

PROGRAM: MASTER IN PSYCHOLOGY CONCENTRATION IN ORGANIZATIONAL DEVELOPMENT

Course Name Stress and Quality of Life in the Workplace.	Course ID
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Location in curricular map

Description: Stress is an everyday phenomenon that is present in adaptation disorders in general life as well as in work specifically. It is calculated that Argun two thirds of all diseases are related to stress. Stress is a process in which biological, psychological, and social variables interact giving way to numerous disorders that are physical as well as emotional. In this course the main topics of stress are reviewed from a theoretical-practical perspective, such as personality, stress and health, psychobiology of stress, stress and emotional disorders, sexual and cardiovascular disorders, work stress, burn out syndrome, prevention strategies and stress interventions, work with populations at risk.

General Learning objectives
<p>At the end of this course, students will be able to:</p> <p>Know the context and repercussions of stress as part of work life in the present and understand the process that stabilizes this disorder in the human system.</p> <p>Comprehend the main causes of stress in organizations and the repercussion of this in motivation and productivity.</p> <p>Carry out practices that help diagnose levels of stress and they way performance in an organization becomes dysfunctional because of this.</p> <p>Understand the role of organizational communication as an instrument to facilitate the decrease of stress.</p> <p>Identify the main areas of opportunity that can be worked to regulate groups at risk.</p> <p>Be familiar with different intervention alternatives, achieving this according to the structuring of a process, in order to study the causes and effects of stress.</p> <p>Be familiar with the main tendencies that are currently being use in order to maintain a low level of vulnerability that stress represents in corporate life.</p>

Thematic content:	Hours
1. General concepts. 1.1 Introduction to the concept of stress. 1.2 Mental and physical repercussions 1.3 Why do we find it in companies?	4
2. Fundamentals of a therapeutic company. 2.1 Social structure of therapy 2.2 Management and therapeutic pacification. 2.3 Concept of conflict. Descendant and lateral	14
3. Diagnosis and design of solutions 3.1 diagnosis 3.2 Solutions to conflict, stress. Pacification strategies	14
4. Current tendencies. 4.1 What great corporations are doing about this. 4.2 How to handle stress being agents of change. 4.3 Main recommendations to ease the process of stress regulation.	4
5. Quality of life. 5.1 The importance of conflict management and quality of life at work. 5.2 Quality of life at work and social structures. 5.3 Motivation and quality of life. 5.4 The effects of non-technical training in productivity and quality of life.	

Learning activities guided by instructor	Hours
	36
1. Topic presentation by instructor	16
2. Workshop practice guided by instructor.	16
3. Presentations mediated by instructor.	4
4. Activities in small groups guided by instructor.	OP
5. Individual activities guided by instructor	OP

Independent learning activities:	Hours
<p>1. Reading of material selected by instructor.</p> <ul style="list-style-type: none"> a. Students must do individual and group readings to know and understand in detail the repercussions of stress in work life, such as specialized magazine articles and the Internet. b. Students must perform a reading of the application of resources they presently have in their reach to manage this distortion. <p>2. Writing of article, essay, or reading summary.</p> <ul style="list-style-type: none"> a. Students must write a technical article where they present a conflict and stress problem and the way of implementing the studied procedures to solve this problem. <p>3. Application of diagnosis techniques.</p> <ul style="list-style-type: none"> a. Students must solve 2 small diagnosis problems, among which they will use their own personal experience to know the level in which it is situated and control it through a program. <p>4. Solution of problems selected by instructor.</p> <ul style="list-style-type: none"> a. In this course this activity is optional and students may exchange this for the essay or reading summary. <p>5. Course integrative project.</p> <ul style="list-style-type: none"> a. This is the main activity of the course and it consists on students proposing a solution through debates, integration dynamics or forums, in order to enrich their knowledge on the topic and put this into practice at a real upper management level. 	<p>20</p> <p>10</p> <p>20</p> <p>10</p> <p>OP</p> <p>OP</p>

Assessment procedures and instruments:

The assessment procedures and instruments of the course are listed below.

1. Integration dynamics.
 - a. Students will prove to instructor in an oral or written form that they understand and comprehend the main topics of the course.
2. Assignments.
 - a. Students will turn in an article/essay where they will present a problem of the relation of stress cause and effect as a variable to behavior and work routines.
 - b. Students will hand in a report, and the elaborated diagnoses to solve each of the problems that refer to conflict and levels of stress.
3. Class presentations.
 - a. All students must present their technical article to the class at a date and time agreed upon with instructor.
4. Participation in seminar-forums.
 - a. This instrument will no be subject to assessment.

Assessment criteria:

1. Assessment instruments and procedures will focus on learning activities, whether they are guided by instructor or independent.
2. The instructor will assess and assign a grade to each of the assessment instruments. The assigned grade will be from 0 to 100.
 - a. Memoires of articles and practices 20 points.
 - b. Solution of 2 essays 30 points.
 - c. Memoire of their diagnosis and progress when using techniques 30 points
 - d. Research and presentation of a topic 20 points.
3. The instructor will report the average grade of all assessment instruments attained per student to the Office of Graduate Studies.
4. The minimum passing grade will be 80 points.
5. Students will not fail the course due to accumulated absences.

