

**COURSE DATA****Data Subject**

<b>Code</b>	33343
<b>Name</b>	Human resources psychology
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	4.5
<b>Academic year</b>	2022 - 2023

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. Period</b>	<b>year</b>
1319 - Degree in Psychology	Faculty of Psychology and Speech Therapy	4	Other cases

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1319 - Degree in Psychology	42 - Psychology of human resources	Optional

**Coordination**

<b>Name</b>	<b>Department</b>
GRACIA LERIN, FRANCISCO JAVIER	306 - Social Psychology

**SUMMARY**

This is an elective course Introduction to Psychology of Human Resources. This course is especially designed for those students who want to work as occupational psychologists and organizations. Complement the training received in other subjects, mainly Work Psychology, Organizational Psychology and Organizational Change and Development. Job analysis, competency management, recruitment and selection, training: here, in addition to an introduction to the human resources function and the challenges it is facing today, the most important practices that constitute this function are addressed planning and career development, performance evaluation and compensation.

**PREVIOUS KNOWLEDGE**



**Relationship to other subjects of the same degree**

There are no specified enrollment restrictions with other subjects of the curriculum.

**Other requirements**

It is recommended to have passed the subjects Work Psychology and Organizational Psychology.  
It is recommended to take simultaneously the subject Organizational Change and Development

**OUTCOMES**

**1319 - Degree in Psychology**

- Be able to identify differences, problems and needs.
- Know how to provide appropriate feedback to patients.
- Know different methods of assessment and intervention in the field of organizations.
- Identify recipients' needs and demands in the organizational field.
- Know how to select and implement the appropriate tools, products and services in organizational contexts.
- Know how to identify organisational and inter-organisational problems and needs.

**LEARNING OUTCOMES**

**English version is not available**

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	45,00	100
Development of group work	10,00	0
Development of individual work	10,00	0
Readings supplementary material	2,50	0
Preparation of evaluation activities	15,00	0
Preparing lectures	15,00	0
Preparation of practical classes and problem	15,00	0
<b>TOTAL</b>	<b>112,50</b>	



## TEACHING METHODOLOGY

The teaching methodology will be adapted to the purpose of the training: based on the transmission of information (lectures, conferences, etc.) when learning is aimed at the acquisition of knowledge, methodologies focused on the application (case studies, practical exercises methodologies, simulations ...), when what is intended is that students develop certain skills, and methodologies focused on student activity (debates, group discussions, brainstorming, presentation models, role-playing ...), when you aspire to development and / or changing attitudes among students. Since what is intended to develop skills among students, especially they emphasize the last two.

Moreover, as a general rule, the principle of "learning by doing" and "teamwork" are important general principles of this teaching methodology.

Characteristics that must have the training for adults will be taken into account: Practical, concrete, experiential, etc.

## EVALUATION

### *First call:*

The evaluation takes place through three types of actions. The first two emphasize the learning process, and the last, the learning outcomes:

1. Group practices. They are done outside of class and in group, to put into practice some of the competences that must be acquired throughout the course. This part will have a weight of 30% in the overall evaluation. In order to stimulate continuous learning, group feedback will be provided to students who demand it. The students will be aware of the qualification obtained in the group practices before the exam.
2. Activities. It is a set of exercises that students will normally do in their class schedule. It can be individual or in a group, and may also involve performing outside the classroom. This part will have a weight of 20% in the overall assessment. In order to stimulate continuous learning, group feedback will be provided to students who demand it. Students will be aware of the qualification obtained in the activities before the exam.
3. Exam. It will be a multiple-answer test which will be done at the conclusion of the course. Its weight in the overall evaluation will be 50%.

This way, the weight that is given in this subject to formative evaluation, continuous or learning process evaluation, and to the summative evaluation or learning outcomes evaluation is balanced, with 50% each.

The honors will be assigned directly to the highest grades, and as long as they have obtained an overall grade higher than 9 points. In the event of a tie between two or more students, the possibility of carrying out additional work will be offered to determine the student or students who finally obtain the honors.



Second call:

Group practices and activities are not recoverable, since they refer to learning outcomes that cannot be assessed by exam in the second call. Nevertheless, the note obtained in both actions in first call is kept for the second.

