

Degree programme	Type	Course
Psychology	OP	4

Contact lecturer

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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.

Group languages

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

Objectives

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.

Learning outcomes

1. Explore the most important variables in the various organizational processes.
2. Assess the importance of factors related to the applications to intervene.
3. Propose shared actions in organizational intervention.
4. Use techniques for mobilizing people to increase their participation.

5. Adapt the technical characteristics of the different contexts (individual, group and organizational).
6. Choose the best predictors for the assessment process.
7. Categorize the various alternatives in a proposed intervention.
8. Take on intervention proposals different from your own.
9. Work in a team.
10. Identify the social, economic and/or environmental implications of academic and professional activities in the area of your knowledge.
11. Explain the explicit or implicit deontological code in your area of knowledge.
12. Critically analyse the principles, values and procedures that govern the exercise of the profession.
13. 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.
14. 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.
15. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
16. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
17. Assess how stereotypes and gender roles impact professional practice.
18. Propose projects and actions that incorporate the gender perspective.
19. Communicate in an inclusive manner avoiding the use of sexist or discriminatory language.
20. Identify situations in which a change or improvement is needed.
21. Analyse a situation and identify its points for improvement.
22. Propose new experience-based methods or alternative solutions.
23. Weigh up the risks and opportunities of both one's own and other people's proposals for improvement.
24. Propose new ways of measuring the viability, success or failure of the implementation of innovative proposals or ideas.
25. Propose viable projects and actions to boost social, economic and/or environmental benefits.
26. Propose ways to evaluate projects and actions for improving sustainability.
27. Analyse the sustainability indicators of the academic and professional activities in this field, integrating the social, economic and/or environmental dimensions.

Contents

- 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:
 - a) Demand

b) The consulting proposal and budget

c) Diagnosis and final report

d) Tools and resources

7) The evaluation in consulting

8) Project based work

9) Inclusion of the gender perspective in the consultancy

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Seminars and work sessions	36	1.44	1, 3, 5, 6, 7, 8, 9, 10, 11
Case resolutions	4	0.16	1, 2, 4, 5, 16, 20, 21, 22, 23
Seeking information	3	0.12	4, 5, 6, 7, 10, 22
Virtual monitoring of the project and activities	1	0.04	2, 7, 9, 18, 24, 25
Reading and analysis of texts	6	0.24	3, 4, 5, 6, 11, 12, 13, 14, 20, 24, 27
Development of the project	8	0.32	1, 2, 5, 6, 7, 9, 12, 13, 17, 18, 19, 20, 23
Study and assimilation of contents and concepts	5	0.2	3, 4, 5, 6, 11, 12, 16, 21, 24, 25, 26, 27
Tutoring	1	0.04	2, 4, 5, 18, 25, 26, 27

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.

In this course, the use of Artificial Intelligence (AI) technologies is permitted as an integral part of the development of coursework, provided that the final submission reflects a significant contribution from the student in terms of analysis and personal reflection. Students must clearly identify which parts of the work have been generated or supported by AI, specify the tools used, and include a critical reflection on how these technologies have influenced both the process and the final outcome of the assignment. Failure to disclose the use of AI will be considered a breach of academic integrity and may result in a reduction of the assignment grade or, in more serious cases, the application of further academic sanctions.

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	Weight	Hours	ECTS	Learning outcomes
Ev 1 Assistance and participation	25	36	1.44	3, 4, 6, 9, 11, 12, 16, 21, 27
Ev 3 Group Project and Presentation	30	20	0.8	2, 4, 8, 9, 10, 11, 13, 15, 17, 19, 20, 21, 22, 23, 25, 26
Ev 4 Individual work (Reflection)	25	10	0.4	1, 3, 4, 5, 7, 10, 11, 12, 13, 14, 18, 20, 21, 22, 24
Ev 2 Field experience	20	20	0.8	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

This course does not offer a single-assessment option.

In accordance with the Faculty's Assessment Guidelines (https://www.uab.cat/doc/DOC_PautesAvaluacio_2026), continuous assessment will be based on four assessment components.

Assessment 1 (EV1). Individual attendance and participation (25%)

The first assessment component consists of regular attendance and active participation in class through comments, suggestions and critical reflections on the assigned readings and course content.

Continuous feedback will be provided throughout the semester during class sessions.

Assessment 2 (EV2). Field project (20%)

The second assessment component consists of a group-based field project aimed at providing students with professional exposure to organisational reality.