Bibliography

	Type	Title	Author	Publisher	Year
	Text	The Therapeutic Company	James Tucker	Oxford University Press	2002
	Text	Mexican Anatomy	Roger Bartra	Plaza Janés	2003
	Text	wellness.uwsp.edu/Health-Service/services/stress/sources.html	Artículo de internet		2004
	Text	Motivation at Work Effective training series. No. 9	Mauro Rodríguez Estrada	Manual moderno	1988
	Text	Instructor Training	Mauro Rodríguez Estrada	Mc Graw Hill	1991

Course Program

Course Name Human Resource Management	Course ID
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Location in curricular map

Course Characteristics
Application of theory and psychological research to the selection, assessment, and training of personnel in organizations. The principles related to individual differences and decision making with psychological measurements will be applied to hiring and personnel management and organization training. The concepts and techniques related to the analysis of positions, recruitment, assessment, selection, performance assessment, life training and other processes that positively and/or negatively affect learning and performance in organizations will be reviewed.

General Learning objectives
At the end of this course, students will be able to: Recognize and understand the context and problematic of Human Resources management (HR) from a social perspective. Know the current main tendencies that manifest in great corporate value chains in HR. Identify the main areas of opportunity currently manifesting in management of human capital as an important invaluable resource for organizations. Know and understand the main processes of HR management, e.g. recruitment and selection of personnel. Identify new theories that great companies are introducing on learning and organizational performance processes. Solve theoretical-practical problems of human capital management.

Thematic content:	Hours
	Topic
1. Introduction to web application connection. 1.4 Introduction to web services 1.5 Architecture of web services 1.6 Security in web services	4
2. Connection protocols and application integration 2.4 Protocol XML-RPC 2.5 Protocol SOAP 2.6 Interoperability aspects	14
3. Application design and connected services. 3.3 WSDL Technology 3.4 UDDI Technology	14
4. Application connection tendencies. 4.4 Architecture of Systems based on services. 4.5 Nomenclature standardization 4.6 Main established consortiums	4

Learning activities guided by instructor	Hours
	36
6. Topic presentation by instructor	16
7. Workshop practice guided by instructor.	16
8. Presentations mediated by instructor.	4
9. Activities in small groups guided by instructor.	OP
10. Individual activities guided by instructor.	OP

Independent learning activities:	Hours
<p>6. Reading of material selected by instructor.</p> <ul style="list-style-type: none"> a. Students must do some readings that locate them in the conceptual map required for the course. Primary theory, such as the one cited in texts like Personal Management and Human Resources. b. Students must carry out bibliography research and current articles that position them in the theoretical tendencies followed through conceptual models. 	20
<p>7. Writing of article, essay, or reading summary.</p> <ul style="list-style-type: none"> a. Students are required to write a technical article where they expose a HR development problem in Mexico, emphasizing this part of the country. The way to implement the tendencies studied in the course to solve cases related to HR management. 	10
<p>8. Solution of problems selected by instructor.</p> <ul style="list-style-type: none"> a. Students must solve 2 small HR process problems, from hiring to training, going through the process of selection and knowing and managing hiring tests and examinations. 	20
<p>9. Field practice.</p> <ul style="list-style-type: none"> a. Students must independently carry out the sessions of the guided workshop and make small variation of it, where they experiment the use of the technique in very specific situations. b. The cases will be determined according to each student's field of specialization. 	10
<p>10. Research and development of a topic assigned by instructor.</p> <ul style="list-style-type: none"> a. Carry out research and presentation of a specific topic related to the chain of value that HR management represents in a company. 	OP
<p>11. Course integrative project.</p> <ul style="list-style-type: none"> a. In this course, this activity is optional and consists on students implementing the solution proposed in the technical article. However, these hours can be exchanged for those in activity 3, if previously agreed by instructor. 	OP

Assessment procedures and instruments:

The assessment procedures and instruments of the course are listed below.

5. Written or oral exam.
 - a. Students will prove to instructor in an oral or written form that they understand and comprehend the main topics of the course.
6. Assignments.
 - a. Students will hand in a technical article where a problem of Systems interconnection is exposed and that can be solved with the technology seen in the course, as well as details on how to use it.
 - b. Students will hand in a report and the programs used to solve each of the interconnection problems presented by instructor.
 - c. Alternatively to point b, students can elaborate a technical report and hand in the elaborated programs used to solve the application program presented in their technical article.
7. Class presentations.
 - a. All students must present their technical article to the class at a date and time agreed upon with instructor.
8. Participation in discussions.
 - a. This instrument will no be subject to assessment.

Assessment criteria:

6. Assessment instruments and procedures will focus on learning activities, whether they are guided by instructor or independent.
7. The instructor will assess and assign a grade to each of the assessment instruments. The assigned grade will be from 0 to 100.
 - a. Article/essay 20 points.
 - b. Research and class presentation 30 points.
 - c. Theoretic-practical recognition 30 points.
 - d. Participation journal for bibliographical research. 20 points.
8. The instructor will report the average grade of all assessment instruments attained per student to the Office of Graduate Studies.
9. The minimum passing grade will be 80 points.
10. Students will not fail the course due to accumulated absences.

