COURSE DATA

Data Subject

Code	44848
Name	Psychosocial intervention in human resources. Development
Cycle	Master's degree
ECTS Credits	4.0
Academic year	2024 - 2025

Study (s)

Degree	Center	Acad. year	Period
2235 - Master's degree Erasmus Mundus on Work, Organizational and Personnel Psycho	Faculty of Psychology and Speech Therapy	2	First term

Subject-matter

Degree	Subject-matter	Character
2235 - Master's degree Erasmus Mundus on Work, Organizational and Personnel Psycho	8 - Human resources. Introduction to intervention	Obligatory

Coordination

Name	Department
GRACIA LERIN, FRANCISCO JAVIER	306 - Social Psychology

SUMMARY

This is a second year (third semester) course in the Erasmus Mundus Master's in Work, Organizational and Personnel Psychology. According to the ENOP model, the main areas considered in the master are work (W), organization (O) and personnel (P). In each of these areas, the Master's program aims to develop two types of knowledge and competencies: explanatory (explanatory) and intervention. "Explanatory" refers to theories devoted to the explanation of human behaviour and its context and diagnostic competencies in the fields of work, organization and personnel psychology. Knowledge and explanatory skills prepare students to describe, evaluate, diagnose, explain and interpret the main psychosocial phenomena and processes in work, organization and personnel areas. "Intervention" refers to theories about design and change, and intervention skills in the areas of work, organization and personnel psychology. The knowledge and intervention competences prepare the student to plan, set up, monitor and evaluate changes and interventions in order to improve behavior, situations andpsychosocial processes in the fields of work, organization and personnel psychology. This type of knowledge and skills are also designed to design new models, strategies, methods and tools. This course is one of the two courses of intervention in the area of personnel psychology. Specifically, this is a course focused on psychosocial intervention in the development of human resources. It offers knowledge and know-how about interventions in human resources practices, paying special attention to two particular human resources practices: training, and performance appraisal and management. This course takes place in the third semester of the Erasmus Mundus

VNIVERSITAT ĠŏD VALÈNCIA

Master's Degree in Work, Organizations and Personnel Psychology. The course has a teaching workload of 4 ECTS.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

There are no registration requirements for other subjects in the syllabus. No specific prior knowledge is required.

2235 - Master's degree Erasmus Mundus on Work, Organizational and Personnel Psycho

- Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.

- Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.

- Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.

- Students should demonstrate self-directed learning skills for continued academic growth.

- Students should possess and understand foundational knowledge that enables original thinking and research in the field.

- Que los estudiantes sean capaces de realizar intervenciones indirectas en el contexto de la psicología del trabajo, de las organizaciones y de los recursos humanos.

- Que los estudiantes sean capaces de elaborar, en el contexto de la psicología del trabajo, de las organizaciones y de los recursos humanos, una propuesta oral o escrita con los objetivos de su actividad y el modo de alcanzarlos, proponiendo criterios para evaluar los resultados de las mejoras.

- Que los estudiantes sean capaces de planificar intervenciones en el contexto de la psicología del trabajo, de las organizaciones y de los recursos humanos.

- Que los estudiantes sean capaces de realizar intervenciones directas orientadas a la persona en el contexto de la psicología del trabajo, de las organizaciones y de los recursos humanos.

- Que los estudiantes sean capaces de realizar intervenciones directas orientadas a la situación en el contexto de la psicología del trabajo, de las organizaciones y de los recursos humanos.

- Que los estudiantes sean capaces de implantar productos y servicios en el contexto de la psicología del trabajo, de las organizaciones y de los recursos humanos.

Students will learn intervention theories and competences related to Personnel Psychology.

More specifically, they will:

- Understand and develop competencies to implement training systems in the organizations (training need analysis, training planning and design, training implementation, training evaluation, etc.)

- Understand and develop competencies to implement performance appraisal and performance management systems in the organizations.

DESCRIPTION OF CONTENTS

1. Training

Need analysis, planning, design, management, implementation and evaluation of training

2. Performance management

Performance appraisal and performance management. Design, implmentation and evaluation of performance appraisal systems. The appraisal interview.

