

TEMATIC POSTURI CONCURS, SEMESTRUL I – 2016/2017

Departament Psihologie, Asistent 71, determinata.

Curs	Tema	Bibliografie
Psihologia personalității	Dimensiunile Big Five ca predictorii pentru performanța în muncă	Barrick, M. R., & Mount, M. K. (1991). The Big Five Personality Dimensions and Job Performance: A meta-analysis. <i>Personnel Psychology</i> , 44, 1-26. Barrick, M. R., Mount, M. K., & Judge, T. A. (2001). Personality and Performance at the Beginning of the New Millennium: What Do We Know and Where Do We Go Next?. <i>Personality and Performance</i> , 9, 9-29. Morgeson, F. P., Campion, M. A., Dipboye, R. L., Hollenbeck, J. R., Murphy, K., & Schmitt, N. (2007). Are we getting fooled again? Coming to terms with limitations in the use of personality tests for personnel selection. <i>Personnel Psychology</i> , 60, 1029-1049. Ones, D. S. (2005). Personality at Work: Raising Awareness and Correcting Misconceptions. <i>Human Performance</i> , 18, 389-404.
	Validitatea trăsăturilor largi vs. înguste ale Big Five	Paunonen, S. V., & Ashton, M. C. (2001). Big Five Factors and Facets and the Prediction of Behavior. <i>Journal of Personality and Social Psychology</i> , 81, 524-539.
	Interacțiunea dintre personalitate și aptitudini cognitive	Wright, P. M., Kacmar, K. M., McMahan, G. C., & Deleeuw, K. (1995). P=f(M X A): Cognitive Ability as a Moderator of the Relationship Between Personality and Job Performance. <i>Journal of Management</i> , 21, 1129-1139.
Metodologia cercetării psihologice II	Validitatea internă a designurilor de cercetare	Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). Experimental and quasi-experimental designs (pp. 33-63). Boston: Houghton-Mifflin.
	Validitatea externă a designurilor de cercetare	Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). Experimental and quasi-experimental designs (pp. 64-102). Boston: Houghton-Mifflin.
Metodologia cercetării psihologice I	Eșantionarea și randomizarea	Kerlinger, F. N., & Lee, H. B. (2000). Reliability. In F. N. Kerlinger, & H. B. Lee (Eds.), <i>Foundations of Behavioral Research</i> (pp. 163-187). Belmont, Calif.: Wadsworth.
	Contribuția teoretică a cercetărilor	Sutton, R. I., & Staw, B. M. (1995). What Theory is Not. <i>Administrative Science Quarterly</i> , 40(3), 371-384.
Practic (documentare științific și psihologie critică)	Principii ale managementului bazate pe dovezi științifice	Rousseau, D. M. (2012). <i>The Oxford Handbook of Evidence-Based Management</i> (pp. 1-24). Oxford: Oxford University Press. Goodman, J. S., & O'Brien, J. (2012). Teaching and Learning Using Evidence-Based Principles. In D. M. Rousseau (Ed.). <i>The Oxford Handbook of Evidence-Based Management</i> (pp. 309-336). Oxford: Oxford University Press.
	Standarde etice și legale în publicare, cf. ghidului de publicare APA	American Psychological Association (2010). <i>Publication Manual of the American Psychological Association</i> . Washington, DC: APA.

Departament Psihologie ,Asistent 72. determinata.

Bazele teoretice ale evaluării psihologice	Caracteristicile psihometrice ale testelor psihologice: fidelitatea și validitatea	American Educational Research Association (AERA), American Psychological Association (APA), & National Council on Measurement in Education (NCME). (2014). Standards for educational and psychological testing. Washington, D.C.: AERA. (Reliability, pp. 33-47). Anastasi, A., & Urbina, S. (1997). Reliability. In A. Anastasi, & S. Urbina (Eds.), Psychological Testing (pp. 84-112). New Delhi: Pearson Education. Kerlinger, F. N., & Lee, H. B. (2000). Reliability. In F. N. Kerlinger, & H. B. Lee (Eds.), Foundations of Behavioral Research (pp. 641-664). Belmont, Calif.: Wadsworth. American Educational Research Association (AERA), American Psychological Association (APA), & National Council on Measurement in Education (NCME). (2014). Standards for educational and psychological testing. Washington, D.C.: AERA. (Validity, pp. 11-31). Anastasi, A., & Urbina, S. (1997). Validity. In A. Anastasi, & S. Urbina (Eds.), Psychological Testing (pp. 113-171). New Delhi: Pearson Education.
	Starea actuală a măsurării evaluării psihologice la nivel internațional	Poortinga, Y. H., & Klieme, E. (2016). The history and current status of testing across cultures and countries. In F. T. L. Leong et al. (Eds.). The ITC International Handbook of Testing and Assessment (pp. 14-28). Oxford: Oxford University Press.
Evaluarea psihologică a personalității și a comportamentului adaptativ	Evaluarea comportamentului adaptativ: utilitate practică de-a lungul întregii vieți	Oakland, T., & Harrison, P. L. (2008). ABAS-II Clinical Use and Interpretation (pp. 3-36). San Diego: Academic Press.
	Principii ale măsurării personalității	Ozer, D. J. (1999). Four principles for personality assessment. In L. A. Pervin & O. P. John (Eds.), Handbook of Personality (pp. 671-686). New York: Guilford press.
Metodologia cercetării psihologice II	Validitatea internă a designurilor de cercetare	Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). Experimental and quasi-experimental designs (pp. 33-63). Boston: Houghton-Mifflin.
Practic (documentare științific și psihologie critică)	Principii ale managementului bazat pe dovezi științifice	Rousseau, D. M. (2012). The Oxford Handbook of Evidence-Based Management (pp. 1-24). Oxford: Oxford University Press. Goodman, J. S., & O'Brien, J. (2012). Teaching and Learning Using Evidence-Based Principles. In D. M. Rousseau (Ed.). The Oxford Handbook of Evidence-Based Management (pp. 309-336). Oxford: Oxford University Press.