



FICHA DE UNIDADE CURRICULAR
2023/2024

Ciclo de Estudos Master in Psychology of Human Resources, Work and Organizations

Name Organizational Change and Development
Teaching staff Vânia Sofia Carvalho (Professor in charge) Afonso Carvalho
ECTS 6
Functioning 3 weekly hours
Learning goals <ol style="list-style-type: none">1. Reflect on the inevitability of change in the current organizational context and its repercussions.2. Provide reflection and discussion on the difficulties of managing organizational change in a planned way.3. Understand the role of the psychologist as a facilitator of a change process.4. Select and apply diagnostic tools and assessment of the organizational context.5. Carry out an intervention proposal in the organizational context, selecting the most appropriate strategies for the context.6. Develop a plan to evaluate the effectiveness of an intervention.7. Write a summary report with the results of an intervention.
Skills to be developed Understanding and analyzing an organizational change process. Choosing the most appropriate change strategies for each process and context. Identification of difficulties in a change process and strategies to overcome them. Design of a change process based on scientific evidence. Advise organizations on the characteristics of an effective performance management system.
Prerequisites (precedences) * NA



1. Perspectives and explanatory models of organizational change

The relevance of the teleological perspective for the psychologist of work and organizations

The different phases and main strategies of an organizational intervention

2. Analysis of intervention requests

The importance of negotiation

The extent of a planned change

3. Workers' resistance to change

The central role of agents

Strategies to overcome them

4. Organizational resistance to change

The relevant role of culture

The importance of the leader's action

5. Specific examples of changes in organizational contexts presented by invited professionals.

References

Cummings, S., Bridgman, T., & Brown, K.G. (2016). Unfreezing change as three steps: Rethinking Kurt Lewin's legacy for change management. *Human Relations*, 69, 33-60.

<https://doi.org/10.1177/0018726715577707>

Danisman, A. (2010). Good intentions and failed implementations: Understanding culture-based resistance to organizational change. *European Journal of Work and Organizational Psychology*, 19(2), 200-220. <https://doi.org/10.1080/13594320902850541>

Oreg, S., & Berson, Y. (2011). Leadership and employees' reactions to change: The role of leaders' personal attributes and transformational leadership style. *Personnel Review*, 64, 627-659.

<https://doi.org/10.1111/j.1744-6570.2011.01221.x>

Stephan, U., Patterson, M, Kelly, C., & Mair, J. (2016). Organizations driving positive social change: A review and an integrative framework of change processes. *Journal of Management*, 42, 1250-1281. <https://doi.org/10.1177/0149206316633268>

Van de Ven, A.H., & Sun, K. (2011). Breakdowns in implementing models of organization change. *Academy of Management Perspectives*, 25, 58-74. <https://doi.org/10.5465/amp.25.3.zol58>

Teaching methods

Face-to-face sessions of a theoretical-expository character for framing and placing / solving problems.

Theoretical-practical classroom sessions (articulation between conceptual aspects and practical components).

Field work in an organization to analyze a job.



Group work, written and oral.

Evaluation Regimes

The evaluation form is the General Regime.

Evaluation Elements

General Regime

1. Reflective final work, 50% of the final grade, delivered until the exam data;
2. Reports made in group on the practical tasks proposed in each session, totaling four, 15% of the final grade, each of these reports must be delivered in the week following its occurrence and should not exceed 5 pages;
3. Individual reports on sessions with guests, 35% of the final grade; each of these reports must be delivered in the week following their occurrence and should not exceed 5 pages.

The **Alternative Final Regime** consists of: 1) a final written exam carried out without consultation and individually, at the time of exams (50%); 2) reflective final work, delivered until the exam data (50%).

Rules for grade improvement

The grade improvement can only be carried out by students who have been evaluated in elements 1 and 3 and through an exam on all contents, at the 2nd season of exams (100% of the classification). 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 *

NA

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 carrying out the Curricular Unit.

Rules for special students

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

There is a general evaluation scheme available for all students and an alternative evaluation scheme only available for special students. The special students that want to choose the alternative evaluation regime must inform the Professor in charge

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