

**COURSE DATA****DATA SUBJECT**

Code: 33343
Name: Human resources psychology
Cycle: Undergraduate Studies
ECTS Credits: 4.5
Academic year: 2026-27

STUDY (S)

Degree	Center	Acad. year	Period
1319 - Degree in Psychology	Facultat de Psicologia i Logopèdia	4	First quarter, Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1319 - Degree in Psychology	Psychology of human resources	ELECTIVES

COORDINATION

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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. It complements the training received in other subjects, mainly Work Psychology, Organizational Psychology and Organizational Change and Development. 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: Job analysis, competency management, recruitment and selection, training, planning and career development, performance evaluation and compensation. Finally, a very important issue is also addressed: the measurement of the human resources function.

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.



COMPETENCES / LEARNING OUTCOMES

1319 - Degree in Psychology

Be able to identify differences, problems and needs.

Identify recipients' needs and demands in the organizational field.

Know different methods of assessment and intervention in the field of organizations.

Know how to identify organisational and inter-organisational problems and needs.

Know how to provide appropriate feedback to patients.

Know how to select and implement the appropriate tools, products and services in organizational contexts.

DESCRIPTION OF CONTENTS

1. CHALLENGES FOR THE HR FUNCTION IN THE 21ST CENTURY.

The human resources function. Crisis of the inherited paradigm. The new human resources function. Human resources management and business strategy. The quality-of-work/employee engagement paradigm. Sustainable human resources management. Challenges for HR management in the 21st century.

2. JOB ANALYSIS AND JOB DESCRIPTIONS.

Definition of job analysis and job description. Contents of job analysis. Job analysis tools. Job analysis products. Job analysis and description as a cornerstone of human resources management.

3. MANAGEMENT BY COMPETENCIES.

History of competency-based management. The concept of competencies. Competency-based management as an alternative framework to job analysis for defining profiles. Differences between the traditional human resources management paradigm and competency-based management. Competency identification. Competency models. Phases for developing a competency model. Competency-based management and integrated human resources management.

4. RECRUITMENT AND PERSONNEL SELECTION.

The preliminary step: human resources planning. Recruitment concept. Recruitment and labor market situation. Internal and external recruitment sources: advantages and disadvantages. Employer branding. Recruitment 2.0. The



concept of personnel selection. Difficulties to overcome in a personnel selection process. Requirements for successful personnel selection. Personnel selection techniques. Phases of personnel selection. New technologies and personnel selection.

5. TRAINING.

Concept of staff training. The training process: from needs analysis to training evaluation. Needs analysis. Training management. The training plan. Design of training activities. Delivery of training activities. Training evaluation.

6. CAREER PLANNING AND MANAGEMENT.

Key concepts: career, career path, career planning, career development, career management. Implications of the current context for career management. Different career paths.

7. PERFORMANCE APPRAISAL.

Performance appraisal concept. Designing a performance appraisal system. Organizational preconditions for a successful performance appraisal system. Purposes of performance appraisal. Objectives of performance appraisal. Performance appraisal agents. Performance appraisal instruments. The appraisal interview.

8. COMPENSATION.

Requirements for a good compensation system. Internal equity and job evaluation. External competitiveness and salary surveys. Linking pay to individual performance and performance appraisal.

9. CONFLICT AND NEGOTIATION.

Key concepts: power, conflict, and negotiation. Positive functions of conflict. Preventive conflict management. Negotiation as a conflict management strategy. Negotiation strategies. Collective bargaining agreements and their negotiation.

10. THE MEASUREMENT OF HUMAN RESOURCE FUNCTION.

The myth of the subjectivity of the personnel function. The need for measurement. Ratios for measuring the human resources function. The balanced scorecard.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
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Theoretical and practical classes	45,00
Total hours	45,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	2,50
Individual or group project	40,00
Independent study and work	25,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	67,50

TEACHING METHODOLOGY

There will be a combination of theoretical classes, practical classes, individual and group activities, and tutoring.

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.

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 References:

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