



## COURSE UNIT INFORMATION SHEET (*SYLLABUS*)

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

### Name

Training and Professional Development in Organizational Context  
(Formação e Desenvolvimento Profissional em Contexto Organizacional)

### Teaching staff

Manuel Rafael (Professor in charge)  
Isabel Paredes

### ECTS

6

### Functioning

3 weekly hours

### Learning goals

1. Know and demonstrate competences on models of development, learning and lifelong learning.
2. Design and develop a training program tailored to the needs of an organization
3. Design and evaluate the effectiveness of integration, training, and professional development interventions.
4. Know and demonstrate application skills on models, dimensions, processes, and career variables.
5. Identify and select individual diagnostic and assessment tools in the context of career development and management
6. Carry out an intervention proposal in the context of career development and management in the organizational context
7. Develop interpersonal skills with a view to establishing and maintaining professional relationships with clients and organizations in the context of training and career management in an organizational context and propose solutions to organizations.

### 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. Development, lifelong learning and personnel training
  - Lifelong learning models
  - Active aging and workforce aging
2. Integration and socialization strategies
3. Personnel training in organizations
  - Needs identification
  - Planning and development
  - Training Evaluation
4. Career development and career management in organizations
  - Career models and career management
  - Life cycle, developmental tasks, and roles; Career plateauing
  - Preparation for retirement and retirement
  - Professional and personal development practices in organizations
  - Counseling, coaching and talent management: intervention perspectives
  - Mobility and diversity management: workers' cultural attitudes and career development and management
  - Careers and new contexts: internationalization, migration, and globalization

### **Bibliography**

- Baruch, Y. (2006). Career development in organizations and beyond: Balancing traditional and contemporary viewpoints. *Human Resource Management Review*, 16(2), 125-138.
- Greenhaus, J., Callanan, G., & Godshalk, V. (2010). *Career management* (4rd ed.). Sage Publications.
- Kirkpatrick, D. L., & Kirkpatrick, J. D. (2006). *Evaluating training programs: The four levels* (3rd ed). Berrett-Koehler.
- Noe, R. A. (2013). *Employee training and development*. 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.
- Reid, H. (2016). *Introduction to career counselling and coaching*. London: Sage.

### **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**

The evaluation form is the General Regime.

### **Evaluation Elements**

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