Bibliography

	Type	Title	Author	Publisher	Year
	Text	Personnel and Human Resource Management. Fifth Edition	William Werther Jr. Y Keith Davis	Mc Graw Hill	2002
	Text	Groups: Theory and Experience	Rodney W. Naiper y Matti k. Gershenfeld	Trillas	2002
	Text	Education as Liberty Practice. 50 th edition	Paulo Freire	Siglo veintiuno editores	2002
	Text	Development of Human Potential. Volume 1,2, 3.	Juana Lafarga, José Gómez.	Trillas	2000
	Text	Organizational Interviews	Grados Sánchez	Manual moderno	2000
	Text	Horizontal Organizations	Frank Ostroff	Oxford	1999

Course Program

Course Name Management Abilities (Upper Management)	Clave de la materia
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Location in curricular map

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Description: Nowadays, company managers must turn to different techniques to motivate and increase employee efficiency; they are able to achieve this by knowing the needs of their human resources and the Management of strengths and weaknesses that are present inside as well as outside the company, that is to say, Management of their internal and external environment. Techniques such as benchmarking, SWOT analysis, opportunities, weaknesses and strengths, determine very valuable information that allows manager to make informed decisions of cause and effect that lead to better guided intentions, behavior, and commitment of human capital in an organization.

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General Learning objectives

<p>At the end of this course, students will be able to:</p> <p>Know and understand the main techniques used in decision making.</p> <p>Carry out practices that help diagnose certain situations they have to solve based on known techniques.</p> <p>Know the context, repercussions, multifunction and theory of Systems that an executive must currently be able to manage in a Corporation, to successfully carry out his job.</p> <p>Understand the role of upper management as an organism to facilitate and increase people's commitment inside the company.</p> <p>Identify the main areas of opportunity that can be worked to regulate different eventualities in the company.</p> <p>Be familiar with different intervention alternatives, following a process that contemplates the aspects that a consultant integrates to sell-hire staff services.</p> <p>Know the main tendencies of leadership and management that current organizations are developing.</p>

Thematic content:	Hours
	Topic
1. General concepts. 1.7 Introduction to organization. 1.8 General theory of administration. 1.9 Manifestation of theory and practice in the present.	4
2. Fundamentals of strategic Management. 2.7 Social structure of a company 2.8 Strategic management. 2.9 A manager as a motivator and leader.	14
3. Theory of Decisions. 3.5 Introduction. 3.6 Problem analysis and assessment of probabilities. 3.7 Possible behavior. 3.8 Cost-benefit analysis.	14
4. Theory of systems. 4.7 What is the theory of systems? 4.8 The importance of its application 4.9 Practice of an organization open to learning. 4.10 A smart organization.	4
5. Benchmarking. 5.1 Benchmarking as an operative improvement. 5.2 Phases and organization of Benchmarking. 5.3 The chain of value. 5.4 Practical cases.	

Learning activities guided by instructor	Hours
	36
11. Topic presentation by instructor	16
12. Workshop practice guided by instructor.	16
13. Presentations mediated by instructor.	4
14. Activities in small groups guided by instructor.	OP
15. Individual activities guided by instructor	OP

Independent learning activities:	Hours
<p>12. Reading of material selected by instructor.</p> <ul style="list-style-type: none"> a. Students must perform individual and group readings to know and understand in detail the techniques that are used in decision making. b. Students research articles that mention the theory of systems, benchmarking, leadership, motivation, among other things. 	20
<p>13. Writing of article, essay, or reading summary.</p> <ul style="list-style-type: none"> a. Students must elaborate an essay applying the resources they have in their reach to achieve efficiency in upper management in the present. 	10
<p>14. Application of diagnosis techniques.</p> <ul style="list-style-type: none"> a. Students must solve 2 or 3 small diagnosis problems, among which they will have the case of their organization, in order to understand the resources that can be applied to exploit areas of opportunity. 	20
<p>15. Research and development of a topic assigned by instructor.</p> <ul style="list-style-type: none"> a. Students may exchange the essay of summary. 	10
<p>16. Course integrative project.</p> <ul style="list-style-type: none"> a. In this course, this is a primordial activity and it consists on debates, integration dynamics or forums, or even a visit to an organization in order to enrich their knowledge on the topic and take this to upper management level in reality. 	OP
	OP

Assessment procedures and instruments:

The assessment procedures and instruments of the course are listed below.

9. Integration dynamics.

- a. Students will prove to instructor in an oral or written form that they understand and comprehend the main topics of the course.

10. Assignments.

- a. Students must turn in an article/essay or a presentation where they will present a problem of cost-benefit relations, and an exploration of the systematic vision that companies should have nowadays.
- b. Students will hand in a report and a diagnosis for each case they had to solve in reference to conflict and stress levels.

11. Class presentations.

- a. All students are required to present their technical article to the class at a date and time agreed upon with instructor.

12. Seminar-forum participation.

- a. This instrument will no be subject to assessment.