Exam. In second call will be made a closed answer test type exam. Its weight in the overall evaluation will be 50%.

To obtain the global mark, we will have to add the mark obtained in the exam, and the one obtained in first call in the group practices and the activities.

Anyway, the qualification of the subject will be ruled by the Regulations of Qualifications of the University of Valencia (\* ACGUV 12/2004)

([http://www.uv.es/graus/normatives/reglament\\_qualificacions.pdf](http://www.uv.es/graus/normatives/reglament_qualificacions.pdf)). Complementarily, and in accordance with article 13 d) of the Statute of the University Student (RD 1791/2010, of December 30), it is a duty of a student to refrain from the use or cooperation in fraudulent procedures in the evaluation tests, in the works that are carried out or in official documents of the university. The teaching staff will check with the media of the University of Valencia if there has been plagiarism or total and partial copy, which will entail the automatic suspension of the matter without prejudice to other disciplinary measures contemplated in the current regulations.

In the event of fraudulent practices, the Action Protocol for fraudulent practices at the University of Valencia will be applied (ACGUV 123/2020): <https://www.uv.es/sgeneral/Protocols/C83sp.pdf>

## REFERENCES

### Basic

- Fitz-enz, J. (1984). *Cómo medir la función de recursos humanos* (caps introducción, 1, 2, 3). New York: McGraw-Hill.
- Claver, Gascó y Llopis (1996). *Los recursos humanos en la empresa: Un enfoque directivo*. Ed. Civitas.
- Gracia, F.J., Martínez-Tur, V. y Peiró, J.M. (2001). *Tendencias y controversias en el futuro de la gestión y del desarrollo de los recursos humanos*. En E. Agulló y A. Ovejero (Coord.), *Trabajo, individuo y sociedad. Perspectivas psicosociológicas sobre el futuro del trabajo*, pp. 165-201. Madrid: Pirámide.
- Grupo Harper y Lynch (1992). *Análisis y descripción de puestos: evaluación del rendimiento*. Ed. Gaceta de los Negocios



- Fernández-Ríos, M. (2004). Análisis y descripción de puestos de trabajo. Ed. Díaz de Santos.
- Pereda, S. y Berrocal, F. (2001). Gestión de Recursos Humanos por competencias. Centro de Estudios Ramón Areces.
- Fernández, G., Cubeiro, J.C. y Dalziel, M.M. (Coords.) (1996). Las competencias: clave para una gestión integrada de los recursos humanos. Deusto. Bilbao.
- Ansorena, A. (1996). 15 pasos para la selección de personal con éxito: método e instrumentos. Ed. Paidós.
- Gracia, F. (2003). La necesidad de revitalizar la evaluación del desempeño en la gestión actual de recursos humanos. Estudios Financieros, 238, 131-164.
- Puchol, L. (1995). Dirección y gestión de recursos humanos. ESIC.

#### **Additional**

- Pereda, S. y Berrocal, F. (2001). Técnicas de gestión de recursos humanos por competencias. Madrid: Editorial Centro de Estudios Ramón Areces, S.A. Capítulo 1.
- Goldstein, I.L. (1991). Training in work organizations. In M.D. Dunnette and L.M. Hough (Eds.), Handbook of Industrial and Organizational Psychology, vol. 2. Consulting Psychologists Press, Inc.
- Quijano, S. (1992). Sistemas efectivos para la evaluación del rendimiento: resultados y desempeños. Barcelona: PPU.
- Motowidlo, S.J. (2003). Job performance. In W.C. Borman, D.R. Ilgen, R.J. Klimoski, & I.B. Weiner, Handbook of Psychology, vol. 12, Industrial and Organizational Psychology. Hoboken, NJ: John Wiley & Sons.
- Lawler, E. E, (1986). La retribución. Su impacto en la eficacia empresarial.
- Arraiz, J. I. (1999) Retribuir el futuro. Guía práctica de la retribución en España. Madrid: Grupo Santillana de Ediciones.
- Fernández- Ríos, M. y Sánchez, J. C. (1997). Valoración de Puestos de Trabajo. Madrid: Díaz de Santos.