FICHA DE UNIDADE CURRICULAR

2023/2024

Master of Human Resources, Work and Organizations Psychology

Name
Organizational Design

Teaching staff
Luís Alberto Curral (Professor in charge)
Vânia Sofia Carvalho
Afonso Carvalho

ECTS
6

Functioning
3 weekly hours

Learning goals

1. Understand the context in which organizations operate and their influence on the functioning of organizations.

2. Distinguish different structural formats and their influence on attitudes and behaviors.

3. Discuss the importance of climate and organizational culture to explain the attitudes of individuals and teams.

4. Select organizational climate assessment tools.

5. Conduct a case study to intervene in the structure, climate, and culture of an organization.

6. Be able to reflect critically on the practical applications of the theory and the results of research in OP.

Skills to be developed

Analysis of the organizational structure and its conditions.

Understand the influence of structure on the role of work and organizations.

Carry out the diagnosis of the organizational climate and culture and write the respective report.

Prerequisites (precedences) *

Contents

- Define what an organization is:

- Classical theories of organization

- The organization as a Complex Adaptive System

- Types of organizational strategy

- Organization environment

- Structure and the concept of structural configuration

- New forms of organization

- Climate diagnosis and intervention design

- Organizational culture

Bibliography

Boumgarden, P., Nickerson, J., & Zenger, T.R. (2012). Sailing into the wind: exploring the relationships among ambidexterity, vacillation, and organizational performance. Strategic Management Journal, 33: 587–610. https://doi.org/10.1002/smj.1972

Burton, R. M., Obel, B., & Hakonsson, D. D. (2020). Organizational design. Cambridge University Press.

Chambel, M.J., & Curral, L. (2008). Psicologia das Organizações: Da Estrutura à Cultura. Lisboa: Livros Horizonte.

Curral, L., Gomes, C., Marques-Quinteiro, P., & Lind, P. (Eds.). Caos e complexidade: novos conceitos para a gestão das organizações (Cap. 1). RH Editores.

James, L.R., Choi, C.C., Ko, C.E., McNeil, P.K., Minton, M.K., Wright, M.A., & Kwangil K. (2008). Organizational and psychological climate: A review of theory and research. European Journal of Work and Organizational Psychology, 17, 5-32. https://doi.org/10.1080/13594320701662550

Schneider, B., Ehrhart, M.G., & Macey, W.H. (2013). Organizational Climate and Culture. Annual Review of Psychology, 64, 361-388. https://doi.org/10.1146/annurev-psych-113011-143809

Teaching methods

Project-based learning is an educational approach that puts students at the center of the learning process, actively involving them in problem solving and creating projects relevant to their life and context. Instead of just passively absorbing information, students apply knowledge and skills in practical situations, collaborating with other students and teachers.

In this approach, students identify a problem or question, plan and execute a project to address it, researching information, gathering resources, and developing solutions. During the process, they acquire knowledge, develop critical thinking, problem-solving, communication, and collaboration

skills, while exploring interdisciplinary themes.

Project-based learning fosters greater intrinsic motivation, as students see a clear purpose in their work and can take responsibility for their own learning. In addition, it encourages creativity, autonomy, and the practical application of knowledge, better preparing students to face real-world challenges.

The assessment is made through the analysis of a case, identification of one or more problems and proposals for intervention with a view to solving these problems. The evaluation may also include the presentation in class of relevant texts and their discussion, and the realization of individual essays on a theme of the program.

Grading options

There is only a General Regime.

Grading elements

The General Regime is composed of three elements:

1) Development of a consulting project, carried out in group, in which an analysis of an organization should be made in an integrated way, referring to its strategy, structure, climate and culture, the identification of a problem and a proposal for resolution. This work must be delivered on the day of the UC exam in the regular season and contributes to 50% of the grade in the U.C.;

2) Critical analysis of a text on a theme of the U.C. Individual work that corresponds to 35% of the grade in the UC.;

3) The third element of evaluation values the participation in the classes, especially in the practical activities proposed in each session. During the semester, several activities will be presented during the classes (e.g., practical cases, simulations, presentations). This component contributes to 15% of the final rating.

The 3 elements of evaluation are mandatory.

Rules for grade improvement

The grade improvement is carried out through an inclusive written exam, in the appeal season, that accounts for 100% of the UC grade. Alternatively, students will be able to attend and carry out all the required assessment elements again in the following academic year.

Rules for students having previously failed the course unit *

Requirements on attendance and punctuality

Attendance of at least 75% of the classes given is mandatory. Failure to comply with this criterion may imply the impossibility of completing the Curricular Unit.

Rules for special students (workers, elite athletes, student body leaders, military, fathers/mothers, with special needs) *

Language of instruction

Portuguese.

Disciplinary violations and penalties

According to the Evaluation of Learning Regulation of the Faculty of Psychology of the University of Lisbon, the following behaviors are considered as disciplinary offenses subject to disciplinary action:

a) To use or attempt to use materials, information, notes, study resources or other objects and equipment not authorized in academic exercises;

b) To help or try to help a colleague in committing a disciplinary offense;

c) To submit the same written work for evaluation in different course units without permission from the instructors, even if with minor changes;

d) To present someone else's work as one's own;

e) To forge, or change without permission from the author, any information or citation in an academic work;

f) To interfere, change or attempt to change grades;

g) To try to prevent or interfere with the proper functioning of classes, research, or other academic activities;

h) To make false accusations regarding instructors, governance bodies, other students, or non-teaching staff of the FPUL;

i) To falsify signatures in attendance sheets, documents relating to evaluation elements or in any official document relating to an academic process or status.

Disciplinary offenses committed in any assessment element can lead to its annulment, and must be reported to the Pedagogical Council or, considering their gravity and repetition, may lead to other penalties, to be determined by the Rector of the University of Lisbon.

* If applicable