

**COURSE DATA****DATA SUBJECT****Code:** 44846**Name:** Intervention in organizations. Organizational change and development**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	2	First quarter

SUBJECT-MATTER

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

COORDINATION

GRACIA GRAU ESTHER

SUMMARY

This 4 ECTS course provides students with theoretical knowledge, skills, methodologies, and tools related to intervention in organizational psychology. The general objective is to develop knowledge and competencies in significant theories and methods, enabling the understanding of organizational change and development processes, as well as the implementation of change in organizations. Organizational development is approached with a focus on improving sustainable well-being and productivity, considering a multi-stakeholder and multicultural perspective.

More specifically students will:

- Obtain a conceptual basis to define change processes: organizational redesign, development, and transformation, considering a multi-stakeholder perspective.
- Familiarize with theoretical bases to understand organizational change, emphasizing sustainable well-being at work and productivity.
- Analyze the internal (e.g., leadership styles) and external (e.g., national culture) characteristics that might facilitate or inhibit organizational change and development processes
- Develop competencies in outlining and implementing strategies for conducting organizational cultural change.



- Develop competencies in using traditional methods for organizational change and development.
- Develop competencies in using contemporary methods for organizational change and development.

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 specific previous knowledge is required

COMPETENCES / LEARNING OUTCOMES

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

Que los estudiantes sean capaces de elaborar, en el contexto de la psicología del trabajo, de las organizaciones y de los recursos humanos, una propuesta oral o escrita con los objetivos de su actividad y el modo de alcanzarlos, proponiendo criterios para evaluar los resultados de las mejoras.

Que los estudiantes sean capaces de implantar productos y servicios en el contexto de la psicología del trabajo, de las organizaciones y de los recursos humanos.

Que los estudiantes sean capaces de planificar intervenciones en el contexto de la psicología del trabajo, de las organizaciones y de los recursos humanos.

Que los estudiantes sean capaces de realizar intervenciones directas orientadas a la persona en el contexto de la psicología del trabajo, de las organizaciones y de los recursos humanos.

Que los estudiantes sean capaces de realizar intervenciones directas orientadas a la situación en el contexto de la psicología del trabajo, de las organizaciones y de los recursos humanos.

Que los estudiantes sean capaces de realizar intervenciones indirectas 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.

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

DESCRIPTION OF CONTENTS**1. The Process of Organizational Change, Development, and Transformation**

- Conceptual aspects of organizational change and development. Distinction between (re)design, development, and transformation. Roles of practitioners and consultants in change processes.
- Typology of changes and their outcomes. Conditions for change. Conditions of the external context.
- Internal dynamics precipitating change. Internal dynamics enabling change.
- Theories for understanding change processes. Intervention theories. Methods for intervention in change processes.

2. Traditional Methods for Organizational Change and Development

In this unit, students learn the principles and phases of survey feedback as a tool for organizational development. Students also practice the technique using real data in a simulated situation.

3. Contemporary Methods for Organizational Change and Development: Appreciative Inquiry. In this course, students will:

- analyze appreciative inquiry in the context of theories and methods in organizational development interventions;
- understand the practical application of the method through case studies
- learn how to conduct appreciative interviews.

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

- Master classes.
- Readings.
- Oral presentations.
- Role-playing games.
- Case studies.
- Use and analysis of instruments.
- Guided individual and/or group exercises.

EVALUATION

- Portfolio preparation, compiling the various outcomes related to student activities during a specific course or training activity, as well as evidence of the skills developed: 25%.
- Quality of oral presentations: 10%.
- Preparation of assignments for knowledge integration or for the analysis of a relevant topic: 25%.
- Critical analysis of articles and other materials: 10%.
- Critical analysis of case studies: 10%.
- Quality in the design of interventions. 20%.

REFERENCES



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- Armstrong, A.J., Holmes, C. M., Henning, D. (2020) A changing world, again. How Appreciative Inquiry can guide our growth, Social Sciences & Humanities Open, 2, (1), 100038, <https://doi.org/10.1016/j.ssaho.2020.100038>.
- Leonard, H. Skipton, (2013) The Wiley-Blackwell handbook of the psychology of leadership, change and organizational development /Malden, Mass. : Wiley-Blackwell, 2013
- Peiró, J. M.; González-Romá, V. & Cañero, J. (1999). Survey feedback as a tool for changing managerial culture: Focusing on users' interpretations-a case study. European Journal of Work and Organizational Psychology, 8, 537-550.
- Peiró, J.M. y Martínez-Tur, V. (2008). Organizational development and change. En N. Chmiel (Ed.). An Introduction to Work and Organizational Psychology: An European Perspective. (secondedition, pp. 351-376). UK: Wiley-Blackwell. -Van de Ven, Andrew H. (2004). Handbook of Organizational Change and Innovation. Cary, NC, USA: Oxford UniversityPress -French, W.L., & Bell, CH., Jr. (1978). Organizational development. Englewood Cliffs, NJ: Prentice-Hall.
- Singh, R.; Ramdeo, Sh. (2020)Leading Organizational Development and Change: Principles and Contextual Perspectives.Netherlands: Springer Nature.
- Szabla, D.B. (2020) The Palgrave Handbook of Organizational Change Thinkers Cham : Springer International Publishing : Imprint: Palgrave Macmillan