

Degree	Type	Year
Psychology	OT	4

Contact

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Teachers

Miriam Diez Piñol

Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

Students are recommended to have taken the third year subject (102559) "Organisational Psychology" to know the processes that occur in social, educational, health or business organizations. This allows students to better understand this subject.

Objectives and Contextualisation

Framed in the Optional Specialisation in Work and Organisational Psychology, the aim of the subject is to give students the ability to analyze and reflect on the role that the person responsible for human resources plays in different organizations.

The work processes that the HR professional activates and carries out in organizations will be studied so that students are able to identify the needs of the organization, as well as the processes of incorporation and development of the people who work in it, and reflect on the methodology used by the professionals for the evaluation and development of competences, and to be able to contextualize new approaches that society requires of the organization and the person responsible.

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Analyse and interpret the results of the evaluation.

- Analyse the demands and needs of people, groups and organisations in different contexts.
- Apply techniques to collect and produce information about the functioning of individuals, groups and organisations in context.
- Identify and recognise the different methods for assessment and diagnosis in the different areas applied to psychology.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Show respect and discretion in communication and the use of the results of psychological assessments 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.
- Use computer programmes for data management and analysis.

Learning Outcomes

1. Analyse a situation and identify its points for improvement.
2. Apply test compound criteria such as an AC.
3. Assess how stereotypes and gender roles impact professional practice.
4. Carry out an interview of critical incidents in HR processes.
5. Communicate in an inclusive manner avoiding the use of sexist or discriminatory language.
6. Design situational tests for organizational processes.
7. Identify and use information that enhances respect and discretion.
8. Identify situations in which a change or improvement is needed.
9. Identify the main needs and demands of people, groups and organizations.
10. Integrate the results of evaluations.
11. Interpret qualitative information obtained in the assessment process.
12. Prepare, process and analyse quantitative data evaluation.
13. 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.
14. Propose projects and actions that incorporate the gender perspective.
15. Propose viable projects and actions to boost social, economic and/or environmental benefits.
16. Select appropriate tests for the object under evaluation.
17. Select the predictors that can be used in selection processes.
18. Submit technical reports that avoid the use of discriminatory language.
19. Use computer programmes for data management and analysis.
20. Using the criteria for optimal choice of evaluation methods.

Content

First Block 1 .- Introduction to Management and HR

1.1 Human resources management

1.2 New Public Management and the Logic of Care and Social Justice

Second Block: 2 .- Teams and HR change

2.1 Management of Work Teams

2.2 Models of change in HR

Third Block: 3 .- HR management and intervention practices

3.1 Belbin's role model applied to HR

3.2 Meyer's culture model as applied to HR

Fourth Block: 4 .- HR research, intervention and auditing

4.1 Concept of HR audits

4.2 Psychosocial Audit and Human Knowledge Audit.

4.3 Research and intervention: shadowing and ethnography of management devices.

Fifth Block: 5 .- AI, Automation and HR

5.1 Biases and uses of organizational AI

5.2 HR management through AI

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
D1 Sessions of the theoretical classes	18	0.72	9, 10, 20
D2 Sessions of collaborative teaching	6	0.24	2, 6, 4, 9
D3 Sessions of case resolution	12	0.48	7, 10, 17, 16, 20
Type: Supervised			
S1. Tutorials	6	0.24	7
S2 Supervision of the virtual platform	4	0.16	7, 19, 18
Type: Autonomous			
A1 Collection of bibliographic information	12	0.48	19
A2 Resolution of cases in the EOS virtual platform	30	1.2	12, 19, 10, 11
A3 Individual study	60	2.4	7, 6, 12, 9, 10, 11, 17

The subject is taught using different methodologies. The master class aims at developing 'cos calves' concepts of the subject, to conceptually present the subject and the preparation of situations, resolution of cases and its discussion, that approach the student to the reality of the HR.

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.

Assessment

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
EV1. Participation in working sessions	30%	0	0	19, 9, 15
EV2. Development of a HR process	40%	0	0	1, 2, 5, 6, 12, 4, 8, 10, 18, 13, 14, 15, 17, 16, 3
EV3. Multiple choice test	30%	2	0.08	1, 7, 12, 9, 8, 10, 11, 13, 20

Course Assessment will be based on 3 pieces of evidence:

1. Participation in class activities (30% of the final grade). This is an individually graded component. It is considered passed with at least 80% attendance in scheduled class sessions and the submission of brief evidence after each session (minimum 80% of completed ones).
2. Group project (40%). This is a group-graded component. It must be submitted in week 12. The evidence consists of a written report and its defense.
3. Multiple-choice exam (30%). This is individually graded and will be conducted during the second assessment period.

Use of Artificial Intelligence (AI) for each Assessment

Evidence	Permitted Use of AI
EV1	Permitted with limitations: AI may support idea structuring, but not full writing.
EV2	Not permitted: fully personal work is expected.
EV3	Permitted with limitations: only as a consultation or example-generation tool, with mandatory citation.

Types of Feedback

Evidence & Type	Week	Format
3 (individual)	19	Written
1 (individual)	5,19	Digital tool
2 (group)	12	In-class
Tutorial support	-	-

Students that achieved less than 40% will be graded as "Not grading".

L'AVALUACIÓ ÚNICA ES SOL·LICITA TELEMÀTICAMENT (E-FORMULARI) EN EL PERÍODE ESPECÍFIC (mé

Single Assessment Option

Students wishing to opt for the single assessment (SA) system must request it according to the faculty's established calendar and follow the indicated procedure. This mode involves completing one single assessment activity per piece of evidence, as defined by the teaching staff. The single assessment will follow the same quality and rigor standards as continuous assessment.

Eligibility for retake: Students who have not met the requirements to pass the course and have been assessed in activities covering at least two-thirds of the total grade are eligible. The minimum grade to qualify for retake is 3.5. The retake will always take the form of EV3 (multiple-choice exam). The grade obtained will be the final grade.

Students enrolled for the second or subsequent times are not expected to be evaluated through a single, non-recoverable synthesis exam.

The SA will take place on the same day and time as the exam in the second assessment period and will cover all course content. It will consist of a written exam, submission of the worked cases, and a report on the HR development process. The final grade will be calculated in the same way as for continuous assessment. The same recovery system as continuous assessment will apply.

Single Assessment Activities

Title	Weight	Submission Date
E1: Case submission	30%	Second assessment period
E2: Report	40%	
E3: Exam	30%	

Link to the Faculty of Psychology Assessment Guidelines 2025-2026:

https://www.uab.cat/doc/DOC_Pautes_Avaluacio_2025-2026

Criteria for a "Passed" course grade: An average score above 5 based on the three required pieces of evidence (all are mandatory).

Exam Translations:

Students have the right to request the translation of evaluation tests, provided they meet the requirements established by the university's language policy. Requests must be submitted within the designated period and include appropriate justification. Translations will be guaranteed without altering the content or difficulty of the test.

In this case, the translation will be done according the requirements from article 263 and also the request should be done before week 4 (e-template) (for more information see Faculty website)

Bibliography

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Software

there is not necessary

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(SEM) Seminars	111	Spanish	first semester	morning-mixed
(SEM) Seminars	112	Spanish	first semester	morning-mixed
(TE) Theory	1	Spanish	first semester	morning-mixed