Assessment criteria:

11. Assessment instruments and procedures will focus on learning activities, whether they are guided by instructor or independent.

12. The instructor will assess and assign a grade to each of the assessment instruments. The assigned grade will be from 0 to 100.

- a. Article 30 points.
- b. Solution of 1 problem 20 points.
- c. Memoire of their research articles about techniques 30 points
- d. Research and presentation of a topic 20 points.

13. The instructor will report the average grade of all assessment instruments attained per student to the Office of Graduate Studies.

14. The minimum passing grade will be 80 points.

15. Students will not fail the course due to accumulated absences.

Bibliography

	Type	Title	Author	Publisher	Year
	Text	Introducción a la teoría general de la administración Quinta edición.	Chiavenato, Idalberto	Mc Graw Hill	2001
	Text	La quinta disciplina. El arte y práctica de la organización abierta al aprendizaje	Senge. Peter M.	Granica	1999
	Text	Anatomía del mexicano	Roger Bartra	Plaza Janés	2003
	Text	Dirección y administración estratégicas. Conceptos, casos y lecturas.	Thompson, Arthur, Jr. Strickland A.J. III	Mc Graw Hill	2000
	Text	Manual de trabajo de Benchmarking. Con ejemplos y formatos.	Karlof, Bengt	Panorama editorial	1999
	Text	Benchmarking: Herramienta para la excelencia de calidad y productividad.	Karlof, Bengt	Panorama editorial	1999
	Text	Teoría de decisiones. En el sector público y en la empresa privada.	Acosta Flores, José	Representaciones y servicios de Ingeniería, S.A.	1980
	Text	Liderazgo, el balance entre poder y sabiduría	Sevilla, Joel	Editorial Pax México	2002
	Text	Flawless Consulting. A guide to getting your expertise used	Block, Peter	Pfeiffer and company	2000
	Cons.	Administración estratégica: Un enfoque integrado.	Ch. W. Hill y G. R. Jones	McGraw-Hill	1996
	Cons.	Rewiring organizations for the networked economy: Organizing, managing, and leading in the information age.	S. M. Herman	Pfeiffer	2002
	Cons.	Consultoría de procesos: Recomendaciones para gerentes y directores.	E. Schein	Addison Wesley	1988
	Cons.	Consultoría de procesos: Su papel en el desarrollo Organizacional.	E. Schein	Addison Wesley	1990

Course Program

Course Name	Course ID
Organizational Culture, Theory and Design.	

Location in curricular map

Course Characteristics
This course focuses on organizations, their structure, the outcome they wish to obtain, and how they solve situations related to culture, behavior of employees and values. Students will examine strategies designed to create and assess knowledge, including psychological bases of human behavior, individual learning, communication among cultures and intellectual and human capital. Other topics such as communication, motivation, team work, organizational change, stress, power, influence and trust are also reviewed.

General Learning objectives
<p>At the end of this course, students will:</p> <p>Understand the context and problem of managing human capital and its repercussion on organizational behavior.</p> <p>Know and understand the main protocols for the design of organizational behavior and interaction of its elements, inside and outside the company.</p> <p>Know the main tendencies that manifest in companies that give way to social change at a regional, national and international level.</p> <p>Have known the key elements and techniques currently used to comprehend organizational dynamics and culture.</p> <p>Have solved integration problems for these elements.</p> <p>Identify the main areas of opportunity to improve behavioral conditions and human conduct in an organization.</p>

Thematic content:	Hours
	Topic
1. Understanding human behavior. Course introduction.	4
1.10 Man as a social being. Anthropological concepts	
1.11 Introduction to concepts of personality and behavior based on necessities.	
1.12 Theory of Maslow	14
1.13 What determines behavior in organization employees.	
1.14 Comprehension of groups, teams, group dynamics, and team integration Concepts.	
2. The importance of anthroposophic fundamentals and their application in human interaction.	14
2.10 Concept of social man.	
2.11 Process of identity formation, society, organization, and definition of their roles.	
2.12 Aspects to consider when designing organizational programs, from a social perspective.	4
3. Culture and its relation to behavior.	
3.9 Getting to know Mexican behavior.	
3.10 The importance of knowing needs to understand behavior.	
4. Program design.	
4.11 Communication, its process and influence in the process of change.	
4.12 Training as a tool to change behavior.	
4.13 Group dynamics as an instrument.	
4.14 Behavior and identity.	
5. Behavior and identity.	
5.1 The importance of a leader in the behavior of workers.	
5.2 Tools and resources for leaders.	
5.3 Better leader, better results	

Learning activities guided by instructor	Hours
	36
16. Topic presentation by instructor	16
17. Workshop-seminar practices guided by instructor.	16
18. Presentation and/or discussion mediated by instructor.	4

