



Universidad  
Politécnica  
de Cartagena



Centro  
Universitario  
de la Defensa

# Organizational Psychology

**Industrial Organization Engineering Degree**

**Academic year 2016-2017**

## 1. Course details

<b>Name</b>	Organisational Psychology				
<b>Course field</b>	Ethics and Psychology in Organizations				
<b>Module</b>	Compulsory material set by the University				
<b>Code</b>	511103006				
<b>Degree Course</b>	Industrial Organization Engineering Degree				
<b>Programme</b>	2009 (Decreto 269/2009 de 31 de julio)				
<b>Faculty</b>	Centro Universitario de la Defensa en la Academia General del Aire				
<b>Type</b>	Compulsory				
<b>Duration</b>	Four-month course	<b>Semester</b>	1 <sup>st</sup>	<b>Course</b>	3 <sup>rd</sup>
<b>Language</b>	Spanish/English				
<b>ECTS</b>	4,5	<b>Hours / ECTS</b>	25	<b>Total workload (hours)</b>	112,5

## 2. Teaching Staff contact details

<b>Head of the course</b>	Dra. Ana María Ríos Martínez		
<b>Department</b>	Economics Science and Law Department		
<b>Area of expertise</b>	Business Management		
<b>Office location</b>	CUD, office nº02		
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<b>URL / WEB</b>	Aula Virtual UPCT		
<b>Office hours (for supervisions)</b>	Monday and Tuesday from 12.35h to 14.35h		
<b>Office hours location (for supervisions)</b>	CUD, office nº02		

<b>Teaching and Researching profile</b>	Phd in Business. Accredited by ANECA. Teaching and research duties from academic year 2011/2012 at University of Murcia and CUD.
<b>Teaching Experience</b>	Financial Accounting and Organizational Economics
<b>Research lines</b>	Transparency, legislative oversight, citizens participation and financial management at local and national governments.
<b>Professional experience</b>	5 years of teaching, research and management duties at the University.
<b>Other interest</b>	Innovation methodologies in teaching

### 3. Course outline

#### 3.1. General description

Organizational Psychology aims to study and analyze the psychological behavior in organizations and how they influence their performance and performance. The actual society is composed by organizations; to remain in that environment, an adequate and systematic management is required. The Organizational Psychology contributes providing training students:

- a. Theoretical and conceptual basis to analyze and understand different aspects involved in attitudes and human behaviour in organizations.
- b. Providing tools to optimize performance, satisfaction and security of people at work.

Specifically, this discipline provides a high degree of understanding how individual, group and organization behaviours and attitudes are interrelated.

#### 3.2. How the subject contributes to a professional career

The main objective in this subject is to provide students with the most relevant knowledge,- theoretical and practical-, concerning the study of human behaviour in organizations as well as fundamental contributions to social psychology applied to organizations.

This study will be approached from three levels of analysis: the employment context, the worker and management, psychosocial approach allowing a better understanding of interactions between three perspectives and their influence on organizations. The principal aim is that students will reach a specific knowledge for dynamic and complex conditions where work takes place in our society and its effects on work behaviour, attitudes and experiences of people.

Moreover, it is intended that students take an active role in the assimilation of contents, promoting reflection and critical thinking through analysis and debates including different views and interests of different actors involved in processes, labour organizations and the social, political, economic, cultural and technological where this activity takes place.

This subject complements the social behaviour view that should be taught during the students training, with a special bond in Human Resources Management contents.

#### 3.3. Related courses

This course is related to the course "Organizational Economics" of 2<sup>nd</sup> year as well as "Labour and human resources management" of 3<sup>rd</sup> year.

#### 3.4. Incompatibilities defined in the programme

There are not incompatibilities

#### 3.5. Recommendations to do the subject

There are no prerequisites for this course. However, it is recomendable to assure knowledge about "Economics and business administration".

### **3.6. Special measures**

Special measures allowing simultaneous studies of the subject with military training activities and aeronautics. Specifically, working groups will be formed / cooperative learning with their limited availability, fostering learning track by scheduling tutoring and group planning and delivery of activities through the Virtual Classroom. Special attention will be given to international students.

## 4. Competences

### 4.1. Basic curricular competences related to the subject

CB1 - That the students have demonstrated knowledge and understanding in a field of study that part of the basis of general secondary education, and is typically at a level which, although it is supported by advanced textbooks, includes some aspects that imply knowledge of the forefront of their field of study.

CB2 - That the students can apply their knowledge to their work or vocation in a professional manner and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study.

CB3 - That the students have the ability to gather and interpret relevant data (usually within their field of study) to inform judgments that include reflection on relevant social, scientific or ethical.

