**COURSE UNIT INFORMATION SHEET (*SYLLABUS*)**

**2023/2024**
**Study Programme: Master in Psychology of Human Resources, Work and Organizations**

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**Name**

Recruitment and Selection in Human Resource Management
(Recrutamento e Seleção na Gestão de Recursos Humanos)

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**Teaching staff**
Manuel Rafael (Professor in charge)
Isabel Paredes

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**ECTS**

6

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**Functioning**

3 weekly hours

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**Learning goals**

1. To acquire and integrate knowledge about human resources planning, development, and management models
2. To acquire and integrate knowledge about models and methodologies of planning, recruitment, and selection of human resources
3. Understand the main steps and methods of the recruitment and selection process
4. Be able to critically evaluate a variety of selection methods and understand the role of staff selection for organizational goals and outcomes
5. Select and apply instruments, techniques, and methods (such as interviews, psychological tests, observations) for individual assessment of personality, ability, competence, motivation, and performance.
6. Select and apply group assessment techniques and methods on perceptions, attitudes and behaviours related to human resources practices
7. Acquire knowledge for advice, training and support to the different involved (e.g. employees, managers) in recruitment and selection processes
8. Write a report on a recruitment and selection process

**Skills to be developed**

Knowledge about models, methodologies and processes for planning, recruitment and personnel selection.
Knowledge about human resources management policies and strategies.
Knowledge and attitudes that facilitate intervention in human resources management in an organizational context.
Skills and attitudes of methodological rigor and ethics within the Human Resources policies.
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

**Prerequisites** (precedences) *

**Contents**
1. Planning, development, and management of human resources
    Evolution of perspectives on human resources management and the importance of human capital
    The process of strategic planning and development
    Strategic and sustainable integration of human resources practices
    Relationship of human resources management with strategy, mission, vision, and organizational values
    Policies and methodologies of human resources planning
    Practices of human resources management and organizational results
2. Recruitment and selection of human resources
    Identification of needs
    Sources and recruitment processes
    Selection Methods and Techniques
    Predictors of performance at work and evaluation of selection methods
3. Ethical Aspects and Organizational Implications of Human Resource Planning and Evaluation
    Justice and diversity in selection
    Ethical considerations in selection and evaluation
    Role of selection in organizational objectives and results

**Bibliography**

Cook, M. (2016). *Personnel selection: Adding value through people – a changing picture*. Wiley-Blackwell
Dessler, G. (2017). *Human resource management* (15th ed.). Pearson Prentice-Hall.
Goldstein, H. W., Pulakos, E. D., Passmore, J., & Semedo, C. (Eds.) (2017). *The Wiley Blackwell handbook of psychology of recruitment, selection and employee retention*. John Wiley & Sons.
Moscoso, S., Salgado, J. F., & Anderson, N. (2017). How do I get a job, what they are looking for? Personnel selection and assessment. In N. Chmiel, F. Fraccaroli, & M. Sverke (Eds.), *An introduction to work and organizational psychology: An international perspective* (3rd ed., pp. 25-47). John Wiley & Sons.
Kim, Y., & Ployhart, R. E. (2018). The strategic value of selection practices: Antecedents and consequences of firm-level selection practice usage. *Academy of Management Journal, 61*(1), 46–66.

**Teaching methods**

Classroom sessions of theoretical 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/Practical Examples

**Evaluation Regimes** (General and/or Alternative)

The evaluation form is the **General Regime**.

**Evaluation Elements** (Proposed evaluation dates, deadlines for submission of papers, percentage weight of each evaluation element)

The **General Regime** consists of 3 elements:
1- Group work presented in class based on themes proposed by the teachers; the presentation in classes will take place on dates to be defined in the first session (20%)
2- An individual written literature review (scientific paper), based on themes proposed by the teachers (60%); it must be delivered on the day stipulated for start of exams (1st season);
3- Attendance and class participation (20%).

Continuous assessment work can only be carried out during classes and within the deadlines set by the teachers.

**Rules for grade improvement**

Grade improvement can only be performed by students who have had at least 75% attendance in class and through an exam on all contents, in the 2nd exam season (100% of the classification). Alternatively, students will be able to attend and carry out all the required assessment elements again in the following academic year.

**Rules for students having previously failed the course unit \***

**Requirements on attendance and punctuality**

Attendance of at least 75% of the classes given is mandatory. Thus, in all classes, attendance is registered. To obtain values related to element 3 of the assessment (presence and participation in classes) it is necessary to have at least 75% of class attendance. Failure to comply with this criterion may imply the impossibility of carrying out the Curricular Unit.

**Rules for special students**

Not applicable

**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