

**COURSE DATA****DATA SUBJECT****Code:** 44842**Name:** Organisational structure and processes**Cycle:** Master's Degree**ECTS Credits:** 4**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
2235 - Master's degree Erasmus Mundus on Work, Organizational and Personnel Psycho	Facultat de Psicologia i Logopèdia	1	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
2235 - Master's degree Erasmus Mundus on Work, Organizational and Personnel Psycho	Organisational psychology. Explanatory introduction	COMPULSORY

COORDINATION

MARTINEZ CORCOLES MARIO

SUMMARY

This 4 ECTs course is offered in the first academic year of the official European Masters in Work, Organizational and Personnel Psychology. The general objective is that the students will learn the most important theories and measurement tools that allow them to understand relevant organizational processes and properties. Moreover, they will take into account the perspective of multiple stakeholders (e. g., managers and employees) and from a cross-cultural approach.

Specifically, students will,

- Familiarize with the constructs of climate and culture and their evaluation.
- Understand the different theoretical approaches to leadership
- Get to know aspects related to organizational justice.
- Integrate the acquired knowledge.

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



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

OTHER REQUIREMENTS

No previous requirements or recommendations

COMPETENCES / LEARNING OUTCOMES

2235 - Master's degree Erasmus Mundus on Work, Organizational and Personnel Psycho

Que els estudiants siguin capaços de seleccionar i aplicar instruments, tècniques i mètodes per a l'avaluació de grups en el context de la psicologia del treball, de les organitzacions i dels recursos humans.

Que los estudiantes sean capaces de entrevistar a clientes o directivos para analizar sus necesidades y problemas, identificando necesidades y problemas subyacentes y clarificándolos de tal forma que sean comprendidos y aceptados por los clientes o directivos.

Que los estudiantes sean capaces de seleccionar y aplicar instrumentos, técnicas y métodos para la evaluación de individuos en el contexto de la psicología del trabajo, de las organizaciones y de los recursos humanos.

Que los estudiantes sean capaces de seleccionar y aplicar instrumentos, técnicas y métodos para la evaluación de organizaciones en el contexto de la psicología del trabajo, de las organizaciones y de los recursos humanos.

Que los estudiantes sean capaces de seleccionar y aplicar instrumentos, técnicas y métodos para la evaluación situacional en el contexto de la psicología del trabajo, de las organizaciones y de los recursos humanos.

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

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 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 possess and understand foundational knowledge that enables original thinking and research in the field.

DESCRIPTION OF CONTENTS



1. Organizational Climate and Culture

- Concepts of organizational culture and climate.
- Conceptual and theoretical models of the organizational culture and climate.
- Measurement and assessment approaches (qualitative and quantitative).

2. Organizational Justice

- Concepts of organizational justice, and justice perceptions and its relevance in organizational settings
- The four dimensions model of organizational justice (distributive, procedural, interpersonal & informational),
- The multi-foci perspective (different referents) and the different levels of justice perceptions (e. g., justice climate, peer justice).
- Instrumental and interpersonal models (Control- base Models of Justice).

3. Leadership

- Leadership styles and competencies.
- The definition of what is good leadership from different theoretical perspectives
- The analysis of commonalities and differences between different perspectives and proposals.
- Tools for the assessment and development of good leadership from a multicultural perspective

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	40,00
Total hours	40,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	5,00
Individual or group project	30,00
Independent study and work	10,00
Preparation of lessons	5,00
Preparation for assessment activities	5,00
Resolution of case studies	5,00
Total hours	60,00

TEACHING METHODOLOGY



- Lectures
- Readings
- Oral presentations
- Individual and group guided exercises
- Analysis of articles
- Individual and group tutorials

EVALUATION

- Portfolio preparation, compiling the various results related to student activities during a specific course or training activity, as well as evidence of the skills developed: 30%.
- Quality of oral presentations: 15%.
- Preparation of assignments for the integration of knowledge or for the analysis of a relevant topic: 20%.
- Critical analysis of articles and other materials: 10%.
- Critical analysis of case studies: 20%.
- Resolution of specific exercises (for example, statistical analysis): 5%.

REFERENCES

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- Ostroff, C., Kinicki, A., J. & Tamkins, M. M. (2003). Organizational culture and climate. In W. C. Borman, D. I. Ilgen and R. J. Klimoski (Eds), *Handbook of psychology*, Volume 12, *Industrial and organizational psychology* (565-594). Hoboken, NJ: John Wiley & Sons.
- Rumsey, G.M. (2013) *The Oxford Handbook of leadership*. New York: Oxford University Press
- Schneider, B. & Barbera, K.M. (2014) *The Oxford handbook of organizational climate and culture*. New York, New York : Oxford University Press, 2014.
- Uys, J. (2021) Knowledge Resources (2021). *The Anatomy of Leadership in Industry 4. 0 : The 4. 0D@ Leadership Development Model*. London
- Yang, L.-Q., Cropanzano, R., Daus, C. S., & Martínez-Tur, V. (Eds.). (2020). *The Cambridge Handbook of Workplace Affect*. Cambridge: Cambridge University Press.
- Yukl, G. (2012). *Leadership in Organizations*. Upper Saddle River: Prentice Hall.