CB4 - That students can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

CB5 - That students have developed those skills needed to undertake further studies with a high degree of autonomy.

### 4.2. General curricular competences related to the subject

### 4.3. Specific curricular competences related to the subject

E1.3.e Knowledge of human resources management and psychology of Organisations  
E3.2 International experience through mobility programs.

### 4.4. Transversal curricular competences related to the subject

#### INSTRUMENTAL COMPETENCES

- ☒ T1.1 Analytical and summary skills
- ☒ T1.2 Organizational and planning skills
- ☒ T1.3 Oral and written communication skills in their mother tongue
- ☐ T1.4 Oral and written comprehension skills in a foreign language
- ☐ T1.5 Basic computer skills
- ☒ T1.6 Information management ability
- ☒ T1.7 Problem solving skills
- ☒ T1.8 Decision making ability

#### PERSONAL COMPETENCES

- ☒ T2.1 Critical and self-critical ability
- ☒ T2.2 Teamwork
- ☒ T2.3 Interpersonal skills
- ☒ T2.4 Ability to work in an interdisciplinary team
- ☐ T2.5 Ability to communicate with experts in other fields
- ☐ T2.6 Ability to deal with diversity and multiculturalism
- ☐ T2.7 Responsiveness to environmental issues

☒ T2.8 Ethical commitment

#### SYSTEMIC COMPETENCES

- ☒ T3.1 Ability to apply theory to practice
- ☒ T3.2 Learning ability
- ☒ T3.3 Ability to adapt to new situations
- ☒ T3.4 Creativity
- ☒ T3.5 Leadership
- ☐ T3.6 Knowledge about other cultures and customs
- ☐ T3.7 Ability to work autonomously
- ☒ T3.8 Initiative and entrepreneurship
- ☒ T3.9 Quality concern
- ☒ T3.10 Motivation for success

#### 4.5. Learning results of the course

1. Know the principles psychosocial functioning of groups and organizations.
2. Understand procedures to promote the quality of life in individuals, groups and organizations in the contexts of work and organizations.
3. Distinguish and review the main theories related to the organization and the incidence of psychology.
4. Describe and measure the interaction processes, and organizational dynamics and inter organizational structure.
5. Identify and resolve organizational and inter-organizational conflicts.

## 5. Contents

### 5.1. Contents according to the Degree programme

The subject contents are:

Organizational Psychology Concept. Organizational environment. Organizations' structure. Culture and organizational climate. Organizational Processes. Negotiation processes. Communication and leadership in organizations. Organizational Effectiveness. Psychologist role in organizations.

### 5.2. Lectures programme

#### **Unit 1. Psychology in Organizations. General framework.**

1. Psychology in Organizations.
2. Organizational structure.
3. Organizational work climate.
4. Conciliation and competitiveness.

#### **Unit 2. Psychological dimensions in organizations.**

5. Communication in organizations.
6. Power, authority and hierarchy in organizations.
7. Influence processes in groups.
8. Persuasion and attitudes' change.
9. Influence tactics.

#### **Unit 3. Decisions and conflict management.**

10. Group thinking.
11. Decisions' take in organizations.
12. Conflict in organizations.
13. Coaching.
14. Emotion in organizations.
15. Job motivation and satisfaction.
16. Stress and job health.

### 5.3. Classes/Seminars/practices/tutorials programmed

Practical cases / exercises / works will be developed at the end of each chapter in order to familiarize the students with the practical application with the subject and real life. The learning objectives are:

- Encourage not only the critical but also the self-critical position.
- Teamwork.
- Encourage the implementation of theoretical knowledge.
- Apply theoretical knowledge.



- Prepare reports, detailing practical objectives, analyzing and justifying the reached results and conclusions.
- Train the students to handle specifications, regulations and mandatory standards.
- Encourage public presentations and works.

## 5.5. Detailed learning objectives by learning units.

### Learning Unit 1 Psychology in organizations. General framework.

The objective of this learning unit is to analyze and study the psychological variables that affect performance and performance in organizations. It focuses on the management structure and the environment, informal versus formal structure and organizational dimension against the individual and personal.

### Learning Unit 2. Psychological dimensions in organizations.

The objective of this learning unit is to analyze, study and implement the different psychological to detect and intervene in specific behaviors in organizations tools.

### Learning Unit 3. Decisions and conflict management

Once we have the structure and tools in this unit is the focus work on conflict management and how they affect decisions.

