

Module specification

1. Factual information				
Module title	Psychology 310: Organizational Psychology			
Module tutor	Ms. Despoina Dimopoulou	Level	6	
Module type	Lecture- guided discussion	Credit value	15	
Mode of delivery	100% face-to face			
Notional learning hours	Learning and teaching			
	Type of learning activity	Comprises	Hours	Weeks
	Timetabled contact:	Face to face delivery to include lectures, guest speakers and tutorials.	42	11
	Independent study:	Completion of day-to-day homework Preparation for submitting assessments Study for Exams	108	12
	Total:		150	12

2. Rationale for the module and its links with other modules

This is a level 6 optional module which provides 1) knowledge with regards to different organizational processes at the micro (individual), meso (group) and macro (systemic)

2. Rationale for the module and its links with other modules

level in their local and global contexts and 2) an understanding on how these processes shape the utilisation of human capital as well as organisational effectiveness.

This module draws on theories, concepts and methods used in Psychology (mainly information related to personality, development, motivation, physiology of behaviour and wellbeing) and Social Psychology (information related to social thinking, social influence and interactions), therefore it has links with Psychology 101 (Introduction to Psychology), Psychology 202 (Personality Theories) and Psychology 204 (Social Psychology).

3. Aims of the module

Through this module the students will understand in depth the influence and interaction between organisations and the groups and the individuals who lead and work within them and will learn to analyse how these processes shape outcomes related to the use of human capital and to organisational effectiveness.

The students will also learn to critically reflect on the roles, behaviours, interactions and outcomes they have had or will have themselves while participating in organisations or institutions.

This module will start by presenting the history of organisational psychology and the topics of study and practice for organisational psychologists and will then discuss different structures and cultures of organisations. It will continue by covering various processes unfolding between organisations, groups and individuals (such as leadership, motivation for work, resistance to change, persuasion, team-working, problem solving, conflict/collaboration) and also examine how these processes shape various outcomes related to the performance and wellbeing of groups and individuals and the operation and growth of institutions. Research designs and methodologies in organisational psychology will also be covered.

4. Pre-requisite modules or specified entry requirements

Psychology 101- Introduction to Psychology

Psychology 204- Social Psychology

Psychology 202- Personality Theories

5. Is the module compensatable?

N/A

6. Are there any PSRB requirements regarding the module?

N/A

7. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>A1 demonstrate in-depth understanding of the different structures and cultures of organisations in their global and local contexts.</p> <p>A2 show systematic and comparative knowledge of contemporary theoretical and methodological approaches to the ways in which people in an organisation influence each other and interact</p> <p>A3 develop the ability to understand the intersections between organisational psychology and other fields of psychology</p>	A1, A2, A3	Lectures, group discussions, presentation of related audiovisual material, invited guest lecturers, weekly readings of textbook material and research and policy papers

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to:</i></p> <p>B1 apply theoretical information regarding organisational psychology to real life examples and case studies</p>	B1, B3	Lectures, reading and in-class critical analysis/ discussion, research tasks, personal reflection on related sources and readings, invited guest lectures

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p>B2 demonstrate skills in the choice and use of specific data for advanced writing on scientific themes related to organisational psychology</p> <p>B3 gain a clear understanding of the role of organisational psychologists</p>		

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>C1 develop problem solving techniques in case studies and communicate the results of their study accurately and with structured and coherent arguments.</p> <p>C2 demonstrate an ability to develop planning strategies for research and analysis in organisational settings</p> <p>C3 engage appropriately in class discussions and apply theoretical concepts/frameworks and up-to-date information to various topics related to organisational psychology</p>	C1, C2, C3	Lectures, in class discussions and activities, , invited guest lectures, research tasks, evaluation of case studies, oral presentations

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>D1 demonstrate the ability to critically evaluate theories, data and arguments</p> <p>D2 demonstrate the ability to select and apply theoretical frameworks and research methods and techniques relevant to organisational contexts</p> <p>D3 engage actively in a multicultural environment and comprehend and appreciate how other individuals and/or groups perceive concepts and formulate ideas different from their own</p>	D1, D2, D5	In class discussions and activities, personal reflection on related sources and readings, research tasks, oral presentations

8. Indicative content.

Topics to be explored: 1

1. Introduction/ Foundations of Work and Organizational Psychology
- 2 Individual differences at work
- 3 Attitudes and behaviour in organizations
- 4 Motivation at work
- 5 Recruitment and selection
- 6 Learning, training and development
- 7 Performance management
8. Safety, stress and health at work

8. Indicative content.

- 9. Organizations: Strategy and structure
- 10 Leadership in organizations
- 11.Teams and teamwork

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes**Assessment Strategy:**

Quiz: combination of multiple-choice questions and essay questions

Exams- combination of multiple choice questions and essay questions

Written Assignments- 1 essay 2500 (+10%) words. Further instructions will be given in class.

Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Quiz	25%	Week 4	%	
Essay	35%	Week 8	%	
Final exam	40%	Week of finals	%	

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9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

Assessment tasks	A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3
Quiz	X	X		X	X		X			X		
Essay	X	X	X	X	X	X	X	X		X	X	
Final exam	X	X	X	X	X	X	X	X	X	X	X	X

Beyond summative assessments, **formative assessments** will remain a critical assessment method particularly for the new online delivery of this module. 'Formative' assignments will be set for teaching purposes only and the scores will not count towards the overall continuous assessment score (OCAS) but its use can be an extremely valuable technique to enhance student understanding, evaluate student participation, and build engagement.

10. Teaching staff associated with the module

Name and contact details

Ms. Despoina Dimopoulou, despdim@act.edu Office hours: By appointment (send prior e mail) every Wednesday 9 to 10 CH open space.

