

Intervention and Consultancy of Processes

Code: 102590
ECTS Credits: 6

Degree	Type	Year	Semester
2502443 Psychology	OT	4	2

Contact

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Use of Languages

Principal working language: spanish (spa)
Some groups entirely in English: No
Some groups entirely in Catalan: No
Some groups entirely in Spanish: Yes

Prerequisites

It is recommended to have completed the subjects:

- Organizational Psychology (102559)
- Planning and Managing Human Resources (102589)

in order to know the processes that occur in the organizations and the management of the human resources within them.

Objectives and Contextualisation

This subject is part of the Mention of Labor and Organizations Psychology, aimed at providing students with specialization training in the field of Labor Psychology and the human factor in organizations.

This is an optional subject that aims to provide the student with theoretical models, forms of intervention and tools for professional development in the field of organizational development and HR consultancy.

The specific training objectives of the subject are:

- Objective 1. Conceptual bases
 - Knowing the process of the intervention and consultancy service in the field of organizations and the human factor.
 - Know the tools and methods that are used more commonly in this field.
 - Compare different consulting models and their conceptual and methodological implications for intervention in Organizations.
- Objective 2. Knowledge of practical cases
 - Portar a terme un procés inicial real de consultoria a l'àmbit de les Organitzacions.
- Objective 3. Actual case of intervention
 - Carry out a real initial process of consultancy in the field of Organizations.

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Actively listen to be able to obtain and synthesise relevant information and understand the content.
- Analyse the demands and needs of people, groups and organisations in different contexts.
- Apply strategies and methods for direct intervention in contexts: construction of healthy scheme, etc.
- Dominate the strategies and techniques to include in the intervention with recipients.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Select indicators and construct instruments for evaluating programmes and interventions.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Work in a team.

Learning Outcomes

1. Adapt the technical characteristics of the different contexts (individual, group and organizational).
2. Analyse a situation and identify its points for improvement.
3. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
4. Analyse the sustainability indicators of the academic and professional activities in this field, integrating the social, economic and/or environmental dimensions.
5. Assess how stereotypes and gender roles impact professional practice.
6. Assess the impact of the difficulties, prejudices and discriminations that actions or projects may involve, in the short or long term, in relation to certain persons or groups.
7. Assess the importance of factors related to the applications to intervene.
8. Categorize the various alternatives in a proposed intervention.
9. Choose the best predictors for the assessment process.
10. Communicate in an inclusive manner avoiding the use of sexist or discriminatory language.
11. Critically analyse the principles, values and procedures that govern the exercise of the profession.
12. Explain the explicit or implicit deontological code in your area of knowledge.
13. Explore the most important variables in the various organizational processes.
14. Identify situations in which a change or improvement is needed.
15. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
16. Identify the social, economic and/or environmental implications of academic and professional activities in the area of your knowledge.
17. Propose new experience-based methods or alternative solutions.
18. Propose new ways of measuring the viability, success or failure of the implementation of innovative proposals or ideas.
19. Propose projects and actions that are in accordance with the principles of ethical responsibility and respect for fundamental rights and obligations, diversity and democratic values.
20. Propose projects and actions that incorporate the gender perspective.
21. Propose shared actions in organizational intervention.
22. Propose viable projects and actions to boost social, economic and/or environmental benefits.
23. Propose ways to evaluate projects and actions for improving sustainability.
24. Take on intervention proposals different from your own.
25. Use techniques for mobilizing people to increase their participation.
26. Weigh up the risks and opportunities of both one's own and other people's proposals for improvement.
27. Work in a team.

Content

1. Introduction to the subject
2. The process consultancy: Origins and evolution
3. The role of the consultancy
4. Consulting: analysis from different models

5. Roles and competencies of the consulting person
6. Design and management:
 1. Demand
 2. The consulting proposal and budget
 3. Diagnosis and final report
 4. Tools and resources
8. The evaluation in consulting
9. Project based work
10. Inclusion of the gender perspective in the consultancy

Methodology

The subject is developed using agile teaching methodologies (eduscrum, inverted class...):

The participatory class that develops the key concepts of the subject and allows to present the subject conceptually:

The preparation of situations, case resolution and discussion, bring the students closer to the reality of organizational consultancy.

Work is carried out in the different cases both face-to-face and through practical cases and various activities, which allow students to develop their competences,

Priority is given to active participation both individually and as a team. Remote work is allowed to complement face-to-face work.

Professional technological tools are introduced and are taught, since they might be new for the participants: wiki, google drive, moodle ...

Making use of tutoring, both individually and as a group, is valued positively.

