



COURSE DATA

DATA SUBJECT

Code: 33328
Name: Social psychology of development and organisational change
Cycle: Undergraduate Studies
ECTS Credits: 4.5
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
1319 - Degree in Psychology	Facultat de Psicologia i Logopèdia	4	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1319 - Degree in Psychology	Social psychology of development and organisational change	ELECTIVES

COORDINATION

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SUMMARY

Nowadays, change processes in organizations are great complexity because multiple and continuous adjust, change types and factors involved is its specification.

Different approaches are use to analyze the change at the organization: redesign, organizational development and transformation. In this subject we will focus on the Organizational Development (OD). It has been defined by French and Bell (1995) as "a long- term effort led and supported by top management, to improve an organization's visioning, empowerment, learning, and problem-solving processes, through an ongoing, collaborative management of organizational culture-with special emphasis on the consultant-facilitator role and the theory and technology of applied behavioral science, including participant action research".

Moreover, from the Organizational Development (OD) the change is developed from planning and participation of organizational members. In this sense, workers are seen as promoters and implementers of continuous change. This perspective focuses on organizational improvement through the improving the effectiveness of the person, equipment and human social processes of the organization.

This subject is theoretical and practical so it focuses the analysis, evaluation and design of intervention programs in the company from the perspective of organizational development. Thus, also with attention to the main characteristics of organizational consulting work (eg, process consultation, survey feedback, team design, ...).



PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

COMPETENCES / LEARNING OUTCOMES

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Be able to identify differences, problems and needs.

Be able to identify group and intergroup problems and needs.

Be able to plan the assessment of programmes and interventions.

Be able to prepare oral and written reports.

Know and comply with professional ethics of Psychology.

Know how to analyse and interpret the results of assessment.

Know how to describe and measure interaction processes, group dynamics and group and intergroup structures.

Know the main theoretical approaches to organisational change.

Know the personal, group and context factors that influence the management of organisational change.

DESCRIPTION OF CONTENTS

1. CONTEXTUALIZING FRAMEWORK OF CHANGE IN THE CURRENT ORGANIZATIONAL CONTEXT.

The concept of change.

Consultation and intervention in organizations.

Resistance to change.



2. THE FIELD OF ORGANIZATIONAL DEVELOPMENT.

Historical Perspective.
Fundamentals and theoretical models.

3. MANAGEMENT OF ORGANIZATIONAL DEVELOPMENT PROCESS.

Diagnostic methods of change.
Change management.

4. ORGANIZATIONAL DEVELOPMENT INTERVENTIONS.

Level of analysis.
Techniques for intervention.

5. PROFESSIONAL PROFILE WITHIN THE ORGANIZATIONAL DEVELOPMENT.

Competences of the OD practitioner.
Ethical issues in OD interventions.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	45,00
Total hours	45,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	17,00
Independent study and work	0,00
Preparation of lessons	15,00
Preparation for assessment activities	18,00
Resolution of case studies	17,50
Total hours	67,50

TEACHING METHODOLOGY

Active and participative methodology based on learning objectives and skills development in students. They combine



theoretical and practical sessions in which they develop the following activities:

1. Classroom- oral presentations: there will be two types of classes. On one hand, sessions to provide the student the opportunity to discuss all aspects related to the specific topic. On the other hand, classes in which the student will present the work done on specific topic. In any case, the teacher provides those resources that are most suitable for further preparation of the subject in depth.
2. Study and preparation of assignments for class. The student's preparation for class is fundamentally learning discipline. Given the philosophy underlying this subject, the knowledge, abilities and skills to be acquired should be achieved through an interactive approach and a joint collaboration between teacher and student.
3. The individual tutorials to resolve doubts, review questions, provide specific and additional information.

EVALUATION

The student assessment includes different strategies (exam, portfolios, oral presentations and other activities in the classroom) both in the first and second call.

AS1.- *Assessment of theoretical and practical contents will be through oral, written or skill performance tests.* Examination on the contents of the subject. The value of the exam represents 50% of the final grade of the course.