3. 3. HR analytics

Analytics: stages, types, domains, tools. HR Analytics: What? Why? How? Additional considerations: main challenges and lessons learned.

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	40,00	100
Development of group work	25,00	0
Study and independent work	5,00	0
Readings supplementary material	10,00	0
Preparing lectures	5,00	0
Preparation of practical classes and problem	5,00	0
Resolution of case studies	10,00	0
TOTAL	100,00	

TEACHING METHODOLOGY

Since the basic objective is the acquisition of competences, the main teaching methodology is "learning by doing". To do this, we will use different didactic techniques: readings accompanied by a series of questions, preparation and presentation by the student of some topics, debates, case studies, tutorials, design of tools (for example, design of a performance appraisal system), debates, case studies, presentations of business experiences, etc.

Although these tasks can be done individually, most of the work must be done in groups, so that we contribute to develop a basic competence in the current work environment: teamwork.

Other sources that inspire the method of teaching used in the course come from the tradition of adult education, which requires practical, concrete and group learning, based on the students' experience, etc.

The master classes are a very small part of the course, usually to introduce the different subjects that allow the student to quickly acquire useful knowledge for the later development of competencies in the resolution of practical problems (learning based on problem solving and work in projects).

EVALUATION

Grading will be based on the assignments carried out by the student along the course. Assignments refer to the different tasks that teachers are asking for the students along the course. Examples: syntheses of readings, class presentations, design of interventions, etc. These tasks must be delivered before the deadline indicated by the teacher uploading to "aula virtual" (moodle.uv.es). Not deliver on time entails a discount of 10% on the mark (until one day late) and an additional 5% (for each additional day of delay).

The grading scale is from 0 to 10 and 5 is the minimum passing grade. Each professor could consider additional issues in the evaluation of their module (attendance, punctuality, participation, etc.). The distribution of points by professor is coherent with the weight of the module in the whole course.

Feedback will be delivered mainly in three different ways. First, oral feedback about the performance of the different activities carried out during the classes will be given immediately by the teacher (and even by peers). Second, oral feedback will also be provided in tutorships where the teacher will see students' progress in different assignments they are working on. Oral and immediate feedback during classes and tutorships are seen as amazing opportunities for learning. Finally, the teaching staff acquires the commitment to try to provide writing feedback about the different assignments, including the mark, in less than three weeks since the delivery.

There is no difference between the first and the second call. In the second call, the student will have the possibility to go back to doing those activities that he did not perform at the first call or that he had done insufficiently, due to which he had suspended in the first call. All activities are, therefore, recoverable. Given the characteristics of the subject and the emphasis on the development of competences, an examination is not considered, to consider that the acquisition of such competences cannot be evaluated correctly by means of the exam.

REFERENCES

Basic

- Fitz-enz, J. and Mattox II, J.R. (2014). Predictive Analytics for Human Resources. John Wiley & Sons, Inc., Hoboken, New Jersey.

- Kraiger, H., & Ford, J. K. (2021). The Science of Workplace Instruction: Learning and Development Applied to Work. Annual Review of Organizational Psychology and Organizational Behavior, 8, 45-72

- Latham, G.P. & Mann, S. (2006). Advances in the science of performance appraisal: Implications for practice. In G.P. Hodgkinson & J.K. Ford (Eds.), International Review of Industrial and Organizational Psychology, 21, pp. 295-337.

Additional

- Angrave, D., Charlwood, A., Kirkpatrick, I., Lawrence, M., & Stuart, M. (2016). HR and analytics: why HR is set to fail the big data challenge. Human Resource Management Journal, 26(1), 1-11.

- Baesens, B., De Winne, S., & Sels, L. (2016). Is Your Company Ready for HR Analytics? MITSloan Management Review, 58(2), 20-21.

- Carr, A. & Kline, K. (2016). Encouraging effective performance management systems. SIOP White Paper Series.

- Tsai, Meng-Shan (2017). Training and Development. In MS Tsai (Ed.): Human Resources Management Solutions for Attracting and Retaining Millennial Workers, pp.130-169.