

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

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| Code | 44843 |
| Name | Fundamentals of human resources psychology |
| Cycle | Master's degree |
| ECTS Credits | 4.0 |
| Academic year | 2021 - 2022 |

Study (s)

| Degree | Center | Acad. year | Period |
|--|--|-------------------|---------------|
| 2235 - Master's degree Erasmus Mundus on Work, Organizational and Personnel Psycho | Faculty of Psychology and Speech Therapy | 1 | First term |

Subject-matter

| Degree | Subject-matter | Character |
|--|---|------------------|
| 2235 - Master's degree Erasmus Mundus on Work, Organizational and Personnel Psycho | 4 - Human resources. Explanatory introduction | Obligatory |

Coordination

| Name | Department |
|--------------------------------|-------------------------|
| GRACIA LERIN, FRANCISCO JAVIER | 306 - Social Psychology |

SUMMARY

As the psychology of personnel or human resources is the area of work psychology and the most intervention-oriented organizations, only one basic explanatory course has been included in the first semester of the Erasmus Mundus Master's In Labor, Organizations and Personnel Psychology. The course is devoted to the learning of theories and basic diagnostic skills related to the psychology of staff, with a total charge of 4 ECTS. This course offers knowledge about concepts and psychological theories related to the role of human resources, occupational careers and employment relationships, as well as a global vision of the methods for individual assessment in human resources practices.



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

There are no registration requirements with other subjects in the syllabus. No specific prior knowledge is required.

COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

2235 - Master's degree Erasmus Mundus on Work, Organizational and Personnel Psycho

- Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.
- Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.
- Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.
- Students should demonstrate self-directed learning skills for continued academic growth.
- Students should possess and understand foundational knowledge that enables original thinking and research in the field.
- Que los estudiantes sean capaces de entrevistar a clientes o directivos para analizar sus necesidades y problemas, identificando necesidades y problemas subyacentes y clarificándolos de tal forma que sean comprendidos y aceptados por los clientes o directivos.
- Que los estudiantes sean capaces de seleccionar y aplicar instrumentos, técnicas y métodos para la evaluación de individuos en el contexto de la psicología del trabajo, de las organizaciones y de los recursos humanos.
- Que els estudiants siguin capaços de seleccionar i aplicar instruments, tècniques i mètodes per a l'avaluació de grups en el context de la psicologia del treball, de les organitzacions i dels recursos humans.
- Que los estudiantes sean capaces de seleccionar y aplicar instrumentos, técnicas y métodos para la evaluación de organizaciones en el contexto de la psicología del trabajo, de las organizaciones y de los recursos humanos.
- Que los estudiantes sean capaces de seleccionar y aplicar instrumentos, técnicas y métodos para la evaluación situacional en el contexto de la psicología del trabajo, de las organizaciones y de los recursos humanos.



LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)

When finishing the teaching-learning process, the student must be able to:

- Describe the main functions and theories of human resources, the historical evolution of this function and the main challenges for the current human resources function.
- Define and evaluate skills as a basis for human resources management.
- Understand and manage careers within organizations.
- Understand, diagnose and analyze the role of the psychological contract in the framework of employment relationships.
- Use assessment methods and tools linked to human resources management.

DESCRIPTION OF CONTENTS

1. Theories and functions of human resource management

Historical evolution of the human resources function. Function of human resources in organizations. Human resources management and business strategy. International human resources management The paradigm of quality of work life / involvement of the employee. Human resources and corporate social responsibility.

2. Competencies and management by competencies

Historical review of competence management. The concept of competition. The management by competencies. Identification and description of competences. The skills manual. Management by competencies and integral direction of human resources.

3. Career, career planning and development

The concept of career. The individual perspective in the study of careers. Career guidance. The organizational perspective in the study of careers. Career planning. Career development The older worker and lifelong learning. Diversity management.

4. Employment relations and psychological contract

The concept of psychological contract. Theories of the psychological contract. Compliance, breach and violation of the psychological contract. Individual and organizational consequences of the violation of the psychological contract. The new psychological contract and current employment relationships. Idiosyncratic contracts.



5. Assessment methodology: tasks, assessor competences and assessment processes.

Assessment tools. Tests and questionnaires. Reliability, validity and norms. Competences of the evaluators: the use of tests. Standards EFPA. Evaluation process. Quality of the evaluation process. ISO standards.

