

**COURSE DATA****DATA SUBJECT****Code:** 33571**Name:** Organisational behaviour**Cycle:** Undergraduate Studies**ECTS Credits:** 6**Academic year:** 2025-26**STUDY (S)**

Degree	Center	Acad. year	Period
1309 - Degree in Labour Relations and Human Resources	Facultat de Ciències Socials	1	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1309 - Degree in Labour Relations and Human Resources	Organisational behaviour and conflict management	COMPULSORY

COORDINATION

GRACIA GRAU ESTHER

SUMMARY

Organizational Behaviour is a mandatory subject (6 ECTS credits) and it takes place in the second semester of the first academic year of the Labour Relations and Human Resources degree.

The contents of this subject are closely linked to those of *Psychology of Work* (first semester of the first academic year). *Conflict and Bargaining Techniques*, which takes place in the second academic year, is a continuation for this subject. *Organizational Behaviour* provides the base for professional development as a Human Resources specialist.

The present subject is aimed at providing the students with theoretical knowledge and skills that will enable them to describe, diagnose, explain and interpret the key psychosocial phenomena and processes that explain human behaviour within organizations. It also aims at introducing students to the knowledge of intervention strategies whose aim is the improvement of the organizational quality of life.

PREVIOUS KNOWLEDGE**RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**



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

OTHER REQUIREMENTS

Relationship with other subjects of the same degree

No enrolment restrictions have been specified.

Other types of prerequisites

Completion of the subject Psychology of Work is advised.

COMPETENCES / LEARNING OUTCOMES

1309 - Degree in Labour Relations and Human Resources

Act with autonomy in learning, making informed decisions in different contexts, issuing judgements based on experimentation and analysis, and transferring knowledge to new situations.

Analyse, synthesise and reason critically.

Analyse and assess decisions made by agents involved in labour relations.

Analyse and assess the factors that determine inequalities in the world of work.

Apply techniques to boost motivation and improve the working environment.

Collaborate effectively in work teams, assuming responsibilities and leadership roles and contributing to collective improvement and development.

Contribute to the design, development and implementation of solutions that respond to social demands, taking into account the Sustainable Development Goals as a reference.

Demonstrate critical and self-critical thinking in the field of the degree programme, considering aspects such as professional ethics, moral values and the social implications of the different activities carried out.

Develop an interrelated vision of the different academic disciplines that analyse the field of work.

Know and analyse the psychosocial factors determining work behaviour.

Know and apply human resource management policies and implementation tools.

Know and apply the principles of the professional code of ethics.

Know and understand, within the field of the degree programme, gender inequalities in society; integrate different needs and preferences based on sex and gender into the design of solutions and problem solving.

Know and understand the social processes structuring labour and production relations.

Know how to communicate effectively, both orally and in writing, adapting to the characteristics of the situation and the audience.



Know organisational processes such as communication, power, leadership, conflict, negotiation, socialisation, climate or participation, and techniques for improving them.

Know the fundamentals of human resource management policies and the instruments for their implementation.

Know the fundamentals of occupational health and the bases of occupational risk prevention.

Know the fundamentals of work organisation and organisational structure.

Know the main psychological perspectives, as well as personal, organisational and situational factors influencing attitude, work behaviour, organisational behaviour and their consequences on the person, the group and organisational effectiveness.

Lead working groups in the field of labour relations and human resources.

Learn independently and develop initiative and entrepreneurial spirit.

Manage information, draft and formalise reports and writings.

Mediate and manage organisational conflict and negotiation.

Plan and apply systems of occupational risk prevention.

Propose creative and innovative solutions to complex situations or problems within the field of knowledge, to respond to diverse professional and social needs.

Respect and promote fundamental rights, equality between men and women, equal opportunities and non-discrimination, democratic values and sustainability.

Select and manage social and labour information and documentation.

Solve problems, apply knowledge to practice and develop motivation for quality.

Understand the fundamentals of business organisation.

Use information and communication technologies.

DESCRIPTION OF CONTENTS

1.1. The concept of organization.

1.2. The object of study of Psychology of Organizations.

1.3. Main theoretical perspectives within the study of organizations: classical theory. The human factor in organization: creation and development of industrial psychology. The discipline of human relations. Structuralist and socio-technological approaches. The discipline of human resources. The systematic



1. 1. Introduction to the study of organizational behaviour

1.1. The concept of organization.
approach. Recent perspectives within the study of organizations.

2. 2. Communication within organizations.

2.1. Concept and objectives of communication.
2.2. Essential elements in the communication process.
2.3. Internal communication within an organization.
2.4. Problems and barriers which hinder communication within an organization.

3. 3. Power and leadership within organizations.

3.1. Nature and characteristics of power.
3.2. Interpersonal power relations.
3.3. Main theoretical approaches on leadership in organizations: leadership as a personal feature. Leadership as conduct. Situational leadership models. Transformational leadership.

4. 4. Organizational socialization

4.1. Concept of organizational socialization.
4.2. Phases of organizational socialization.
4.3. Contents of socialization.
4.4. Results of socialization.
4.5. Agents of organizational socialization.

5. 5. Participation in organizations

5.1. Introduction.
5.2. Participation in the organizational theory.
5.3. Types of participation.
5.4. Main strategies for the encouragement of participation within organizations.

6. 6. The environment within organizations.

6.1. Conceptual delimitation.
6.2. Dimensions of the organizational environment.
6.3. Types of environment.
6.4. Environment analysis.