## 6. Teaching methodology

### 6.1. Learning activities

Activity	Lecturer role	Student role	Hours
<b>Lectures</b>	Explanation of the subject and following the students' acquisition and application	<u>Attendance</u> : attendance to classes and participation	<b>26,5</b>
		<u>Non-attendance</u> : Study of the subject.	<b>40</b>
<b>Problem and Cases Classes</b>	Solving problems and analysis of case studies led by Professor.	<u>Attendance</u> : Active participation. Exercises and question approaching.	<b>13</b>
		<u>Non-attendance</u> : Study of the subject. Solving problems and analysis of case studies led by Professor.	<b>19,5</b>
<b>Seminars and other cooperative learning activities</b>	Cooperative learning activities in which students work in groups to solve a set of problems, answer questions and clarify concepts	<u>Attendance</u> : Posing problems to class or to groups. Explanation of the method of resolution to peers. Discussion of doubts and sharing the work done.	<b>3</b>
		<u>Non-attendance</u> : Individual and group works.	<b>5</b>
<b>Supervisions and group tutorials</b>	Supervisions and Tutorials (individual or group) in order to track individual	Tutorials in group (10 students) in order to solve problems. Individual tutorials to queries.	<b>4,5</b>

	and / or group learning. Solving problems in groups and learning motivation.	<u>Non-attendance</u> : Queries sent by e-mail.	
<b>Course assessment</b>	Solving written test/ exams sessions -- partial and final--	<u>Attendance</u> : Questionnaires and written exam.	<b>1</b>
<b>TOTAL</b>			<b>112,5</b>

## 7. Assessment

### 7.1. Assessment system

Methods	Criteria	Weighting	Learning results (4.5) evaluated
<b>Individual written exam</b> <sup>(1)(3)</sup>	Theoretical and Theoretical- practical knowledge will be evaluated	80 % (Final qualification)	1 to 5
<b>Homework, Class participation, presentations</b> <sup>(2)(3)</sup>	Evaluates class participation, contribution to topics discussion, teamwork, work exposure, innovation, and critical evaluation.	20 % (Final qualification)	1 to 5
<p>(1) A minimum of 50% of the exam is required in order to compute the rest of the work: presentations, class participation and other. Moreover, it is necessary to obtain at least 40% in each of the two parts that make that exam. Conditions for the written test will be specified in the previous notice of the examination</p> <p>(2) The proposal, monitoring and delivering of case studies will be conducted through the Virtual Classroom. All activities are mandatory and must be delivered before the deadline.</p> <p>(3) The irregular actions that can lead to significant variation in the rating of one or more students, shall constitute a fraudulent conduct an assessment act and behave a rating qualitative as fail and numerical 0 in the corresponding call to the students involved regardless of the disciplinary process that could instruct.</p>			

### 7.2. Learning process monitoring

Students' competences acquisition will be carried out through questions raised by students, supervisions, group presentations assessment, portfolio tasks assessment and exams.

## 8. References

### 8.1. Basic references

Alcover, C. M<sup>a</sup>, Martínez, D., Rodríguez, F. y Domínguez, R. (2004). Introducción a la Psicología del Trabajo. McGraw-Hill.

Muchinsky, P.M. (2001). Psicología aplicada al trabajo. Paraninfo.

Peiró, J. M. (2009). Introducción a la Psicología del Trabajo. Madrid: Udimas.

Peiró, J.M. y Prieto, F. (1996). Tratado de Psicología del Trabajo (2 vols.). Madrid: Síntesis.

Osca Segovia, A. (2004). "sicología de las Organizaciones. Madrid: Sanz y Torres.

### 8.2. Complementary references

Gil, F. y Alcover De La Hera, C.M. (2005). Introducción a la psicología de las Organizaciones. Madrid: Alianza Editorial.

Zarco, V., Rodríguez Fernández, A., Martín-Quirós, M. A. y Díaz Bretones, F. (2008). Psicología de los Grupos y de las Organizaciones. Pirámide.

Furnham, A. (2001). Psicología organizacional. El comportamiento del individuo en las organizaciones. México: Oxford University Press.

Palací, F.J. (2005). Psicología de las organizaciones. Madrid: Pearson, Prentice Hall.

Greenberg, J. y Baron, R. A. (2008). Behavior in Organizations: Understanding and Managing the Human Side of Work (9<sup>a</sup> ed.). Pearson Education.

Anderson, N., Ones, D. S., Sinangil, H. K. y Viswesvaran, C. (2001). Handbook of Industrial, Work & Organizational Psychology. Vol. 1: Personnel Psychology; Vol. 2: Organizational Psychology. Sage.

Goleman, D. (1995). Inteligencia emocional.

### 8.3. On-line resources and others

Virtual Classroom (Moodle)