11. Key reading list

Author	Year	Title	Publisher	Location
Stephen A. Woods, Michael A. West	2020	The Psychology of Work and Organizations	Cengage	UK.
Kozlowski, S. (Ed.)	2012	The Oxford Handbook of Organisational Psychology	Oxford University Press	Oxford, UK

11. Key reading list				
Author	Year	Title	Publisher	Location
Furnham, A.	2005	The Psychology of Behaviour at work: the individual in the organisation	Psychology Press/ Routledge	East Sussex, UK/ New York, USA
Konrad, A, Prasad, P. & Pringle, J. (Eds)	2006	Handbook of Workplace Diversity	Sage	London, UK

12. Other indicative text (e.g. websites)
<ol style="list-style-type: none"> 1. Arnold, John; 2020 ,Work psychology : understanding human behaviour in the workplace Seventh edition. 2. Goodge, P. and Burr, J. (1999) 360 degree - for once the research is useful. Selection and Developmental Review, 15(2), 3-7 3. Website of the Chartered Institute of Personnel and Development at: http://www.cipd.co.uk/default.cipd 4. Website of the Work Foundation at: http://www.theworkfoundation.com/ 5. Journal of Occupational and Organizational Psychology 6. Journal of Organizational Behavior in Journal of organizational behavior (2016) Volume 37 Issue pp 1112

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed
<ol style="list-style-type: none"> 1.Oral presentation 2.List of journals and websites 3.The weighting of assessments 	At this level of studies, students are already familiar with the group presentation skills , thus it was considered more valid to put emphasis on the essay writing skills. Additionally, the weighting of assessments was substituted in order to reflect this change. Last but not least, there was an additional section of indicative text (journal and websites).	

GRADING & ACADEMIC POLICIES		
ASSESSMENT DEADLINES		
<p>Students must submit work by the deadlines set in the module outline. Where coursework is submitted late and there are no accepted extenuating circumstances it will be penalised in line with the following tariff: Submission within 6 working days: a 10% reduction for each working day late down to the 40% pass mark and no further. Submission that is late by 7 or more working days is refused, mark of 0. Submission after the deadline will be assumed to be the next working day. Mitigating circumstances will be evaluated by the AS&PC</p>		
Assessment of non-degree students taking OU-validated courses (e.g., Study Abroad)		
<p>Same method of assessment, i.e. only “summative” assessments determine final grade. However, since those students are not pursuing an OU degree, they are not subject to resits or second marking, and final grade is calculated as the (weighted) average of all “summative” assessments, without requirement of passing all summative assessments to pass the course.</p>		
Revised Absence Policy		
Maximum Allowed Number of Absences		
<p>Students are expected to attend and participate in all of their courses throughout the term, including the first week. Those who fail to do so may be administratively withdrawn from individual courses of the College. This may affect the students’ scholarship and financial aid eligibility.</p> <p>A student is considered to have successfully attended a course if he/she has attended 75% of the course lectures. Thus, for a typical ACT course with 42 hours of contact time, the maximum number of absences stands at 10 hours per course. This policy applies to all ACT students, degree-seeking and Study Abroad. Please note that absences are counted on an hourly basis. Absences due to participation in school-related trips and activities may count toward this limit.</p>		
ACADEMIC INTEGRITY		

All academic divisions at ACT, both undergraduate and graduate, will apply the following policy on academic integrity and be included in the syllabus: “A student committing an act of Academic Dishonesty in a given course will receive an F (0 percentage points) in the assignment where the academic infraction took place. If a student commits an act of Academic Dishonesty for a second time in the same course, this student will receive a failing grade in that course”.

Policy on the Use of Artificial Intelligence

In this module, every element of class assignments must be fully prepared by the student. The use of generative AI tools for any part of your work will be treated as plagiarism. If we need to use AI tools to examine the ways in which these kinds of tools may inform our exploration of the topics of the class, you will be informed as to when and how these tools will be used, along with guidance for attribution if/as needed. If you have questions, please contact me.

Policy on email communication

Any emails will be responded to within 48 hours of receipt, not including weekends and holidays. Please be advised that questions sent *less than two days* before an assignment is due may not receive a response until after the deadline has passed.

Policy on the use of technology in class

You may use laptops or tablets in this class to consult online readings or to take notes. Cell phones should be silenced and put away, except in the rare instance that I ask you to use them for an activity. If there is a serious need to leave your cell phone on, such as a family emergency, please put it on vibrate and let me know.

Policy on Class recordings

Students are not allowed to record class sessions.

Statement on Equity, Diversity and Inclusion

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. My objective is to present materials and activities that are respectful of diversity in ability, age, culture, ethnicity, gender identity, nationality, race, religion, sexuality, and socioeconomic status. In this course, we welcome diverse perspectives, backgrounds, and experiences. We engage each other with respect, honesty, and open-mindedness.

Disclaimer: The professor reserves the right to make changes to the syllabus as deemed necessary. However, these changes are often made in my effort to accommodate the class needs. Students will be notified in a timely manner of any changes via email, or in the Announcements/ACTivity.

Special Accommodations

If you have specific physical, psychological, or any other learning disabilities that you believe may require accommodations for this module, you should visit the Dean's office by bringing the appropriate documentation.

The Learning Hub (1st floor, Bissell Library) is staffed by experienced English faculty and you are encouraged to use its services.

GRADING SCALE

Grade Description	UK points	US Letter Grade	US point grade
Excellent	70+	A	4.0
Very Good (high)	65-69	A-	3.67

Very Good (low)	60-64	B+	3.33
Good (high)	55-59	B	3.0
Good (low)	50-54	B-	2.67
Satisfactory (high)	45-49	C+	2.33
Satisfactory (low)	40-44	C	2.0
Fail	0-39	F	0