19. Activities in small groups-dynamics guided by instructor.	OP
20. Individual activities guided by instructor.	OP

Independent learning activities:	Hours
<p>17. Reading of material selected by instructor.</p> <p style="padding-left: 40px;">a. Students must carry out individual readings to know and understand in detail the necessary concepts to understand worker behavior.</p> <p style="padding-left: 40px;">b. Students will be required to perform a reading of the application of concepts presented by instructor in the classroom.</p>	20
<p>18. Writing of article, essay, or reading summary</p> <p style="padding-left: 40px;">a. Students must write an article/essay where they present a proposal and their experience or opinion on human behavior and how they can implement new techniques studied during the course in order to put that proposal into practice.</p>	10
<p>19. Solution of problems selected by instructor.</p> <p style="padding-left: 40px;">a. Students must solve 2 small theoretical problems where they experiment the terms exposed in their essays.</p> <p style="padding-left: 40px;">b. Students must solve 1 practical problem in a company where this problem is taking place in their organizational structure.</p>	20
<p>20. Research and development of a topic assigned by instructor.</p> <p style="padding-left: 40px;">a. Students must present the structure of a prototype or design for the management and optimization of human resources, presenting it in a conceptual scheme before the class, in a session previously scheduled with instructor.</p>	10
<p>21. Course integrative project.</p> <p style="padding-left: 40px;">a. This consists on students implementing a solution presented in the technical article. As a contribution to modern Management that makes effective Management of the learnt Concepts throughout the course and represents the follow up to future projects in this field.</p>	OP
	OP

Assessment procedures and instruments:

The assessment procedures and instruments of the course are listed below.

13. Presentation of topic. Recognition.

- a. Students will prove to instructor in an oral or written form that they understand and comprehend the main topics of the course.

14. Assignments.

- a. Students must hand in a technical article where they will present a human behavior problem that can be solved using the resources seen in class, as well as a detailed description of how they would apply them.
- b. Students must hand in a report and the elaborated programs to solve each of the problems of interconnection presented by instructor.

15. Class presentations.

- a. All students must present their topic to the class at a date and time agreed upon with instructor.

16. Participation in discussions.

Assessment criteria:

16. Assessment instruments and procedures will focus on learning activities, whether they are guided by instructor or independent.

17. The instructor will assess and assign a grade to each of the assessment instruments. The assigned grade will be from 0 to 100.

- a. Technical article 20 points.
- b. Topic presentation. Recognition 20 points.
- c. Solution of 3 problems 30 points.
- d. Research and presentation of a topic 30 points.

18. The instructor will report the average grade of all assessment instruments attained per student to the Office of Graduate Studies.

19. The minimum passing grade will be 80 points.

20. Students will not fail the course due to accumulated absences.

Bibliography

	Type	Title	Author	Publisher	Year
	Text	Psychology of Mexicans in the Workplace	Mauro Rodríguez Estrada	Mc Graw Hill	1996
	Text	Groups: Theories and experience.	Napier y Gershenfeld	Trillas	2000
	Text	Emotional Intelligence	Daniel Goleman	Vergara	2000
	Text	Learning Capacity in an Organization	Yeung, Ulrico, Nason, Von Glinnow	Oxford University Press	2000
	Text	Managerial Aesop Fables	Dik McCann, Jan Stewart	Panorama	2001
	Text	Organizations and Human Systems	Lluís Casado	Kairós	2001
	Text	Collective Affectiveness	Pablo Fernández Christlieb	Taurus	1990
	Text	Culture, Ideology, and democide in Latin America.	José Luis Najenson	Flacso	1982
	Text	Anthropology	Clyde Kluckhohn	Fondo de Cultura Económica	1949
	Text	Leadership on the line	Heifetz y Linsky	Harvard Business School Press	2002

Course Program

Course Name Organization Development	Course ID
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Location in curricular map

Course Characteristics
Description: Organization Development (OD) will be presented as a planned systematic effort, for the study and improvement of Systems, focusing specifically on changing formal and informal procedures, processes, norms or structures using concepts from the science of conduct. The goals of organization development include improvement of quality of an individual's life, as well as the better functioning and performance of a given organization. The way that organization development is related to other social sciences will be established.

General Learning objectives
<p>At the end of this course, students will be able to:</p> <p>Know and comprehend the main concepts that integrate OD theory, the main techniques and variations of this model of modern management.</p> <p>Know and understand the context and problems facing OD, such as consulting procedures, direction styles, planning, leadership, just to name a few and experiment with the solution of practical problems that foment the use of this theory.</p> <p>Propose a scheme to integrate national and regional culture to OD as a discipline por management.</p> <p>Identify the main areas of opportunity for the application of OD discipline as a variable for current management.</p> <p>Understand the process of consulting and the different areas of application o Organization Development.</p> <p>Be familiar with the main tendencies that are currently being developed and their repercussion on the directive style where they intervene.</p>

Thematic content:	Hours
	Topic
1. Introduction to OD	4
1.15 Understanding OD, introduction and Concepts.	
1.16 Where it is applied and what it is for.	
1.17 Theory of systems and relation to OD	14
2. How OD discipline is used.	
2.1 Concepts of consultant and consulting.	
2.2 Explanation of an intervention in OD	
2.3 Intervention Methodology.	14
3. Change and Organization Development	
3.1 What is change in OD?	
3.2 Understanding organizational change.	4
3.3 Change and paradigms	
3.4 OD consultants as agents for change.	
4. Contributions and applications of OD	
4.1 Disciplines that include the application of OD	
4.2 The achievement of systematic thinking	
4.3 Contributions that OD has presented in modern management.	
5. Tendencies that OD promotes.	
5.1 Management styles that OD promotes.	
5.2 The new leader.	
5.3 An organization that changes and learns.	
5.4 Companies that apply OD and their methodology	

