

COURSE UNIT INFORMATION SHEET (SYLLABUS)

2020/2021

Name Strategic Human Resources Development
Teaching staff Manuel Rafael (Professor in charge) Maria do Rosário Lima
ECTS 6
Functioning In-person or online classes and schedule defined on a case-by-case basis in accordance with the Contingency Plan in force Considering the situation of the evolution of the pandemic, and the consequent assessment of the risk situations of teachers (belonging to teachers at risk groups) and students, some classes may be taught through distance learning, using the Zoom, Moodle platforms or others deemed appropriate. For the same reasons, the expected presentations of face-to-face assignments by students may also be made through the Zoom platform, as well as assessments through written exam (which may be by videoconference). Students will be notified in good time about the forms adopted (in person or at a distance). In any case, synchronous sessions will be privileged.
Learning goals 1 Understand and critically evaluate models and interventions for Strategic Human Resources Development 2 Understand and demonstrate skills of application of career models, dimensions, processes and variables; 3 Understand and demonstrate competence on developing strategies and practices in training and evaluation of human resources; 4 Identify, explore and develop relevant topics for research and intervention in Psychology of Human Resources; 5 Ability to communicate orally and in writing; 6 Ability to think creatively and develop new ideas and concepts; 7 Application of knowledge about research in bibliographic databases, scientific literature review, and

preparation of work related with Human Resources Development

Skills to be developed

- Knowledge about models and interventions for Strategic Human Resources Development
- Skills of application of career models, dimensions, processes and variables; Understand and demonstrate competence on developing strategies and practices in training and evaluation of human resources;
- Ability to communicate orally and in writing;
- Ability to think creatively and develop new ideas and concepts;
- Application of knowledge about research in bibliographic databases, scientific literature review, and preparation of work related with Human Resources Development

Prerequisites (precedences) *

Contents

- 1.Strategic Human Resources Development: models and strategic management
- 2.Career development and career management in organizations
- 3.Counseling / Coaching / Talent management: perspectives of intervention
4. Personnel training in organizations: planning, development and evaluation
5. Research and intervention topics: Careers and new contexts: globalization, migration and globalization, social responsibility, organizational commitment, organizational citizenship, organizational interventions: training strategies and techniques, coaching, outplacement, performance appraisal systems.

Bibliography

- Baruch, Y. (2006). Career development in organizations and beyond: Balancing traditional and contemporary viewpoints. *Human Resource Management Review*, 16(2), 125-138. doi: 10.1016/j.hrmr.2006.03.002
- Greenhaus, J., Callanan, G., & Godshalh, V. (2010). *Career management* (4rd ed.). London: Sage Publications.
- Kirkpatrick, D. L., & Kirkpatrick, J. D. (2006). *Evaluating training programs: The four levels* (3rd ed). San Francisco: Berrett-Koehler.
- Noe, R. A. (2020). *Employee training and development* (8th ed). New York McGraw Hill.

Rafael, M. (2007). Desarrollo y gestión de carreras con adultos en el siglo XXI: Lecturas hacia una armonización de lo global y de lo individual. *Revista de Investigación Psicoeducativa*, 5 (1), 75-102.

Teaching methods

Classroom sessions of theoretical and exhibition for questioning and problem solving.
Theoretical and practical classroom sessions (linking conceptual and practical components).
Individual and group projects, written and oral.
Case studies.

Evaluation Regimes

General and Alternative

Evaluation Elements

General:

- 1 - Group work presentation in class (20%)
- 2 - Individual written work (until 24 may 2021) in the format of a scientific paper (40%)
- 3 - Two individual works/reflections (30%) until 12 March 2021 and 7 May 2021;
- 4 - Attendance and class participation (10%).

Alternative:

- 1 - Individual written work (until 24 may 2021) in the format of a scientific paper (30%)
- 2 – Individual Written exam (70%) in the examination period.

Rules for grade improvement

Rules for students having previously failed the course unit *

Requirements on attendance and punctuality

The general regime requires class attendance, with attendance record.

Rules for special students

(workers, elite athletes, student body leaders, military, fathers/mothers, with special needs) *

There is a general evaluation scheme available for all students and an alternative evaluation scheme only available for special students. The special students that want to choose the alternative evaluation regime must inform the Professor in charge until **19 february 2021**.

Language of instruction

Portuguese.

Exceptionally, Erasmus students can be authorized to present their work in other languages.

Disciplinary violations and penalties

According to the Evaluation of Learning Regulation of the Faculty of Psychology of the University of Lisbon, the following behaviors are considered as disciplinary offenses subject to disciplinary action:

- a) To use or attempt to use materials, information, notes, study resources or other objects and equipment not authorized in academic exercises;
- b) To help or try to help a colleague in committing a disciplinary offense;
- c) To submit the same written work for evaluation in different course units without permission from the instructors, even if with minor changes;
- d) To present someone else's work as one's own;
- e) To forge, or change without permission from the author, any information or citation in an academic work;
- f) To interfere, change or attempt to change grades;
- g) To try to prevent or interfere with the proper functioning of classes, research or other academic activities;
- h) To make false accusations regarding instructors, governance bodies, other students or non-teaching staff of the FPUL;
- i) To falsify signatures in attendance sheets, documents relating to evaluation elements or in any official document relating to an academic process or status.

Disciplinary offenses committed in any assessment element can lead to its annulment, and must be reported to the Pedagogical Council or, considering their gravity and repetition, may lead to other penalties, to be determined by the Rector of the University of Lisbon.

* If applicable