

SYLLABUS

1. Data about the program

1.1 Higher education institution	Babeş-Bolyai University
1.2 Faculty	Faculty of Psychology and Educational Sciences
1.3 Department	Department of Psychology
1.4 Field of study	Psychology
1.5 Study cycle	Master
1.6 Study program / Qualification	Master's Degree in Human Resource Psychology and Organizational Health

2. Course information

2.1 Name of the course	Organizational Diagnosis (PME1443)						
2.2 The holder of the course activities	Prof. Univ. dr. Petru Curseu						
2.3 The holder of the seminar activities	Prof. Univ. dr. Petru Curseu						
2.4 Year of study	II	2.5 Semester	3	2.6. Type of evaluation	E, VP	2.7 Course regime	DS

3. Estimated total time (hours per semester of teaching activities)

3.1 Number of hours per week	3	Of which: 3.2 course	2	3.3 seminar/laboratory	1
3.4 Total hours in the curriculum	42	Of which: 3.5 course	28	3.6 seminar/laboratory	14
Distribution of estimated time:					ore
Studying textbook, course support, bibliography, and notes					55
Additional documentation in the library, on specialized electronic platforms and in the field					25
Preparation of seminars / laboratories, papers, portfolios, and essays					28
Tutorship					10
Evaluations					5
Other activities: research activities					8
3.7 Total hours of individual study	108				
3.8 Total hours per semester	150				
3.9 Number of ECTS credits	6				

4. Preconditions (where applicable)

4.1 curriculum	
4.2 competencies	

5. Conditions (where applicable)

5.1 Course conduct	<ul style="list-style-type: none"> classroom with approx. 60 seats, laptop, video projector, photocopied materials, materials on CD, sound system
5.2 Conducting the seminar	<ul style="list-style-type: none"> seminar room with approx. 60 seats, laptop, video projector, photocopied materials, materials on CD, sound system, flipchart sheets, markers

6. Competențele specifice acumulate

<p>Professional Competencies</p>	<ul style="list-style-type: none"> ● The student is able to identify the appropriate diagnosis and evaluation frameworks in order to explain and evaluate a set of individual, group, organizational, and situational characteristics (1.1.). ● The student is able to identify and use the appropriate quantitative and/or qualitative techniques, methods, and instruments in order to explain and evaluate a set of individual, group, organizational, and situational characteristics. (1.2.). ● The student is able to develop evidence-based methods and instruments drawing upon the scientific literature (theories, frameworks, empirical data) in order to identify, measure, and evaluate a set of individual, group, organizational, and situational characteristics (1.3.). ● The student is able to define the complex situation or problems affecting a group, department, or organization based on the data collected from the organization (1.4.). ● The student knows the structure and distribution of multiple organizational levels (individual, group, organizational, and multi-level) and the interacting dynamics between multiple organizational levels that inform the proposal and implementation of specific interventions in order to increase organizational performance and innovation (3.1.). ● The student is able to differentiate between and adopt perspectives, approaches, and theories or organizational complexity in order to inform actions and decisions that support organizational performance (3.3.).
<p>Transversal competencies</p>	<ul style="list-style-type: none"> ● The student is able to use a variety of types and channels of communication in order to disseminate information in different contexts (1.3.). ● The student is able to elaborate and give a presentation in regards to their work activity while using the appropriate language in order to convey information in a clear and precise manner to the targeted audience (1.4.). ● The student is able to identify the elements of a certain situation or complex problem within an organization, and the relation between them in order to have a better understanding (2.3.). ● The student is able to facilitate the negotiation between stakeholders with complex interests, in order to achieve organizational objectives and maintain professional relations (3.3.). ● The student is able to implement networking methods and tools in order to initiate efficient work collaborations (3.5.). ● The student is able to apply the action plan needed in order to develop the professional competencies required to perform in the dynamics of the external and internal organizational environment (6.4.).