Learning activities guided by instructor	Hours
	36
21. Topic presentation by instructor	16
22. Workshop practice guided by instructor.	16
23. Presentations mediated by instructor.	4
24. Activities in small groups guided by instructor.	OP

25. Individual activities guided by instructor	OP
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Independent learning activities:	Hours
22. Writing of article, essay, or reading summary. <ul style="list-style-type: none"> a. Students must write a technical article where they present a comprehension and posture on the tendencies they are studying, in this case OD, to make a comparison at the end of the course, in order for their thinking to be openly expressed, when visualizing themselves as agents for change. 	20
23. Reading summaries. <ul style="list-style-type: none"> a. It is very important for students to be updated regularly through articles from specialized magazines, according to the topic assigned by instructor for the corresponding session. 	10
24. Reading of material selected by instructor. <ul style="list-style-type: none"> a. Students must do individual readings to know and understand in detail the discipline of Organization Development and the Theory of systems and the Theory of Change. Specifically consulting books by Semler and Senge. b. Students must do an application Redding of the Joint disciplines of OD. 	20
25. Solution of problems selected by instructor. <ul style="list-style-type: none"> a. Students must solve 3 small practical cases/problems, where they can apply systematic thinking to a managerial level. 	10
26. Research and development of a topic assigned by instructor. <ul style="list-style-type: none"> a. In this course, this activity will be complementary and students may propose different ways of enriching OD theory. 	
27. Course integrative project. <ul style="list-style-type: none"> a. In this course, this activity is optional and consists on students implementing the solution proposed in the technical article. However, these hours can be exchanged for those in activity 2, if previously agreed by instructor. 	OP
	OP

Assessment procedures and instruments:

The assessment procedures and instruments of the course are listed below.

17. Assignments.

- a. Students will hand in a technical article where a problem of Systems interconnection is exposed and that can be solved with the technology seen in the course, as well as details on how to use it.
- b. Students will hand in a report and the programs used to solve each of the interconnection problems presented by instructor.
- c. Alternatively to point b, students can elaborate a technical report and hand in the elaborated programs used to solve the application program presented in their technical article.

18. Class presentations.

- a. All students must present their technical article to the class at a date and time agreed upon with instructor.

19. Debates or forums.

- a. This instrument will no be subject to assessment.

20. Participation in discussions.

- a. This instrument will no be subject to assessment.

Assessment criteria:

21. Assessment instruments and procedures will focus on learning activities, whether they are guided by instructor or independent.

22. The instructor will assess and assign a grade to each of the assessment instruments. The assigned grade will be from 0 to 100.

- a. Writing of 2 technical articles or essays 25 points ea.
- b. Solution of 3 problems 30 points.
- c. Research and presentation of a topic 20 points.

23. The instructor will report the average grade of all assessment instruments attained per student to the Office of Graduate Studies.

24. The minimum passing grade will be 80 points.

25. Students will not fail the course due to accumulated absences.

Bibliography

	Type	Title	Author	Publisher	Year
	Text	ABC of Organization Development	Audarc, De León, Domínguez, López y Puerta	Trillas.	2003
	Text	The Fifth Discipline	Peter M. Senge	granica	1999
	Text	Maverick. The success story behind the world's most unusual workplace	Ricardo Semler	Warner Books	1995
	Text	The Language of Change, sixth edition	Paul Watzlawick	Herder	1994
	Text	Horizontal Organization	Frank Ostroff	Oxford University Press	1999
	Text	Motivating your company's personnel	Nancy Stevenson	Prentice Hall	2000
	Text	Instructor Training	Mauro Rodríguez Estrada	McGraw Hill	1991

Course Program

Course Name Motivation and Productivity.	Course ID
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Location in curricular map

Course Characteristics
This course reviews diverse central topics that refer to motivation and their relation to behavior and performance of individuals in organizational contexts. Contemporary theories and practical applications of motivation towards work that relate personal and environmental problems with the acquisition of abilities, work performance, organizational behavior, organizational commitment, and work satisfaction.

General Learning objectives
<p>At the end of this course, students will:</p> <ul style="list-style-type: none">Will have identified the main motivational theories from an organizational point of view.Understand what the chain of factors that make motivation part of the work culture is.Know and understand the social context of motivation and its repercussion on company productivity.Comprehend the main cultural factors that make a worker become motivated and integrated in the job and, at the same time, can see himself reflected in the productivity of collaborators.Know the benefits of employing motivational techniques in the quality of life of the company's collaborators.Solve integration problems of two variables, motivation comprehension and factors, such as theories or treaties that exemplify conditions to motivate or be motivated.Know the main current tendencies that are put into practice to help workers work under motivation, not pressure.

