



## Information about the subject

**Degree:** Bachelor of Science Degree in Psychology

**Faculty:** Faculty of Psychology

**Code:** 292011 **Name:** Management of the Work Climate in Organisations

**Credits:** 6,00 **ECTS Year:** 3 **Semester:**

**Module:** OPTIONAL ITINERARY 3: PSYCHOLOGY OF WORK, ORGANISATIONS AND HUMAN

RESOURCES

**Subject Matter:** PSYCHOLOGY OF WORK, ORGANIZATIONS AND RESOURCES **Type:** Elective

**Department:** -

**Type of learning:** Classroom-based learning / Online

**Languages in which it is taught:** Spanish

**Lecturer/-s:**

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## Module organization

### OPTIONAL ITINERARY 3: PSYCHOLOGY OF WORK, ORGANISATIONS AND

#### HUMAN RESOURCES

Subject Matter	ECTS	Subject	ECTS	Year/semester
PSYCHOLOGY OF WORK, ORGANIZATIONS AND RESOURCES	84,00	Anthropology of the Person and Health	6,00	This elective is not offered in the academic year 23/24
		Basic Social and Emotional Skills for Professional Practice of Psychology	6,00	This elective is not offered in the academic year 23/24
		-Cooperative Work in Interdisciplinary Teams	6,00	This elective is not offered in the academic year 23/24
		History and Philosophy of the Family	6,00	This elective is not offered in the academic year 23/24
		-Intervention Techniques in Human Resources	6,00	This elective is not offered in the academic year 23/24
		Interview and Psychological Counselling	6,00	This elective is not offered in the academic year 23/24
		Management of the Work Climate in Organisations	6,00	
		Mediation and Intervention in Family Businesses	6,00	This elective is not offered in the academic year 23/24



PSYCHOLOGY  
OF WORK,  
ORGANIZATIONS  
AND  
RESOURCES

-Negotiation and Conflict  
Resolution

6,00

-Psychology of Religion

6,00

This elective is not  
offered in the  
academic year  
23/24

Psychology, and  
Information and  
Communication  
Technologies (ITC)

6,00

This elective is not  
offered in the  
academic year  
23/24

-Qualitative Research  
Methodology

6,00

This elective is not  
offered in the  
academic year  
23/24

Scientific English II

6,00

This elective is not  
offered in the  
academic year  
23/24

## Recommended knowledge

Prior knowledge is not required.

## Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 Knowing the concepts, theories and main models of Psychology in the area of work, organizations and human resources.
- R2 Being able to design psychological intervention plans adequate to the different contexts of Occupational Psychology, including organizations and human resources.



## Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

SPECIFIC		Weighting			
		1	2	3	4
CE7	Analyzing and assessing interaction processes, group dynamics and group and inter-group structures.				X
CE9	Analyzing and assessing interaction processes, organizational and inter-organizational dynamics and structure.			X	
CE32	To know the psycho-social principles of group operation and of organisations.				X
CE34	To know different evaluation methods, psychological diagnoses and treatments in different applied domains of Psychology.		X		
CE37	To know the different specialities of application of Psychology and to have the knowledge necessary to promote quality of life in individuals, groups, communities and organisations in different contexts.			X	
TRANSVERSAL		Weighting			
		1	2	3	4
CT1	Capacity to analyze and synthesize.				X
CT2	Capacity to organize and plan.		X		
CT9	Capacity to work in team.				X
CT12	Interpersonal skills.			X	



## Assessment system for the acquisition of competencies and grading system

### In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
	60,00%	Oral and/or written tests employed in initial, training and/or summative student assessment.
	20,00%	Presentation of practical activities.
	20,00%	Group assignments.

### Observations

### Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
	70,00%	Final evaluation consisting of essay questions and hypothetical scenarios.
	30,00%	Attendance and participation in synchronic communication activities.

### Observations

## Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 Teacher presentation of contents, competency analysis, explanation and demonstration of capacities, abilities and knowledge in the classroom (presential modality).



