

## ORGANIZATIONAL PSYCHOLOGY – Code 800168

Academic Year 2016-17

### COURSE INFORMATION

**Undergraduate Studies:** 0812 – Degree in Psychology (Studies Plan 2009-10)

**Type:** Compulsory

**ECTS:** 6.0

**Module:** Basic psychological training

**Area:** Life-span and educational psychology

**Year:** Third

**Semester:** 1 y 2

### INSTRUCTOR INFORMATION

**Name:** Alfredo Rodríguez Muñoz, PhD

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**Office number:** 2310-C. Box 285.

**Office hours:** Monday and Wednesday 11.00 – 13.00

### SYNOPSIS

#### COMPETENCIES

##### General competencies

GC5: Know and understand the main psychosocial principles of the functioning of groups and organizations.

GC8: Identify recipients' needs and demands in the different areas of application and establish goals for psychological action.

GC10: Promote health and quality of life in individuals, groups, communities and organizations in different contexts: educational, clinical, workplace and organizations, and community, via professional practice methods.

GC11: Select and manage specific psychology techniques and instruments.

GC12: Define objectives, prepare plans and intervention techniques on the basis of recipients' needs and demands.

GC13: Appropriately and accurately transmit evaluation results to recipients.

GC14: Prepare oral and written psychological reports in different areas of activity.

GC15: Know and comply with the requirements of professional ethics in psychology.

##### Transversal competencies

TC1: Analysis and synthesis.

TC2: Preparation and defence of properly reasoned arguments.

##### Specific competencies

SC1: Identify needs and demands of the recipients of work performed by the psychologist in the different areas of application.

SC2: Be able to establish goals of basic psychological action in different contexts, proposing and negotiating goals with recipients and interested parties.

SC16: Know how to plan evaluations of programmes and interventions.

SC7: Know how to describe and measure processes of interaction, group dynamics and group and inter-group structure.

SC8: Be able to identify group and inter-group problems and needs.

SC9: Know how to describe and measure processes of organizational and inter-organizational interaction, dynamics and structure.

SC10: Know how to analyse the context in which individual behaviours and group and organizational processes take place.

## **TEACHING ACTIVITIES**

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Class meetings will consist of a professor presentation as well as discussions from student-generated questions on the second day. Readings will be divided among students, who will be required to do a brief overview to begin our discussions. The purpose of these questions is to guide and stimulate our class discussion of the material. Questions might concern conceptual/theoretical or methodological issues, as well as issues concerning the application of research findings to organizations. An ethical issue would also be relevant. We will also dedicate time to other activities (e.g., case studies, group exercises, role-playing, presentation of articles, etc.).

There will be a research project involving the collection of data to test a hypothesis. Each group will develop a hypothesis involving at least 3 variables, choose measures for each variable, and collect survey data. You can also choose an intervention study. Both a written report in journal article format and brief presentation are required. The paper should be a brief research report in APA format, including an introduction, method, results and discussion, plus references and tables/figures. This paper can be also a replication of a published research.

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## **BRIEF DESCRIPTION:**

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This course is designed to provide an overview of Organizational Psychology (OP) resulting in enhanced understanding of the nature of human beings in a society increasingly articulated in organizations. To explain the many organizational behaviors (e.g., performance, turnover, absenteeism) we will focus on different levels of analysis (e.g., individual, group, organizational and extra-organizational) and organizational processes (e.g., evaluation, intervention, communication motivation and satisfaction).

## **PRE-REQUISITES**

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None

## **OBJECTIVES**

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There are three major objectives of this course. The first objective is to provide the student a broad knowledge on OP. The second objective is to give experience in presenting and discussing material related to OP. The third objective is to allow students to begin developing their skills at critical analysis and integration of material.

## **TOPICS**

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- TOPIC 1. Introduction to Organizational Psychology.
- TOPIC 2. New technologies in organizations.
- TOPIC 3. Socialization.
- TOPIC 4. Employee motivation.
- TOPIC 5. Leadership.
- TOPIC 6. Work stress and occupational health psychology.
- TOPIC 7. Organizational life quality.
- TOPIC 8. Productive and counterproductive behaviours at work.
- TOPIC 9. Interventions.
- TOPIC 10. Positive Organizational Psychology.

## ASSESSMENT

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**Exams:** There will be two exams (midterm and final), each worth 5 points (10 points total, 60% of total grade). The dates of the examinations, and the material covered by each examination, will be posted on the online campus. The exams will consist of multiple choice items, taken from the text, readings, in-class exercises, lecture and discussions.

**Project and in-class activities**

The final research project will be worth 25% of the grade, whereas in-class activities and discussions will be worth 15%.

**THE FINAL GRADE FOR THE COURSE** is summarized below:

ACTIVITIES	WEIGHTING CRITERIA
EXAMS	60%
PRACTICAL ACTIVITIES AND PARTICIPATION IN CLASS DISCUSSIONS	15%
FINAL PROJECT	25%
<b>TOTAL</b>	<b>100%</b>

## RESOURCES

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**- Required text:**

Jex, S. V., & Britt, T. W. (2008). *Organizational Psychology: A Scientist-Practitioner Approach*. New Jersey: John Wiley & Sons.

- Additional material: Additional readings may be assigned according to schedule, and as time permits. This material will be uploaded on the UCM campus online.

Note that activities in each session may vary depending on the development of the course, taking into account that students need a minimum of time to prepare reports, presentations, etc. Students will be informed weekly of the planned activities, including any possible variation.