7. The objectives of the discipline (based on the grid of acquired competencies)

7.1 The general objective of the discipline	<ul style="list-style-type: none"> ● Understanding the complex interactions between the sub-systems of an organization and between the organization and the external environment, as well as the concepts of systems thinking and multilevel approach ● Familiarization with the basic theoretical concepts and models that explain the functioning of organizations and the implications on their effectiveness ● Acquiring a rigorous and scientifically based grid for analyzing the functioning of organizations
7.2 Specific objectives	<p><i>1. Knowledge and understanding</i></p> <p>Knowledge of theoretical models that explain the functioning of organizations; knowledge of the intra- and extra-organizational factors that influence the main outputs of the organization (performance, innovation, employee satisfaction, etc.), knowledge of the main models of organizational diagnosis, knowledge of the main tools used in carrying out an organizational diagnosis process, etc.</p> <p><i>2. Explanation and interpretation</i></p> <p>Understanding, recognition and the ability to critically analyze the factors that influence the functioning of organizations;</p> <p><i>3. Instrumental – applicative</i></p> <p>Acquiring skills to diagnose the main problems of the functioning of organizations; developing skills in the design and implementation of diagnostic tools</p> <p><i>4. Attitudinal</i></p> <p>Adoption of the code of ethics required for exercising the role of organizational consultant</p>

8. Contents

8.1 Course	Teaching methods	Remarks
1. Introduction to organizational diagnosis Theories regarding the functioning of organizations: Open systems theory	Interactive lecture, guided discovery, exemplification	
2. Tools used in the organizational diagnosis process: interview, questionnaire, focus group, observation, document analysis	Interactive lecture, guided discovery, exemplification	
3. Models used in organizational diagnosis: The 6 box model (Weisbord, 1978), Model of diagnosis by section (Harrison & Shirom, 1999)	Interactive lecture, guided discovery, exemplification	
4. Models used in organizational diagnosis: Evidence-based model (McFillen et al., 2013), McKinsey's 7S model,	Interactive lecture, guided discovery, exemplification	

5. Diagnosis of problems related to the organizational structure and integration mechanisms	Interactive lecture, guided discovery, debate, exemplification	
6. Diagnosis of job design issues	Interactive lecture, guided discovery, exemplification	
7. Diagnosis of leadership problems	Interactive lecture, guided discovery, exemplification, debate	
8. Diagnosis of problems related to organizational culture	Interactive lecture, guided discovery, exemplification	
9. Diagnosing problems related to reward systems	Interactive lecture, guided discovery, exemplification	
10. The commitment and work engagement of employees - methods of diagnosis	Interactive lecture, guided discovery, exemplifying	
11. Innovation - diagnostic methods	Interactive lecture, guided discovery, exemplification	
12. Stress and well-being in organizations - diagnostic methods	Interactive lecture, guided discovery, exemplifying	
13. Learning at the organizational level - diagnostic methods	Interactive lecture, guided discovery, exemplification	
14. Recapitulation and integration	group exercise, conceptual clarification	

References *

a. Mandatory:

- Argyris, C. & Schon, D.A. (1978). *Organizational Learning: A Theory of Action Perspective*. Addison-Wesley Publishing Company, Inc, Philippines
- Buchanan, D., & Huczynski, A. (2015). *Organizational Behaviour. An Introductory Text (8e)*. Pearson United Kingdom
- Block, P. (2011). *Flawless Consulting: A guide to getting your expertise used (3rd edition)*. Jossey-Bass A Wiley Imprint, San Francisco, US
- Harrison, M. I. & Shirom, A., (1999). *Organizational Diagnosis and Assessment*. Sage Publications, Ltd, London, UK.