- M2 Teacher-supervised groupwork sessions: case studies, diagnostic tests, problems, fieldwork, IT room, visits, data searches, libraries, web, Internet, etc. Building knowledge significantly through interaction and student activities (presential modality).
- M3 Supervised monographic sessions with shared participation.
- M4 Application of interdisciplinary knowledge.
- M6 Personalized attention in small groups. Training and/or orientation period by a teacher aimed at revising and discussing the materials and topics presented in the lessons, seminars, lectures, assignments, etc.
- M7 Set of oral and/or written tests employed in initial, training or summative assessment of the student.
- M8 Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and/or tutoring sessions in small groups. Tasks done on the platform or other virtual spaces.
- M9 Students' independent study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and /or small-group tutoring sessions. Tasks on the platform or other virtual spaces.
- M11 Teacher presentation of contents, competencies analysis, explanation and demonstration of capacities, abilities and knowledge on the virtual classroom.
- M12 Group work sessions via chat moderated by the teacher. Case studies –both real and fictional– aimed at building knowledge through interaction and students' activities. Critical analysis of values and social commitment.
- M13 Monographic sessions throughout the course, focused on current aspects and applications of the subject.
- M14 Set of oral and/or written tests employed in initial, training or summative assessment of the student.
- M15 Student's individual study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or turned in in electronic format.



- M16 Individualized attention for the monitoring and orientation in the learning process, performed by a tutor in order to revise and discuss the materials and topics, seminars, readings and assignments, etc.
- M17 Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or handed in.
- M18 Participation and contributions to discussion forums related to the subject and moderated by the module's teacher.
- M19 Problem resolution, comments, reports to be handed in according to the deadlines throughout the course.



## IN-CLASS LEARNING

### IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
<b>ON-CAMPUS CLASS</b> Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge. M1, M2	R1, R2	35,00	1,40
<b>PRACTICAL CLASSES</b> Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity. M2, M6, M8	R1, R2	20,00	0,80
<b>GROUP WORK EXHIBITION</b> Application of multidisciplinary knowledge. M7, M8	R1, R2	5,00	0,20
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>





## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
<b>GROUP WORK</b> Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform M2	R1, R2	70,00	2,80
<b>INDEPENDENT WORK</b> Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform. M9	R1, R2	20,00	0,80
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>

## ON-LINE LEARNING

### SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Virtual session (distance learning) M11, M12	R1, R2	35,00	1,40
Virtual practical session (distance learning) M12, M17, M19	R1, R2	25,00	1,00
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>



## ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work activities (distance learning) M19	R1, R2	20,00	0,80
Teamwork (distance learning) M12	R1, R2	70,00	2,80
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>

## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
UNIT 1	History, conceptualization, and types of climate.
UNIT 2: Antecedents of positive organizational climate	Perceptions of justice, psychological safety, leadership styles, role clarity vs. role ambiguity.
UNIT 3: Consequences of positive organizational climate	Job satisfaction, job motivation, organizational identification, organizational commitment, organizational citizenship behaviors, performance.
UNIT 4: Assessment instruments	Tests and questionnaires.



## Temporary organization of learning:

Block of content	Number of sessions	Hours
UNIT 1	5,00	10,00
UNIT 2: Antecedents of positive organizational climate	10,00	20,00
UNIT 3: Consequences of positive organizational climate	10,00	20,00
UNIT 4: Assessment instruments	5,00	10,00



## References

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- Eskandari, A., & Ghanbari, S. (2014). Organizational climate, job motivation and organizational citizenship behavior. *International Journal of Management Perspective*.
- Frazier, M. L., Fainshmidt, S., Klinger, R. L., Pezeshkan, A., & Vacheva, V. (2017). Psychological safety: A meta-analytic review and extension. *Personnel Psychology*, 70(1), 113-165.
- Glisson, C. (2015). The role of organizational culture and climate in innovation and effectiveness. *Human Service Organizations: Management, Leadership & Governance*, 39(4), 245-250.
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- Schneider, B., Ehrhart, M. G., & Macey, W. H. (2013). Organizational climate and culture. *Annual review of psychology*, 64, 361-388.



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## Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

**Situation 1: Teaching without limited capacity** (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

**Situation 2: Teaching with limited capacity** (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

### 1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

☒ Microsoft Teams

☐ Kaltura



## **Situation 3: Confinement due to a new State of Alarm.**

In this case, the following changes are made:

### **1. Educational Activities of Onsite Work:**

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

☒

Microsoft Teams

☐

Kaltura

Explanation about the practical sessions:



## 2. System for Assessing the Acquisition of the competences and Assessment System

### ONSITE WORK

#### Regarding the Assessment Tools:

☒

The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

☐

The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

#### Comments to the Assessment System:





## ONLINE WORK

### Regarding the Assessment Tools:

☒ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

### Comments to the Assessment System: