

Degree	Type	Year
2502443 Psychology	OB	3

## Contact

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## Teachers

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## Teaching groups languages

You can view this information at the [end](#) of this document.

## Prerequisites

There are no strict prerequisites for studying "Psychology of Organizations". However, students are recommended to have knowledge about subjects such as Social Psychology, Groups Dynamics and Work Psychology.

## 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.
- Analyse the demands and needs of people, groups and organisations in different contexts.
- Apply techniques to collect and produce information about the functioning of individuals, groups and organisations in context.
- Distinguish and relate the principles of psychosocial functioning of groups and organizations.
- Evaluate, contrast and take decision on the choice of adequate methods and instruments for each situation and evaluation context.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Prepare and write technical reports on the results of the evaluation, research or services requested.
- Recognise personal limitations and limitations of the discipline in the different areas of professional practice.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- 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.
- Use different ICTs for different purposes.
- Work in a team.

## Learning Outcomes

1. Analyse a situation and identify its points for improvement.
2. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
3. Apply models of organizational analysis such as SWOT (weaknesses, threats, strengths and opportunities).
4. Ask viable and relevant objectives or goals from the analysis of the demands of groups and organizations.
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. Describe the characteristics of the main theoretical models of the discipline.
8. Design the structure of a report or presentation of the contents depending communicate and characteristics of the recipients.
9. Identify significant issues and disciplinary knowledge relevant to the demands and needs of groups and organizations.
10. Identify situations in which a change or improvement is needed.
11. Identify the different levels of analysis and intervention (individual, group and organizational).
12. Identify the dimensions of organizational phenomena.
13. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
14. Identify the social, economic and/or environmental implications of academic and professional activities in the area of your knowledge.
15. Interpret information gathered from questionnaires and individual and group interviews consistent with the conceptual models used.
16. Plan the different steps in the diagnosis of an organization taking into account the particular case.

17. Produce diagrams, tables and conceptual maps that promote the communication of the results of evaluation, research or intervention to the actors involved.
18. Propose new experience-based methods or alternative solutions.
19. Propose projects and actions that incorporate the gender perspective.
20. Propose viable projects and actions to boost social, economic and/or environmental benefits.
21. Recognise personal limitations and limitations of the discipline in the different areas of professional practice.
22. Recognise the basic elements of an organization.
23. Select relevant concepts for the analysis of information gathered.
24. Select the appropriate techniques and instruments diagnosis in each case.
25. Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
26. Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
27. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
28. Use different ICTs for different purposes.
29. Work in a team.
30. Write reports that argue clearly and in detail the critical aspects of the evaluation, investigation or intervention process.

## 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

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
D1. Lectures	13.5	0.54	7, 12, 9, 27, 25, 26
D2. Group work	22	0.88	2, 1, 3, 6, 11, 14, 13, 10, 15, 16, 4, 18, 19, 20, 27, 25, 26, 22, 23, 5

Type: Supervised

S1. Individual Assessment	1	0.04	8, 27, 26, 23, 24
S2. Case analysis in moodle	2.5	0.1	12, 27, 26, 22, 23
Type: Autonomous			
A1. Bibliography search	14	0.56	26, 23, 24, 28
A2. Essays	18	0.72	8, 17, 27, 25, 26, 30
A3. Reading texts	22	0.88	7, 12, 26, 22
A4. Analysis of data	25	1	3, 15, 26, 21, 23
A5. Collecting data in organizations	30	1.2	11, 16, 25, 26, 24, 29

This subject includes two different types of activities: a set of lectures, linked to the content of the subject and a series of work sessions carried out in small groups and made up of by combinations of activities such as: seminars (reading and discussion of previously selected texts), workshops and presentation of lines of research, projection and discussion of audio-visual materials, etc.

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.

## Assessment

### Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
EV1. Participation	30%	0	0	1, 3, 14, 13, 10, 18, 27, 25, 26, 22, 28
EV2. Group work	40%	0	0	2, 6, 8, 17, 11, 12, 9, 15, 16, 4, 19, 20, 27, 26, 30, 23, 24, 29, 5
EV3. Test	30%	2	0.08	7, 11, 21

Assessable activities are as follows:

1. Participation (30%). It would last from the week 5 until the 13. This is an individual evidence. It is considered that the student has passed the evidence if he/she has attended to the 80% of the programmed working sessions. If this is not the case, the evidence will not be qualified. It is worth noting that this evidence will count in the 2/3 of the necessary activities to be reassessed if the student has attended in 5 of the programmed activities.

2. Group work. (40%). It would be delivered through moodle the week 12

3. A test (30%). It would be carried out at the end of the semester (second assessment period).

Students are considered to have passed the subject when the sum of their marks in the different assessable activities is greater or equal to 5.

Students are considered not assessable when they have given learning evidences with a weight lower than 4 points.

Students are considered assessable but not to have passed the subject when they do not obtain a grade of 5.

Students can be reassessed if their grade 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.

The subject offers the possibility of carrying out a single assessment:

SINGLE ASSESSMENT ACTIVITIES TABLE

Name and description of the evidence	percentages	Duration in hours (of the face-to-face act)	Realization/de
EV1. Analysis and resolution in the classroom of two cases	30%	3h.	Second evaluati
EV2. Delivery of a poster	40%		
Ev3. Test exam	30%		

## Bibliography

All the books are introductions to the topics referred in this subject. However, the reference handbook in the classes is:

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

Anderson, N., Ones, D.S. y Viswesvaran, C. (Eds.), (2001). *Handbook of Industrial, Work and Organizational Psychology* (Vols. 1 y 2). London: Sage.

Brown, S. D y Lent, R. W. (Eds.). (2005). *Career development and counseling: putting theory and research to work*. Hoboken N.J.: John Wiley and Sons.

Cooper, G. L. (Ed.). (2000). *Classics in management thought*. Cheltenham: Edward Elgar Publishing.

Denison, D. R. (1996). What is the difference between Organizational Culture and Organizational Climate? A native's point of view on a decade of paradigm wars. *Academy of Management Review*, 21(3), 619-654.

Grey, C. (2005). *A very short, fairly interesting and reasonably cheap book about studying organizations*. London: Sage.

Hatch, M. (2006). *Organization theory: modern, symbolic, and postmodern perspectives* (2da ed.). New York: Oxford University Press.

Jex, S.M. (2002). *Organizational Psychology a Scientist-Practitioner Approach* (2da ed.). New York: Wiley.

Mintzberg, H. (1993). *Structures in fives*. Englewood Cliffs: Prentice-Hall.

Peiró, J. M. (1991). *Psicología de la organización* (Vols. 1 y 2). Madrid: UNED.

Perrow, C. (1973). The short and glorious history of organizational theory. *Organizational Dynamics*, 2(1), 3-15.

Quijano de Arana, S. D. (1993). *La psicología social en las organizaciones: fundamentos*. Barcelona: PPU.

Rodríguez, A. (1992). *Psicología de las organizaciones: teoría y método*. Barcelona: PPU.

Rodríguez, A. (Coord.), (1998). *Introducción a la psicología del trabajo y de las organizaciones*. Madrid: Pirámide.

Rodríguez, A. (Coord.), (2003). *Psicología de las organizaciones*. Barcelona: Editorial UOC.

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.

#### Web links

European Association of Work and Organizational Psychology: <http://www.eawop.org/web/>

European Network of Work and Organizational Psychologists: <http://www.enop.ee/>

Society for Industrial and Organizational Psychology: <http://www.siop.org/>

## Software

It is not used any kind of special software

## Language list

Name	Group	Language	Semester	Turn
(SEM) Seminars	111	Catalan	second semester	morning-mixed
(SEM) Seminars	112	Catalan	second semester	morning-mixed
(SEM) Seminars	113	Catalan	second semester	morning-mixed
(SEM) Seminars	114	Catalan	second semester	morning-mixed
(SEM) Seminars	211	Catalan	second semester	morning-mixed
(SEM) Seminars	212	Catalan	second semester	morning-mixed

(SEM) Seminars	213	Catalan	second semester	morning-mixed
(SEM) Seminars	214	Catalan	second semester	morning-mixed
(SEM) Seminars	311	Catalan	second semester	morning-mixed
(SEM) Seminars	312	Catalan	second semester	morning-mixed
(SEM) Seminars	313	Catalan	second semester	morning-mixed
(SEM) Seminars	314	Catalan	second semester	morning-mixed
(SEM) Seminars	511	Catalan	second semester	morning-mixed
(SEM) Seminars	512	Catalan	second semester	morning-mixed
(SEM) Seminars	513	Catalan	second semester	morning-mixed
(TE) Theory	1	Catalan/Spanish	second semester	morning-mixed
(TE) Theory	5	Catalan/Spanish	second semester	morning-mixed