

**COURSE DATA****DATA SUBJECT****Code:** 42751**Name:** Organisational climate, culture and leadership**Cycle:** Master's Degree**ECTS Credits:** 3**Academic year:** 2025-26**STUDY (S)**

Degree	Center	Acad. year	Period
2126 - Master's Degree in Human Resources Management	Facultat de Ciències Socials	2	First quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
2126 - Master's Degree in Human Resources Management	Strategy and management of human resources	COMPULSORY

**COORDINATION**

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SILLA GUEROLA INMACULADA

**SUMMARY**

This subject examines the relationship between the constructs of climate and leadership and their implications for human resource management and the achievement of organizational results. For this purpose we will distinguish and integrate the concepts of organizational culture and climate, identifying differences and similarities. The different perspectives in the study of organizational climate are explained, emphasizing the development of strategies to diagnose the climate in organizations. It also describes the relationship between the concept of leadership and climate, according to the various existing approaches to the study of leadership. For this, we will identify different leadership styles and their relationship to the organizational environment, with particular reference to transformational, charismatic and ethical leadership.

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

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



## OTHER REQUIREMENTS

It is advisable to have taken the first year subjects.

## COMPETENCES / LEARNING OUTCOMES

### 2126 - Master's Degree in Human Resources Management

Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.

Students should be able to adapt to change and be creative. In this sense, they should develop the ability to modify predictable and habitual behaviour in order to adapt to the demands of different situations without substantially modifying the final objectives of the work processes (incorporating new data from the environment).

Students should be able to design and conduct interviews to support human resources management functions.

Students should be able to establish mechanisms to guide and motivate workers.

Students should be able to initiate, lead, promote and facilitate interactions, as well as to manage groups of people.

Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.

Students should be able to lead people and teams to achieve the objectives of human resources management. In this sense, they should develop a certain level of relational sensitivity and empathy.

Students should be able to prepare reports and make oral presentations related to human resources management.

Students should be able to self-organise, which means systematically planning and setting realistic time schedules for the different tasks in their personal agenda, prioritising their activities, attending to criteria of urgency and importance, using explicit tools and procedures to control the level of performance and optimising time.

Students should be prepared for lifelong learning and self-development. The individual develops the ability to incorporate new knowledge, skills and professional competences.

Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.

Students should demonstrate self-directed learning skills for continued academic growth.

Students should develop a certain tolerance for uncertainty.

Students should have the ability to communicate, influence and be effective in interpersonal relationships.



Students should understand and be able to develop leadership processes in human resources management by promoting systems of participation in the organisation and developing an appropriate internal communication policy.

Students should understand and be able to facilitate processes of organisational change, development and transformation, in interrelation with human resources management and with special emphasis on organisational climate and culture.

Students should understand and manage cultural and ethnic diversity in organisations.

## DESCRIPTION OF CONTENTS

### 1. Climate, culture , leadership and organizational development: an integrative Model

- 1.1.- Climate, culture and leadership: an integrative model
- 1.2.- Organizacional culture
- 1.3.- Climate and organizational culture

### 2. Climate evaluation in organizations

- 2.1.- Organizational climate: concept, characteristics and dimensions
- 2.2.- General climate vs. Strategic climate
- 2.3.- How to evaluate the organizational climate

### 3. Organizational leadership

- 3.1.- Leadership and leadership styles
- 3.2.- Transformational, authentic and ethic leadership

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Tutorials	6,00
Theory	16,00
Classroom practices	8,00
<b>Total hours</b>	<b>30,00</b>

### NON PRESENCIAL ACTIVITIES



Activity	Hours
Attendance at other activities	0,00
Individual or group project	17,00
Independent study and work	20,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	8,00
<b>Total hours</b>	<b>45,00</b>

## TEACHING METHODOLOGY

- Master class
- Oral presentations of students
- Readings by the students (reports, articles, etc.).
- Group discussion and analysis of issues relevant to general management and human resource management
- Case Studies

## EVALUATION

The subject is evaluated through three assessment systems:

- Participation and involvement in the Master's activities (10% of the final grade). Due to its continuous evaluation nature this evaluation system is not recoverable in the second call.
- Evaluation of students' individual and / or group work (40% of the final grade) and the quality of oral presentation of work by the students (10% of the final grade).
- Assessment of theoretical and practical content through oral, written, or skills performance tests (exam). It represents 40% of the final grade for the subject.

For the second call the qualification NOT PRESENTED will be obtained only in the case that there are no grades for any evaluation section.

The procedure to be followed to obtain the highest grade (honors) and if there are people tied, will consist of an optional assignment proposed by the teacher. In order to challenge the allotted qualification the provisions of the Reglament d'Avaluació i Qualificació de la Universitat de València per a títols de Grau i Màster (ACGUV 108/2017 of May 30, 2017). [Http://www.uv.es/graus/normatives/2017\\_108\\_reglament\\_avaluacio\\_qualificacio.pdf](http://www.uv.es/graus/normatives/2017_108_reglament_avaluacio_qualificacio.pdf) will rule.

The detection of plagiarism in one or more of the assignments will lead to a FAIL grade in the course.

## REFERENCES



- Brunet, L. (2011). El clima de trabajo en las organizaciones. México: Trillas -Molero, F. y Morales F., (Coords.) Liderazgo:hecho y ficción. Visiones actuales. Alianza Editorial: Madrid. (pp 117-144)
- -Silva, M. (1992). El clima en las organizaciones. Barcelona. EUB
- Robbins, S.P. (2004) Comportamiento Organizacional: Conceptos, Controversias y Aplicaciones. Méjico: Prentice Hall.
- Quinn. R.E. (2005). Maestría en la gestión de organizaciones: un modelo operativo de competencias. (pp. 1-28) Madrid: Díaz de Santos. -Tordera, N. (2012) Liderazgo en los grupos de trabajo. En Sora, B., Meneses,B.,Ortega,R., Tordera, N. y Caballer, A. Gestión de equipos de trabajo. UOC: Barcelona.
- Antonakis, J. & House, R. (2015) The Full-Range Leadership Theory: The Way Forward. In Transformational and Charismatic Leadership: The Road Ahead 10th Anniversary Edition. Published online: 20 Jul 2015; 3-33.<https://doi.org/10.1108/S1479-357120130000005006> - Ashkanasy, N. M., Wilderom, C. P. M., y Peterson, M. F. (2000). Handbook of organizational culture and climate. Thousand Oaks, CA: Sage. -Cardona Echeverri, D.R. y Zambrano Cruz, R. (2014) Revisión de instrumentos de evaluación de clima organizacional. Estudios Gerenciales 30, 184189. - Cooper, C. L., Cartwright, S. y Earley, P. C. (2001). The International handbook of organizational culture and climate. Chichester, England: John Wiley & Sons -Dinh, J.E. Lord,R.G., Gardner W L. c, Meuser J D., Liden R.C: & Hu J. (2014) Leadership theory and research in the new millennium: Current theoretical trends and changing perspectives. The Leadership Quarterly 25, 3662 -Peiró, J.M. y Rodriguez, I. (2008) Estrés laboral, liderazgo y salud organizacional - Schneider, B. Ehrhart, M. G. y Macey WH. (2013) Organizational Climate and Culture. Annu. Rev. Psychol. 64:361-388. -Toro Álvarez, F. (2016). Gestión del clima organizacional. Centro de investigación en comportamiento organizacional (Cincel). -Yukl, G. (2006). Leadership in organizations (6th ed.). Upper Saddle River, NJ: Prentice-Hall.