- Jones, G. (2013). *Organizational Theory, Design and Change (7th Edition)*. Pearson Education Inc.
- Katz D & Kahn RL. (1966). *The Social Psychology of Organizations*. Wiley, New-York
- Moates, N., Armenakis, A., Gregory, B., Albritton, D. and Feild, H. (2005) Achieving content representativeness in organizational diagnosis: use of action groups for successful organizational change, *Action Research*, 3(4), pp. 399–412.
- Schein, E. A. (2004). *Organizational Culture and Leadership*. Jossey-Bass A Wiley Imprint, San Francisco, US
- Schon, D. A. (1983). *The Reflective Practitioner; How Professionals Think in Action*. Basic Books, Inc., U.S.

b. Recommended:

* as well as other bibliographic sources mentioned during the course activities

8.2. Seminar / laboratory	Teaching methods	Remarks
1. Competencies of the organizational consultant	Demonstration example, group activities, case study	

2. The interview as a tool used in organizational diagnosis - Practical applications	Interactive presentation, demonstrative example, group activities,	
3. Models used in organizational diagnosis: The 6 box model (Weisbord, 1978) – Practical applications	group activities, knowledge synthesis	
4. Models used in organizational diagnosis: The McKinsey 7S model – Practical applications	Conceptual clarification, guided discovery, group activities	
5. Diagnosis of problems related to organizational structure and integration mechanisms - Practical applications	Case Study, guided discovery, debate	
6. Diagnosing job design issues – Practical applications	Group activities, directed discovery	
7. Diagnosing leadership issues – Practical applications	Group activities, debate, conceptual clarification, knowledge synthesis, conversation, demonstrative example, exposure,	
8. Diagnosis of problems related to organizational culture - Practical applications	Case study, debate, conceptual clarification, knowledge synthesis	
9. Diagnosing problems related to reward systems – Practical applications	Group activities, debate, conceptual clarification, knowledge synthesis	
10. The commitment and work engagement of employees - Practical applications	Group activities, debate, conceptual clarification, knowledge synthesis	
11. Innovation - diagnostic methods - Practical applications	Case Study, debate, knowledge synthesis	
12. Stress and well-being in organizations - diagnostic methods - Practical applications	Group activities, debate, conceptual clarification, knowledge synthesis	
13. Learning at the organizational level - diagnostic methods - Practical applications	group activities, conversation, knowledge synthesis	
14. The process of organizational diagnosis - integration	Group activities, debate, conceptual clarification, knowledge synthesis	

Mandatory references*:

- Buchanan, D., & Huczynski, A. (2015). Organizational Behaviour. An Introductory Text (8e). Pearson United Kingdom
- Block, P. (2011). Flawless Consulting: A guide to getting your expertise used (3rd edition). Jossey-Bass A Wiley Imprint, San Francisco, US
- Harrison, M. I. & Shirom, A., (1999). Organizational Diagnosis and Assessment. Sage Publications, Ltd, London, UK.
- Jones, G. (2013). Organizational Theory, Design and Change (7th Edition). Pearson Education Inc.

* as well as other bibliographic sources mentioned during the seminar activities

9. Corroborating the contents of the discipline with the expectations of the representatives of the epistemic community, professional associations and representative employers in the field related to the program

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10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 evaluation methods	10.3 Weight in the final grade
10.4 Course	Correctness and completeness of knowledge The degree of assimilation of the specialized language Logical coherence	Exam	50%
10.5 Seminar/laboratory	The ability to apply the concepts and theoretical models studied in the study of human behavior in a social context	Projects	30%
	Correctness and completeness of knowledge The degree of assimilation of the specialized language Logical coherence	Applied activities carried out during the semester - continuous evaluation	20%
10.6 Minimum performance standard			
<ul style="list-style-type: none"> • The ability to apply the concepts and theoretical models studied in the diagnosis of the organization's functioning problems • Correctness and completeness of knowledge • The degree of assimilation of the specialized language • The ability to formulate research ideas • Logical coherence <p>The conditions for passing the exam are:</p> <ul style="list-style-type: none"> - A score of minimum 50% for the exam (2.5 points out of 5) - A combined score for all the evaluation methods (exam, projects, applied activities) of minimum 4.5 points 			

Date of completion

12.09.2023

Signature of the course holder

Prof. Univ. dr. Petru Curseu



Signature of the seminar holder

Prof. Univ. dr. Petru Curseu



Date of approval in the department

14.09.2023

Signature of the department chair/director

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