Thematic content:	Hours
	Topic
1. Introduction to motivation	4
1.18 Concept of motivation, satisfaction, necessity, and integration.	
1.19 Motivation theories, comparison between Maslow and Herzberg.	
1.20 Intrinsic and extrinsic factors.	10
2. Cycles of life for man and an organization.	
2.13 Stages of professional life and their importance.	
2.14 Expectations and goals. For the organization and the worker.	
2.15 Gratification process.	
2.16 Productivity rates of an organization and worker. Cycle coincidence.	6
3. Motivation and groups.	
3.11 A sense of belonging is motivational.	
3.12 Individual processes and group processes.	
3.13 Group dynamics as a motivational tool.	6
4. Understanding culture to motivate.	
4.15 Understanding Mexicans, what motivates them, what demotivates them.	
4.16 Necessities of Mexicans that company motivation covers and how it does this.	
4.17 Analyze in what way Mexican psychological motivators are reflected in their performance at work.	

Learning activities guided by instructor	Hours
	36
26. Topic presentation by instructor	16
27. Presentation and discussion of topics assigned to students.	16
28. Analysis practice and identification of motivation and group processes.	4
29. Group creation of a motivational model.	OP
30. Analysis of motivational relations and productivity rates.	OP
31. Recollection of bibliographical sources.	

Independent learning activities:	Hours
<p>28. Writing of article, essay, or reading summary</p> <p>a. Students must write a theoretical article in which Concepts and definitions of motivation are quoted, as well as necessities, productivity and integration in order to determine the relationship between them.</p> <p>29. Solution of problems selected by instructor.</p> <p>a. Students must present a topic related to any precept that conforms the process of motivation, according to the theories of Maslow and/or Herzberg.</p> <p>30. Field practice.</p> <p>a. Development of a session, in the form of a forum, lead by a student or team, where the effect of motivational processes in productivity are clearly demonstrated.</p> <p>b. Research and development of a topic assigned by instructor.</p> <p>c. Mexican culture and Mexican motivation. Elaboration of an essay with the objective of exposing the due importance of factors that motivate and make necessities real and make motivational instruments specific in concrete cases in the work place.</p> <p>31. Integrative project for the course.</p> <p>a. This activity is optional for this course, and consists on students implementing their technical article. However, this activity can be exchanged for activity 3, if previously discussed with instructor.</p>	<p>20</p> <p>10</p> <p>20</p> <p>10</p> <p>OP</p> <p>OP</p>

Assessment procedures and instruments:

The assessment procedures and instruments of the course are listed below:

21. Written or oral exam.

- a. Students will prove to instructor in an oral or written form that they understand and comprehend the main topics of the course.

22. Assignments.

- a. Students will hand in a technical article where they will expose a motivation problem that refers to a real situation, detailing its solution based on a model developed in the classroom.
- b. Students will hand in a report and the programs used to solve each of the cases presented by instructor.
- c. As an alternative to point b, students may elaborate a report or essay.

23. Class presentations.

- a. All students are required to present their article/model/case to the class at a date and time agreed upon with instructor.

24. Participation in discussions.

- a. This instrument will not be subject to assessment.

Assessment criteria:

26. Assessment instruments and procedures will focus on learning activities, whether they are guided by instructor or independent.

27. The instructor will assess and assign a grade to each of the assessment instruments. The assigned grade will be from 0 to 100.

- a. Essay 20 points.
- b. Schematization of motivation-productivity model based on the theory seen in class. 40 points.
- c. Essay on cultural and motivation factors. 20 points.
- d. Research and presentation of a topic 20 points.

28. The instructor will report the average grade of all assessment instruments attained per student to the Office of Graduate Studies.

29. The minimum passing grade will be 80 points.

30. Students will not fail the course due to accumulated absences.

Bibliography

	Type	Title	Author	Publisher	Year
	Text	Mexican, Psychology of motivations.	Santiago Ramírez	grijalbo	2002
	Text	Motivate to win.	Richard Denny	Selector	2002
	Text	Satisfaction and motivation in the workplace.	Luis González López	Díaz de Santos	2001
	Text	Organizations and human systems	Lluís Casado	Kairós	2001
	Text	Workplace motivation. Integral training series. No. 9	Mauro Rodríguez Estrada	Manual moderno	1998
	Text	Introduction to group dynamics. Seventh edition.	Joseph Luft	Herder	1992

Course Program

Course Name Management in a Transcultural Context.	Course ID
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Location in curricular map

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Description: The importance of globalization is becoming more present everyday. Markets have opened up to new plains that represented great risk in the past and it is vital to be familiar and manage these changes. Culture is part of this phenomenon, it gives us different ways of acting and perceiving the actions of others, among them, business. In the border we face this human manifestation, which is why it is important to be familiar with it and be able to mediate the needs and resources of people who work with us. It is necessary to understand need as cultural diversity, understanding and doing part of the management process and its tools and instruments as a fundamental support for this area.

