

**COURSE DATA****Data Subject**

Code	44848
Name	Psychosocial intervention in human resources. Development
Cycle	Master's degree
ECTS Credits	4.0
Academic year	2021 - 2022

Study (s)

Degree	Center	Acad. year	Period
2235 - M.D. in Work, Organ. and Personnel Psychology-Erasmus Mundus	Faculty of Psychology and Speech Therapy	2	First term

Subject-matter

Degree	Subject-matter	Character
2235 - M.D. in Work, Organ. and Personnel Psychology-Erasmus Mundus	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 Masters in Labor Psychology, Organizations and Human Resources. According to the ENOP model, the main areas considered in the master are work (T), organizations (O) and personnel (P). In each of these areas, the Master's Degree 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 psychology, organizations and personnel. Knowledge and explanatory skills prepare students to describe, evaluate, diagnose, explain and interpret the main psychosocial phenomena and processes in work areas, organizations and personnel. "Intervention" refers to theories about design and change, and intervention skills in the areas of work psychology, organizations and personnel. The knowledge and intervention competences prepare the student to plan, set up, monitor and evaluate changes and interventions in order to improve behavior, situations and psychosocial processes in the fields of work psychology, organizations and personnel. 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 staff psychology. It offers knowledge and know-how about interventions in human resources practices, paying special attention to the training of personnel and to the evaluation and management of performance. Specifically, this is a course focused on psychosocial intervention in the development of human resources. This course takes place in the third semester of the Erasmus Mundus Master's Degree in Work, Organizations and Personnel Psychology. The course is devoted to the learning of theories and intervention skills related to the development of personnel, and more specifically, with two fundamental practices for the development of employees. It's about training and



managing performance. The course has a teaching load 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.

OUTCOMES

2235 - M.D. in Work, Organ. and Personnel Psychology-Erasmus Mundus

- 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.



LEARNING OUTCOMES

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

More specifically, they will:

- Understand and put into practice training systems in the organizations (training need analysis, training planning and design, training implementation, training evaluation, etc.)
- Understand and put into practice performance appraisal 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, implementation and evaluation of performance appraisal systems. The appraisal interview.

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 ., Interview guide), compilation and analysis of press articles, debates, 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

Continuous assessment is stimulated by the use of the electronic portfolio as the main evaluation tool. We understand the electronic portfolio as the compilation of all the work done by the student individually and collectively (in groups) throughout the course.

The assessment consists of the following two parts:

- 1) Compilation of "products" (works, presentations, etc.) derived from the work developed by the student throughout the course.
- 2) Evaluation of the course (between 600 and 1,800 words). The student must reflect on the learning process and to what extent he has contributed to developing the competencies he sought. You must carry out an evaluation of the course in general, but also of each of the modules, highlighting the most significant learning, the competences developed, the positive aspects of the course and the aspects to be improved.

The evaluation scale goes from 0 to 10, and the 5 is the lowest score to pass. The weight of each of the parts of the learning dossier in the global assessment is as follows:

- 1) - Compilation of "products" (works, presentations, etc.) derived from the work developed by the student throughout the course (9 points).
- 2) - Evaluation of the course (1 point).

The final grade will be modulated by two aspects: the fulfilment of the deadlines for the delivery of the different works and the work to be outside the range of length allowed. Regarding compliance with the deadlines, the first day of delay represents a reduction of the 10% mark. From here, every additional day of delay supposes an additional reduction of the note of 5% (for example, two days mean a 15% reduction). On the other hand, the works that do not adjust to the required length entail a reduction of the note of 10%.



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

- 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

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ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

English version is not available