



## COURSE DATA

### Data Subject

<b>Code</b>	44847
<b>Name</b>	Psychological assessment and guidance in human resources management
<b>Cycle</b>	Master's degree
<b>ECTS Credits</b>	4.0
<b>Academic year</b>	2021 - 2022

### Study (s)

Degree	Center	Acad. year	Period
2235 - M.D. in Work, Organ. and Personnel Psychology-Erasmus Mundus	Faculty of Psychology and Speech Therapy	2	First term

### Subject-matter

Degree	Subject-matter	Character
2235 - M.D. in Work, Organ. and Personnel Psychology-Erasmus Mundus	8 - Human resources. Introduction to intervention	Obligatory

### Coordination

Name	Department
GRACIA LERIN, FRANCISCO JAVIER	306 - Social Psychology

## SUMMARY

This is a second year course within the Work, Organizational and Personnel Psychology Master programme. According to the ENOP Model, the main areas considered in the Master are Work (W), Organizational (O), and Personnel (P) Psychology. In each of these areas the Master Programme aims to develop two types of knowledge and skills: "explanatory" and "intervention". "Explanatory" refers to theory devoted to the explanation of human behaviour and its context and to diagnostic skills in work, organization, and personnel fields. Explanatory knowledge and skills prepare the student to describe, assess, diagnose, explain, and interpret the main phenomena and psychosocial processes in the areas of work, organizations, and personnel. "Intervention" refers to change and design theory and intervention skills in work, organizational, and personnel fields. Intervention theory and skills prepare the student to plan, implement, monitor, and evaluate changes and interventions in order to improve behaviours, situations, and psychosocial processes in the fields of work, organizations, and personnel. This type of knowledge and skill also prepare to design new models, strategies, methods, and tools. This course is one of the two courses of intervention in the area of Personnel Psychology. It offers knowledge and know-how concerning interventions in human resources practices and employment relationships, paying especial attention to personnel selection 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

No specific previous knowledge is required

## OUTCOMES

### 2235 - M.D. in Work, Organ. and Personnel Psychology-Erasmus Mundus

- 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.

## LEARNING OUTCOMES

Students will learn intervention theories and competences related to Personnel Psychology.

More specifically, at the end of the learning-teaching process, they will be able to:

- Learn and put into practice recruitment and of personnel selection processes.
- Learn main salary concepts and implement policies and practices of personnel compensation in the organizations.

## DESCRIPTION OF CONTENTS



**1. Recruitment and personnel selection**

Recruitment. E-recruitment. Personnel selection. Reliability and validity of the different techniques: tests, questionnaires, behavioural structured interview, work samples, group dynamics, etc.

**2. Compensation**

Employees compensation. Survey salaries and external competitiveness. Job evaluation and internal equity. Performance appraisal and variable compensation.

**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
<b>TOTAL</b>	<b>100,00</b>	

**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

- - Edwards, M.R. (2010). An integrative review of employer branding and OB theory. *Personnel Review*, 39, 5-23.
- Lievens, F. (2007). Tests de Juicio Situacional: introducción y revisión de la investigación. *Revista de Psicología del Trabajo y de las Organizaciones*, 23, 93-110.
- Lievens, F., Deswelgh, W., & Pérez González, D. (1998). Una revisión crítica del método del "Assessment Center". *Revista de Psicología del Trabajo y de las Organizaciones*, 3, 245-254.

### Additional

- - <http://www.slideshare.net/pinstripetalent/creating-a-social-networking-recruitment-strategy>
- 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.
- Lawler, E. E, (1986). *La retribución. Su impacto en la eficacia empresarial*.
- McAdams, J. L. (1996). *Premiar el desempeño*. Madrid: Díaz de Santos.

### 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**