General Learning objectives

<p>At the end of this course, students will be able to:</p> <p>Know different areas of opportunity, in order for culture to become an instrument that makes us closer to people in an organization, achieving this according to the structuring of a process.</p> <p>Be familiar with the context and repercussions of the management of culture as a way of life and traditions that people develop in their work place.</p> <p>Understand the main costs and benefits of cultural factors and their interaction with organizations that result in a particular organizational culture.</p> <p>Carry out practices that help them diagnose the culture channels that their company manifests and the way they are managed.</p> <p>Understand the role of organizational culture, motivation, communication, commitment to employees, among other behaviors that are manifested in the company.</p> <p>Identify the main areas of opportunity for a more efficient Management of culture.</p> <p>Be familiar with the main current tendencies taken into practice to maintain a valid integration of culture as an individual's necessity and the needs of the company.</p>

Thematic content:	Hours Topic
1. General concepts. 1.21 Mexican psychology. 1.22 Acculturation process for human beings. 1.23 Physical and mental repercussions of company culture.	4
2. Culture and commitment. 2.17 Social control in organizations. 2.18 Culture as control. 2.19 Culture as normative order. 2.20 The role of culture to foment innovation.	14
3. Mexican worker. 3.14 Diagnosis 3.15 Attitudes. Motivations 3.16 Geographic tendencies.	4
4. Current tendencies. 4.18 What great corporations are doing about this. 4.19 How to handle culture as an agent for change. 4.20 Main recommendations to facilitate the process of acculturation.	14
5. Why is culture so importance? 5.1 The importance of cultural management 5.2 Culture and commitment 5.3 Development of culture and its mechanisms. 5.4 Social realities. 5.5 How to use culture	

Learning activities guided by instructor	Hours 36
32. Topic presentation by instructor	16
33. Workshop practice guided by instructor.	16
34. Presentations mediated by instructor.	4
35. Activities in small groups guided by instructor.	OP

36. Individual activities guided by instructor	OP
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Independent learning activities:	Hours
32. Reading of material selected by instructor.	
a. Students must do individual and group readings to understand in detail the culture and subculture of their work life, such as specialized magazine articles and internet.	20
b. Students must do a reading on the application of resources they currently have in their reach for the better Management of this tool.	
33. Writing of article, essay, or reading summary.	
a. Students must write a technical article where they expose a problem of culture, Cosmo-vision, subculture and organizational culture based on the theory of system and a way to implement the studied procedures in the course to manage this tendency.	10
34. Application of diagnosis techniques.	
a. Students must solve 2 small diagnosis problems, among which they will have their personal case, to understand the stage of acculturation they are currently going through and be able to control it through a program.	20
35. Research and development of a topic assigned by instructor.	
a. In this course, this activity will be optional and students may exchange this for the essay or summary.	10
36. Course integrative project.	
a. In this course, this activity is highly important and consists on students proposing a solution through debates, integration dynamics and forums, in order to enrich their knowledge on the topic and make it a reality at a functional level.	OP
	OP

Assessment procedures and instruments:

The assessment procedures and instruments of the course are listed below.

25. Integration Dynamics.

- a. Students will prove to instructor in an oral or written form that they understand and comprehend the main topics of the course.

26. Assignments.

- a. Students must turn in an article/essay where they present a problem of the cause and effect of stress as a variable for behavior and work routine
- b. Students must hand in a report, and the diagnosis to solve each of the problems adherent to conflict and levels of stress.

27. Group presentations.

- a. All students must present their technical article to the class at a date and time agreed upon with instructor.

28. Participation in forum-seminar.

- a. This instrument will no be subject to assessment.

Assessment criteria:

31. Assessment instruments and procedures will focus on learning activities, whether they are guided by instructor or independent.

32. The instructor will assess and assign a grade to each of the assessment instruments. The assigned grade will be from 0 to 100.

- a. Article and practice memoire 20 points.
- b. Solution of 2 essays 30 points.
- c. Memoire of their diagnosis and progress when using the techniques. 30 points
- d. Research and presentation of a topic 20 points.

33. The instructor will report the average grade of all assessment instruments attained per student to the Office of Graduate Studies.

34. The minimum passing grade will be 80 points.

35. Students will not fail the course due to accumulated absences.

Bibliography

	Type	Title	Author	Publisher	Year
	Text	Mexican Psychology in the Workplace	Rodríguez Estrada, Mauro	Mc Graw Hill	2002
	Text	Mexican Anatomy	Roger Bartra	Plaza Janés	2003
	Text	Strategic Management and Administration. Concepts, Cases and Articles.	Thompson, Arthur, Jr. Strickland A.J. III	Mc Graw Hill	2000
	Text	Motivation at Work Effective Training Series. Num. 9	Mauro Rodríguez Estrada	Manual moderno	1988
	Text	Organizations and Human Systems	Lluís Casado	Kairós	2001
	Text	Collective Affectivity	Pablo Fernández Christlieb	Taurus	1990
	Text	Culture, Ideology, and Democide in Latin America.	José Luis Najenson	Flacso	1982
	Text	Anthropology	Clyde Kluckhohn	Fondo de Cultura Económica	1949
	Text	Psychology of Mexican Motivations.	Santiago Ramírez	Grijalbo	2002
	Text	Mexican Psychology	Díaz-Guerrero, Rogelio	Trillas	2002