



**Universidad
Politécnica
de Cartagena**



**Centro
Universitario
de la Defensa**

General Air Force Academy

Organizational Psychology

Industrial Organization Engineering Degree

Academic year 2017-2018

1. Course details

Name	Organisational Psychology				
Subject area	Organisation				
Module	Ethics and Psychology in Organizations				
Code	511103006				
Degree programme	Grado en Ingeniería de Organización Industrial				
Curriculum	2009 (Decreto 269/2009 de 31 de julio)				
Centre	Centro Universitario de la Defensa en la Academia General del Aire				
Type	Compulsory				
Length of subject	Four month course	Semester	1st	Course	3rd
Language	Spanish/English				
ECTS	4,5	Hours / ECTS	25	Total workload (hours)	112,5

2. Lecturer data

Lecturer in charge	César Nebot Monferrer		
Department	Department of Economic and Legal Sciences		
Knowledge Area	Business Management		
Office location	Office nº37		
Telephone	968189943	Fax	
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URL / WEB	Aula Virtual UPCT		
Office hours	Monday 12:40 - 13:45; Wednesday 12:40 – 13:45		
Location	Office nº37		
Qualification/Degree	Master in Economics Science UPF		
Academic rank at UPCT	Full time lecturer CUD		
Year of admission in UPCT	2013		
Number of five-year periods (quinquenios) if applicable			

Research lines (if applicable)	Negotiation, experimental economics and econometric evaluation.
Number of six-year periods (sexenios) if applicable	
Professional experience (if applicable)	
Other topics of interest	

3. Subject description

3.1. General description

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.

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. Relationship with other subjects in the programme

This subject is essential to understand the contents in the subsequent optional subject "Applied Psychology" in the fourth year.

3.4. Incompatibilities defined in the programme

There are no incompatibilities.

3.5. Recommendations to do the subject

There are no prerequisites for this course.

3.6. Special provisions

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.

4. Competences

4.1. Basic curricular competences related to the subject

CB3- It provides the students to have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant social, scientific or ethical issues.

4.2. General curricular competences related to the subject

CG1- To organize and manage companies and institutions evaluating aspects of organizational behavior and resource management.

4.3. General aims/ Degree specific competences

CE26. To explain how psychology of organizations works.

4.4. Transversal curricular competences related to the subject

CT6. To provide ethical and sustainability criteria in decision-making

4.5. Subject learning outcomes

- 1 Provide the necessary knowledge to let students know organizations from the psychological point of view, as well as the implementation of theoretical knowledge.

- 2 Know the principles of groups and organizations psychosocial functioning,
- 3 Develop skills to influence and promote individuals, groups, and organizations quality life, in contexts of work and organizations,
- 4 Describe and measure interaction processes, dynamics and organizational structure identifying problems and organizational needs.

5. Contents

5.1. Curricular contents related to the subject

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. Theory syllabus (teaching modules and units)

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. Practice syllabus (name and description of every practical)

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.

Risk prevention

Promoting the continuous improvement of working and study conditions of the entire university community is one the basic principles and goals of the Universidad Politécnica de Cartagena.

Such commitment to prevention and the responsibilities arising from it concern all realms of the university: governing bodies, management team, teaching and research staff, administrative and service staff and students.

The UPCT Service of Occupational Hazards (*Servicio de Prevención de Riesgos Laborales de la UPCT*) has published a "Risk Prevention Manual for new students" (*Manual de acogida al estudiante en materia de prevención de riesgos*), which may be downloaded from the e-learning platform ("Aula Virtual"), with instructions and recommendations on how to act properly, from the point of view of prevention (safety, ergonomics, etc.), when developing any type of activity at the University. You will also find recommendations on how to proceed in an emergency or if an incident occurs.

Particularly when carrying out training practices in laboratories, workshops or field work, you must follow all your teacher's instructions, because he/she is the person responsible for your safety and health during practice performance. Feel free to ask any questions you may have and do not put your safety or that of your classmates at risk.

5.4. Theory syllabus in english (teaching modules and units)

5.5. Detailed description of learning goals for every teaching module

Unit 1. Psychology in organizations. General framework.

The objective of this didactic unit is to analyze and study the psychological variables that affect worker performance and organization performance. It focuses on the management of the structure as well as the environment, the informal structure versus the formal structure and the organizational dimension versus the individual and personal.

Unit 2. Psychological dimensions in organizations.