AS2.- *Oral or written presentation of reports, individual or group work, clinical cases, problem solving and management of diagnostic tests.* The quality of the practical work and their oral presentations. Students must solve a practical case. Two relevant aspects will be taken into account: on the one hand, punctuality in the delivery of the work (the grade will be reduced by 5% for each day after the due date), and on the other hand, the length of the work will be determined by the professor (it can subtract up to 10% of the grade). A PowerPoint presentation will be made in class. The value of these practices represents 40% of the final grade of the course. In case of not making the oral presentation, the grade will be subtracted 10%. This section is recoverable in the second assessment period.

AS3.- *Active participation in class activities, seminars and workshops and motivation for the quality of learning outcomes.* Development of proposed activities and/or reflection questions and its presentation. The value of these activities represents 10% of the final grade of the course. This section is not recoverable in second call. The grade obtained in this section will be maintained for the second assessment period.

Minimum requirements:

To pass this course, both in first and second assessment period, students have to achieve at least:

- 2 points out of 5 in SE1.
- 2 points out of 4 in SE2.
- 5 points out of 10 in the final grade.



WARNING

All assignments submitted by students will be scanned for plagiarism with the anti-plagiarism software URKUND. As consequence of evident plagiarism, the copying of other people's works, of any assignment part of the student assessment, students will automatically face failing the course and academic disciplinary procedures (suspension or probation).

Please take into consideration that, according to article 13. d) of the University Student Statute (RD 1791/2010, of 30 December), it is the student's duty to refrain from using or cooperating in fraudulent procedures in student examinations, assignments or in official academic documents.

In the case of fraudulent practices, students will proceed as determined by the Protocol of action in the case of fraudulent practices at the University of Valencia (ACGUV 123/2020):
<https://www.uv.es/sgeneral/Protocols/C83sp.pdf>

During tutoring hours, the lecturer may request individual or group interviews to verify the degree of participation and achievement of the objectives set for any student assignment. Failure to accept this verification means failing the assignment or activity in question.

GRADING

The course assessment and the impugnation of the final grade are subject to the provisions of the Regulation of Assessment and Grading of the University of Valencia for Bachelor's and Master's degrees (ACGUV 108/2017 of 30 May 2017): http://www.uv.es/graus/normatives/2017_108_Reglament_avaluacio_qualificacio.pdf

The grade Outstanding With Honors (MH) will be based on the regulations of the University of Valencia, which consider the number of MH per group. It will only be awarded when the grade is 9,5 points or higher and and if there are people tied, will consist of an optional assignment proposed by the teacher.

If student uses an extraordinary opportunity, it will be necessary an exam with questions related to the theoretical and practice contents of the subject (0-10 points).

REFERENCES

Basic References:

French, L. y Bell, C.H. (1996). *Desarrollo organizacional. Aportaciones de las Ciencias de la Conducta para el mejoramiento de la organización*. México. Prentice Hall, Hispanoamericana, 5ª edición

Cummings, T. G., & Worley, C. G. (2014). *Organization development and change*. Cengage learning.

Guízar, R. (2013). *Desarrollo Organizacional. Principios y aplicaciones* (Cuarta edición). Mexico. McGraw Hill.



Muñoz, A. (2003). Cambio y desarrollo en las organizaciones. En Gil-Rodríguez, F. y Alcover, C. (coord.) *Introducción a la Psicología de las Organizaciones* (pp. 259-282). Colección Psicología y Educación. Alianza Editorial.

Gil, F., Alcover, C. y Barrasa, A. (2003). Intervención en las organizaciones. En Gil-Rodríguez, F. y Alcover, C. (coord.) *Introducción a la Psicología de las Organizaciones* (pp. 501-531). Colección Psicología y Educación. Alianza Editorial.

Supplementary References:

Peiró, J. M. y Martínez, V. (2008). Organizational Development and Change. En N. Chmiel (Ed.), *An Introduction to Work and Organizational Psychology. A European Perspective*, pp. 351-376. Blackwell Publishing Ltd.

Reinoso-Lastra, J. F., Vera-Calderón, J. A., & Ramírez-Ramírez, E. A. (2023). *Gestión de la cultura y el cambio organizacional*. Sello Editorial Universidad del Tolima.