Throughout the semester, students will work collaboratively to contact an organisation, plan the project, organise tasks, collect and analyse data using consultancy tools, and present both their findings and a final consultancy report to the rest of the class.

Feedback on each partial group submission will be provided weekly through the Virtual Campus.

Assessment 3 (EV3). Team project and group oral presentation (30%)

The third assessment component consists of teamwork involving:

- a group consultancy project including organisational diagnosis and intervention proposal;
- a group oral presentation.

Each group will have one class session (approximately one hour) to present its work. The presentations will be evaluated both by the teaching staff and through peer assessment by students from the other groups.

Presentations will take place during the final weeks of the course.

General oral feedback will be provided immediately after each presentation, followed by detailed written feedback via the Virtual Campus.

Assessment 4 (EV4). Individual reflective assignment (25%)

The fourth assessment component consists of an individual critical reflection paper based on an assigned reading related to the course topics.

The assignment will be submitted through Moodle during the month of April.

Detailed feedback will be provided through the Virtual Campus within fifteen days after submission.

Requirements to pass the course

Students must complete all assessment components.

To pass the course, students must:

- obtain an overall final mark of 5.0 or above; and
- obtain a minimum mark of 4.0 in each face-to-face assessment component whose weighting is 20% or higher of the continuous assessment.

Failure to meet either of these requirements will result in a maximum final grade of 4.5 being recorded in the student's academic transcript.

Resit assessment

Students may be eligible for the resit assessment provided that:

- they have completed assessment activities representing at least two-thirds of the final course grade; and
- their overall final mark is below 5.0.

The teaching team will determine whether Assessment 2 (Field Project), Assessment 3 (Team Project and Oral Presentation), Assessment 4 (Individual Reflective Assignment), or any combination of these components, is eligible for resit.

Where a resit assessment is completed, the new mark will replace the original mark for that assessment component and the final course grade will be recalculated.

However, if the minimum passing requirements described above are still not met, the maximum final grade that may be awarded will remain 4.5.

Bibliography

MORE RESOURCES AVAILABLE ON MOODLE

- MANDATORY:
- Schein, Edgar H. Consultoría de procesos. Iberoamericana, 1987
- COMPLEMENTARY:
- Brassey, J., Herbig, B., Jeffery, B., & Ungerman, D. (2023, noviembre). *Reframing employee health: Moving beyond burnout to holistic health*. McKinsey Health Institute.
<https://www.mckinsey.com/mhi/our-insights/reframing-employee-health-moving-beyond-burnout-to-holistic>
- De Smet, A., D'Auria, G., Meijknecht, L., Albaharna, M., Fifer, A., & Rubenstein, K. (2024, octubre). *Go, teams: When teams get healthier, the whole organization benefits*. McKinsey & Company.
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- Desmarescaux, F., Kumra, G., Sengupta, J., Sridhar, M., & Chiang, J. (2025, octubre). *Demystifying top-team performance: What every CEO needs to know*. McKinsey & Company.
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- Grau de Treball Social. Universitat Rovira i Virgili: "Model del diari de camp"
- Informe agregat Campanya 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"
- Sawhney, Gargi, Mallory A Mccord, Austin Cunningham, Peter Cook, Kwesi Adjei, and Taylor Flinn. 2026. "A Meta-Analytic Review of 60 Years of Role Stressor Research." *Journal of Vocational Behavior* 167 (March): 104234. <https://doi.org/10.1016/j.jvb.2026.104234>.
- 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
- Wageman, Ruth, Debra Nunes, James Burrus, and J Richard Hackman. 2008. *Senior Leadership Teams*. Boston: Harvard Business School Press. <https://doi.org/10.1057/9780230239487>.
- Wiese, Christopher W, Christian Dormann, Hoda Vaziri, Lauren H Moran, and Yuhua Li. 2025. "Happy Work , Happy Life ? A Replication and Comparison of the Longitudinal Effects Between Job and Life Satisfaction Using Continuous Time Meta- - Analysis," 487-511. <https://doi.org/10.1002/job.2861>.
- "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/dcmf/ficha25045.html>
- <http://www.remedioslopezleon.info/relaciones-laborales/>

Software

Does not apply

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(TE) Theory	1	Spanish	second semester	morning-mixed

(PAUL) Classroom practices	11	Spanish	second semester	morning-mixed
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