The objective of this didactic unit is to analyze study and put into practice the different psychological tools to detect and intervene in specific behaviors in organizations.

Unit 3. Decisions and conflict management

Once the structure and the tools are analyzed, this unit is about focusing work on conflict management and how they affect decisions.

6. Teaching method

6.1. Teaching method			
Teaching activity	Teaching techniques	Student workload	Hours
Lectures	Explanation of the subject and following the students' acquisition and application	<u>Attendance</u> : attendance to classes and participation	26.5
Problem and Cases Classes	Solving problems and analysis of case studies led by Professor.	<u>Attendance</u> : Active participation. Exercises and question approaching.	13
Supervisions and group tutorials	Supervisions and Tutorials (individual or group) in order to track individual and / or group learning. Solving problems in groups and learning motivation.	Tutorials in group (10 students) in order to solve problems. Individual tutorials to queries.	2.25
		<u>Non-attendance</u> : Queries sent by e-mail.	2.25
Works / Reports in group	Cooperative work activities will be carried out. Students work in groups to solve a set of problems, solve doubts and clarify concepts.	<u>Attendance</u> : Practical cases. Explanation of the method of resolution in groups. Discussion of doubts and the sharing of work related	3
		<u>Non-attendance</u> : Preparing works and reports .	5
Individual Works / Reports	Motivation and orientation of works and practices through the development of cooperative learning techniques. Student orientation.	<u>No presencial</u> : Performing individual and group work. Study and preparation.	59,5
Course assessment	Solving written test/ exams sessions -- partial and final--	<u>Attendance</u> : Questionnaires and written exam.	1
TOTAL			112,5

6.2. Learning outcomes (4.5) / teaching activities (6.1)

Learning outcomes (4.5)				
Teaching activities (6.1)	1	2	3	4
Lectures	x			x
Problem and Cases Classes		x	x	
Supervisions and group tutorials	x	x		x
Works / Reports in group	x	x	x	
Individual Works / Reports	x		x	
Course assessment	x	x	x	x

7. Assessment method

Assesment activity	Type		Assessment methods and criteria	Percentage (%)	Assessed learning outcomes (4.5)
	Summative	Formative			
Individual written exam (80% final qualification)	x		Theoretical- Practical part Theoretical and Theoretical-practical knowledge will be evaluated	80 %	1 to 5
Homework, Class participation, presentations.	x	x	Evaluates class participation, contribution to topics discussion, teamwork, work exposure, innovation, and critical evaluation.	20 %	1 to 5
<ol style="list-style-type: none"> To pass the subject, the "individual written test" must be passed with 50% of the total value of the course. The specifications of the written test (percentage of exact value of each part, etc.) will be made public in the examination examination of the subject. The proposal, monitoring and delivery of the practical cases will be done through the Virtual Classroom. All proposed works and / or case studies are mandatory, due before the deadline. The amount of work delivered will be assessed as well as the attitude of the students. Irregular actions that may lead to a significant variation of the qualification of students involved will constitute a fraudulent accomplishment of an evaluation act and will carry a Qualitative rating of Suspense and numerical of 0 in the corresponding call to the students involved, independently of the disciplinary process that could be instructed. 					

7.2. Learning process monitoring

The monitoring of learning will be carried out through some of the following mechanisms:

- examination, related to the level of knowledge assimilated by the student of the set of subjects related to the program, as well as the expositions of the practical assumptions by the students.
- Questions in class.

- Participation in the analysis of news of interest debated in class.
- Level of involvement in teamwork.
- Exposition and argumentation of group and individual works.
- Ability to critique / argument in forums / debates.
- Supervision during the sessions of work in face-to-face team and revision of the problems proposed to be carried out in team.
- Individual / group tutorials.

8. Bibliography and resources

8.1. Basic bibliography

Alcover, C. M^a, Martínez, D., Rodríguez, F. y Domínguez, R.” Introducción a la Psicología del Trabajo “. McGraw-Hill, 2004

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

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

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

Osca Segovia, A.: “Psicología de las Organizaciones”, Ed. Sanz y Torres, Madrid, 2004.

8.2. Supplementary bibliography

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. “Psicología de los Grupos y de las Organizaciones”. Pirámide, 2008.

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

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

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

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

Goleman, D.: “Inteligencia emocional”, 1995.

8.3. On-line resources and others

In AULA VIRTUAL (Moodle)