7. 7. Practical activities

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	60,00
Total hours	60,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	23,00
Independent study and work	27,00
Preparation of lessons	25,00
Preparation for assessment activities	5,00
Resolution of case studies	10,00
Total hours	90,00

TEACHING METHODOLOGY

The development of this subject must be structured around 5 main elements which will enable students to acquire the desired competences: preparation/study of contents, theoretical and practical lessons, elaboration of assignments, tutoring lessons and written tests.

- Study/preparation of contents: before attending theoretical lessons (lectures), students will have to carry out diverse activities such as the reading of texts, preparation of oral presentations or writing some questions on each week's topics. This will be positive for group discussions. Before attending lectures, students will have to gather, read and prepare the necessary information for the development of activities related to its contents when required by the practical activities. In addition, students must study the materials covered in class.

- Theoretical and practical contents: the methodology used for the development of the lessons is aimed at encouraging participation and the students' analysis, reflection and discussion skills.

The main concepts and contents will be presented in the lectures (theoretical lessons). Some may require oral presentations by students.

In addition, debates, questions, case-solving and other type of exercises may take place during the lessons.

The aim of the practical lessons will be to apply the knowledge acquired in the theoretical lessons. Their



development will depend on the activity proposed. However, their main structure will be as follows: 1. Students will be provided with the necessary instructions and information. 2. The task will be carried out in groups. 3. Students will share their opinions with the rest of classmates. 4. They will be provided with feedback on it.

- Preparation of assignments: after carrying out the practical activities, students will hand in written reports to the teacher on the date due. The evaluation criteria will differ depending on the activity. However, they must meet the following basic requirements:

- It must be an original work.
- It must be handed in on the date due.
- The contents of the report must meet the objectives of the practical activity.
- Its structure must be logical.
- It must be well written.
- Documentary sources must be well cited.

- Attendance at tutoring lessons: the aim of tutoring hours is to orientate and explain doubts to students, apart from being a complementary tool to improve the students' learning process. Students can attend tutoring hours individually or in groups for preparation and supervision of assignments.

- Written tests: through them, students must prove that their understanding and assimilation of concepts.

Materials: students will keep written record of each practical activity through an application on the Aula Virtual. In addition, notes and materials on the subject will be available on Aula Virtual. Readings (articles and texts) will be proposed by the teacher.

The Aula Virtual will be used by both students and teachers to upload information and documents.

EVALUATION

The assessment of learning will be carried out on a continuous basis according to three criteria:

1) The grade obtained by the student in a written test: in this test the student must demonstrate that he/she has acquired the basic contents of the subject in order to pass it. The value of this test in the final grade will be 70%. The minimum mark required in the written test to calculate the average with the practical grade will be 5 out of 10. The minimum mark required to pass the subject will be 5 out of 10.

2) The grade obtained in the interventions and the work delivered and presented in the practical classes will have a value in the final grade of 20%. This mark, due to the fact that they are compulsory group activities to develop teamwork skills (described above in the section on skills), carried out during class hours, is not recoverable at the second sitting. 3) The student's attitude: the teacher will assess the degree to which the student has participated proactively and constructively in the classes and his/her level of positive involvement in the teaching-learning process (such as, for example, number of positive interventions in class, times he/she has volunteered as a spokesperson or as a volunteer to play other significant roles for the development of the class). The value of this factor in the final grade will be 10%. This mark, as it is the



evaluation of the student's conduct during class hours, is not recoverable in the second call.

The final mark will be summative according to the three criteria mentioned above.

In the case of an early call, the assessment will consist of an exam, 70% of which will be weighted in the final grade, and the completion of the practicals, 30% of which will be weighted in the final grade, similar to those described in the ordinary assessment of the subject. For this, it is essential that the student contacts the teacher during the month of September.

REFERENCES

- Munduate, Lourdes (1996). *Psicología Social de la Organización. Las personas organizando*. Madrid: Pirámide.
- Osca, Amparo (2004). *Psicología de las Organizaciones*. Madrid: Sanz y Torres.
- Peiró, José María (1990). *Organizaciones: nuevas perspectivas psicosociológicas*. Barcelona: PPU.
- Martínez-Tur, Vicente; Ramos, José y Moliner, Carolina (2015). *Psicología de las Organizaciones*. Madrid: Síntesis.
- Gil, Francisco y Alcover, Carlos M. (Coords.) (2003). *Introducción a la Psicología de las Organizaciones*. Madrid: Alianza Editorial
- Palací, Francisco J. (Coord.) (2005). *Psicología de la Organización*. Madrid: Pearson Educación.
- Peiró, José María (2000). *Psicología de la Organización*. Madrid: UNED.
- Peiró, José María y Munduate Lourdes (1999). *Psicología del Trabajo y de las Organizaciones en España*. En Jose M. Peiró y Pilar Ripoll (Dirs.). *Monográfico de Psicología de las Organizaciones. Revista de Psicología General y Aplicada*, 52, 2/3.
- Peiró, José María y Prieto, Francisco (Eds) (1996). *Tratado de Psicología del Trabajo. La actividad laboral en su contexto*. Vol. 1. Madrid: Síntesis.
- Peiró, José María y Prieto, Francisco (Eds) (1996). *Tratado de Psicología del Trabajo. Aspectos psicosociales del trabajo*. Vol. 2. Madrid: Síntesis.
- Osca, Amparo et al.(2016).*Nuevas perspectivas en Psicología de las Organizaciones*. Editorial Alarcón (Madrid): Sanz y Torres.



VNIVERSITAT ID VALÈNCIA

Course Guide
33571 Organisational behaviour