WORKLOAD

| ACTIVITY | Hours | % To be attended |
|--|---------------|------------------|
| Theory classes | 40,00 | 100 |
| Development of group work | 25,00 | 0 |
| Study and independent work | 5,00 | 0 |
| Readings supplementary material | 10,00 | 0 |
| Preparing lectures | 5,00 | 0 |
| Preparation of practical classes and problem | 5,00 | 0 |
| Resolution of case studies | 10,00 | 0 |
| TOTAL | 100,00 | |

TEACHING METHODOLOGY

Since the basic objective is the acquisition of competences, the main teaching methodology is "learning by doing". To do this, we will use different didactic techniques: readings accompanied by a series of questions, preparation and presentation by the student of some topics, debates, case studies, tutorials, design of tools (for example ., Interview guide), compilation and analysis of press articles, debates, presentations of business experiences, etc.

Although these tasks can be done individually, most of the work must be done in groups, so that we contribute to develop a basic competence in the current work environment: teamwork.

Other sources that inspire the method of teaching used in the course come from the tradition of adult education, which requires practical, concrete and group learning, based on the students' experience, etc.

The master classes are a very small part of the course, usually to introduce the different subjects that allow the student to quickly acquire useful knowledge for the later development of competencies in the resolution of practical problems (learning based on problem solving and work in projects).

EVALUATION



Continuous assessment is stimulated by the use of the electronic portfolio as the main evaluation tool. We understand the electronic portfolio as the compilation of all the work done by the student individually and collectively (in groups) throughout the course.

The assessment consists of the following two parts:

- 1) Compilation of "products" (works, presentations, etc.) derived from the work developed by the student throughout the course.
- 2) Evaluation of the course (between 600 and 1,800 words). The student must reflect on the learning process and to what extent he has contributed to developing the competencies he sought. You must carry out an evaluation of the course in general, but also of each of the modules, highlighting the most significant learning, the competences developed, the positive aspects of the course and the aspects to be improved.

The evaluation scale goes from 0 to 10, and the 5 is the lowest score to pass. The weight of each of the parts of the learning dossier in the global assessment is as follows:

- 1) - Compilation of "products" (works, presentations, etc.) derived from the work developed by the student throughout the course (9 points).
- 2) - Evaluation of the course (1 point).

The final grade will be modulated by two aspects: the fulfillment of the deadlines for the delivery of the different works and the work to be outside the range of length allowed. Regarding compliance with the deadlines, the first day of delay represents a reduction of the 10% mark. From here, every additional day of delay supposes an additional reduction of the note of 5% (for example, two days mean a 15% reduction). On the other hand, the works that do not adjust to the required length entail a reduction of the note of 10%.

There is no difference between the first and the second call. In the second call the student will have the possibility to go back to doing those activities that he did not perform at the first call or that he had done insufficiently, due to which he had suspended in the first call. All activities are, therefore, recoverable. Given the characteristics of the subject and the emphasis on the development of competences, an examination is not considered, to consider that the acquisition of such competences cannot be evaluated correctly by means of the exam.

REFERENCES

Basic

- Boxall, P. Pucell J. and Wright, P. (2007). *The Oxford Handbook of Human Resource Management* (chapters 1, 3, 5, 11). New York: Oxford University Press.



- Fitz-enz, J. (1984). How to measure human resources management (chapters introduction, 1, 2, 3). New York: McGraw-Hill.
- Mohrman, S.; Ledford, G.; Lawler, E. & Mohrman, A. (1986). Quality of work life and employee involvement. In C.L. Cooper and I. Robertson (Eds.), International Review of Industrial and Organizational Psychology, pp. 189-216. John Wiley & Sons.

Additional

- Bonache, J. y A. Cabrera (2002). Dirección estratégica de personas (chapters 1, 2). Madrid: Prentice-Hall.
- 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 psicossociológicas sobre el futuro del trabajo, pp. 165-201. Madrid: Pirámide.
- Levy-Leboyer, C. (1996). Gestión de las Competencias. Como analizarlas, cómo evaluarlas, cómo desarrollarlas. Ed. Gestión 2000. Capítulo 1.
- Lucia, A. D., & Lepsinger, R. (1999). The What, Why, and How of Competency Models. En A. D. Lucia, & R. Lepsinger (Eds.). The art and science of competency models pinpointing critical success factors in organizations (pp. 1-19). Jossey-Bass/Pfeiffer.

ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

English version is not available