona: Editorial UOC.

Tirado, F.; Baleriola, E. y Gálvez, A. (2017). Critical Management Studies. Hacia unas organizaciones más éticas y sostenibles. Barcelona: Editorial UOC.

Warr, P. (2007). *Work, Happiness and Unhappiness.* Mahwah, NJ: LEA.

Sources of specialized information

Journals

Archivos de Prevención de Riesgos Laborales

European Journal of Work and Organizational Psychology

International Journal of Organisational Behavior

Journal of Occupational Health Psychology

Journal of Organizational Behavior

Revista de Psicología del Trabajo y las Organizaciones. Journal of Work and Organizational Psychology

Institutions

European Foundation for the Improvement of Living and Working Conditions
http://www.eurofound.europa.eu/publications

International Labour Organization (ILO). *http://*www.ilo.org/global/publications

Instituto Nacional de Seguridad e Higiene en el Trabajo
<ahref="http://www.insht.es/portal/site/Insht/menuitem">http://www.insht.es/portal/site/Insht/menuitem

Ministerio de Trabajo e Inmigración: http://www.mtin.es

Ministerio de Trabajo y Asuntos Sociales http://www.mtas.es

European Agency for Safety and Health at Work**.** http://osha.europa.eu/publications

U.S. Department of Labor Office of the Assistant Secretary. Occupational Safety and Health Administration. http://www.osha.gov/

Society for Industrial and Organizational Psychology (SIOP). www.siop.org/gtp/ *Association of Work and Organizational Psychology (EAWOP).* http://www.eawop.org/web/European

Software

It is not used any kind of specific software