N.B. The proposed teaching and assessment methodologies may experience some modifications as a result of the restrictions on face-to-face learning imposed by the health authorities. The teaching staff will use the Moodle classroom or the usual communication channel to specify whether the different directed and assessment activities are to be carried out on site or online, as instructed by the Faculty.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Seminars and work sessions	36	1.44	1, 8, 9, 13, 21, 27, 25, 7
Type: Supervised			
Tutoring	3	0.12	24, 9
Virtual monitoring of the project and activities	4.5	0.18	24, 27
Type: Autonomous			
Case resolution	20	0.8	9, 13
Development of the project	36.5	1.46	1, 24, 8, 9, 13, 27

Reading and analysis of texts	10	0.4	8, 9, 13, 7
Seeking information	20	0.8	1, 24, 9
Study and assimilation of contents and concepts	20	0.8	8, 9, 13, 7

Assessment

Consider the assessment faculty norms [<https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html>],

the continuous assessment of the subject will be based on 4 evidences.

EV1 Individual assistance and participation (10% of the mark)

The first evidence is to attend and participate in class with suggestions, critics, ... to readings and contents.

EV Field experience (25%)

The second evidence consists in the establishment of the work teams and to develop a professional approach to business reality in a group, which will be done throughout the semester (contact, plan, organize tasks, generate and analyse the data), using the tools of the consultancy and presenting the results and the final report to the rest of students.

EV3 Teamwork and group oral presentation (50%).

The third evidence is the realization of:

- A group work of diagnosis and proposal of intervention from the consultancy
- Oral presentation: Each group will have one hour of class to carry out the presentation of the group work which will be evaluated by the rest of the students.

This presentation will be made in the last classes of the subject.

EV4 Individual work (Reflection) (15%)

The fourth evidence consists in presenting, through moodle, an essay of critical reflection of a related reading, presented during the month of April.

Students must present all the evidence. A minimum of 5 is required in each one to pass the subject. If all these criteria are not met, the maximum mark will be 4.5.

Reassessment is available to those students who during continuous assessment have submitted evidences with a weight equal to or greater than 2/3 of the total grade and have obtained a grade below 5 points. The team of teachers will decide whether the student needs to make-up ev.2 and/or la ev.3 and/or ev.4.

The note obtained in the evidence that is recovered replaces the original note and the final grade is recalculated (with the top of 4.5 if each of the evidences does not reach 5).

Students who have submitted learning evidences with a weight equal to or greater than 4 points (40%) cannot appear in acts as "non-assessable".

No unique final synthesis test for students who enrol for the second time or more is anticipated.

<https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html>

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Ev 1 Assistance and participation	10	0	0	1, 11, 4, 2, 24, 8, 12, 13, 16, 14, 26, 21, 17, 27, 6, 7
Ev 2 Field experience	25	0	0	1, 11, 4, 3, 2, 24, 8, 10, 9, 13, 16, 15, 14, 26, 21, 23, 17, 18, 19, 20, 22, 27, 25, 5, 6, 7
Ev 3 Team work and presentation	50	0	0	1, 11, 4, 3, 2, 24, 8, 10, 9, 12, 13, 16, 15, 14, 26, 21, 23, 17, 18, 19, 20, 22, 27, 25, 5, 6, 7
Ev 4 Individual work (Reflection)	15	0	0	11, 8, 9, 13, 21, 25, 7

Bibliography

MORE RESOURCES AVAILABLE ON MOODLE

- MANDATORY:
- [Schein, Edgar H.](#) Consultoría de procesos. Iberoamericana, 1987
- COMPLEMENTARY:
- Grau de Treball Social. Universitat Rovira i Virgili: "Model del diari de camp"
- Informe agregat Campaña de Balanç Social 2013-2014. Xarxa d'Economia Solidària. "L'economia solidària ensenya el cor"
- Íñiguez, L. "Investigación y evaluación cualitativa: bases teóricas y conceptuales". Atención Primaria. Vol.23, Núm8. 15 de mayo de 1999
- Picado G., Xinia. "Hacia la elaboración de indicadores de evaluación"
- Poblete Ruiz, M. "Los roles de equipo" Schein, E.H. "L'organització i les estructures organitzatives"
- Vázquez Sixto, Félix. (1996). El análisis de contenido temático. Objetivos y medios en la investigación psicosocial. (Documento de trabajo). (pp. 47-70). Universitat Autònoma de Barcelona
- Vázquez, F. "La entrevista individual". Guadalajara, 8-12 Septiembre 2008
- "Uso de la Wiki por el estudiante en Moodle" (archivo de vídeo). Disponible en: https://www.youtube.com/watch?v=3_UkDJQcMAI&feature=youtu.be
- <http://www.conocimientosweb.net/dcmt/ficha25045.html>
- <http://www.remedioslopezleon.info/relaciones-laborales/>

Software

Does not apply