

**COURSE DATA****DATA SUBJECT****Code:** 44843**Name:** Fundamentals of human resources psychology**Cycle:** Master's Degree**ECTS Credits:** 4**Academic year:** 2025-26**STUDY (S)**

Degree	Center	Acad. year	Period
2235 - Master's degree Erasmus Mundus on Work, Organizational and Personnel Psycho	Facultat de Psicologia i Logopèdia	1	First quarter

SUBJECT-MATTER

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

COORDINATION

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SUMMARY

Human Resources Psychology is the most intervention oriented inside the discipline of Work, Organization, and Personnel Psychology. For this reason, only one basic explanatory course has been included in the first semester of the Erasmus Mundus Master's in Work, Organization, and Personnel Psychology. The course is devoted to the learning of explanatory theories and basic diagnostic skills related to personnel psychology, with a total workload of 4 ECTS. This course offers knowledge about concepts and psychological theories related to the role of human resources, career planning and development, competences and competence management, 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 / LEARNING OUTCOMES

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

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 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 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.

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.

DESCRIPTION OF CONTENTS

1. Theories and functions of human resource management

Historical evolution of the human resources function.

Mission, functions, policies and practices of human resources management.



Human resources management and business strategy.
Sustainable human resources management.

2. Competencies and management by competencies

Historical review of competence management.
The concept of competence.
The management by competencies.
Identification and description of competences.
The competences handbook.
Management by competencies and integral human resources management.

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. 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

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	40,00
Total hours	40,00

**NON PRESENCIAL ACTIVITIES**

Activity	Hours
Attendance at other activities	0,00
Individual or group project	25,00
Independent study and work	5,00
Preparation of lessons	10,00
Preparation for assessment activities	10,00
Resolution of case studies	10,00
Total hours	60,00

TEACHING METHODOLOGY

- Master classes.
- Readings.
- Oral presentations.
- Role-playing games.
- Instrument and intervention design.
- Individual and/or group tutoring.
- Use of audiovisual materials.
- Presentations by companies and professionals.

EVALUATION

- Portfolio preparation, compiling the various outcomes related to student activities during a specific course or training activity, as well as providing evidence of the skills developed. (70%)
- Preparation of assignments for the integration of knowledge or for the analysis of a relevant topic. 30%

REFERENCES

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- Gracia, F.J., Martínez-Tur, V. y Peiró, J.M. (2001). Tendencias y controversias en el futuro de la



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- 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
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