



**COURSE DATA**

**DATA SUBJECT**

**Code:** 44847  
**Name:** Psychological assessment and guidance in human resources management  
**Cycle:** Master's Degree  
**ECTS Credits:** 4  
**Academic year:** 2026-27

**STUDY (S)**

Degree	Center	Acad. year	Period
2235 - Master's degree Erasmus Mundus on Work, Organizational and Personnel Psycho	Facultat de Psicologia i Logopèdia	2	First quarter

**SUBJECT-MATTER**

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

**COORDINATION**

GRACIA LERIN FRANCISCO JAVIER

**SUMMARY**

This is a second-year course within the Work, Organizational, and Personnel Psychology Master's program. According to the ENOP Model, the main areas considered in the Master's are Work (W), Organizational (O), and Personnel (P) Psychology. In each of these areas, the Master Program aims to develop two types of knowledge and skills: "explanatory" and "intervention". "Explanatory" refers to a theory devoted to the explanation of human behavior and its context, as well as 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 behaviors, situations, and psychosocial processes in the fields of work, organizations, and personnel. This type of knowledge and skill also prepares you 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 special attention to two human resources practices: recruitment and 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

**COMPETENCES / LEARNING OUTCOMES****2235 - Master's degree Erasmus Mundus on Work, Organizational and Personnel Psycho**

Que los estudiantes sean capaces de elaborar, en el contexto de la psicología del trabajo, de las organizaciones y de los recursos humanos, una propuesta oral o escrita con los objetivos de su actividad y el modo de alcanzarlos, proponiendo criterios para evaluar los resultados de las mejoras.

Que los estudiantes sean capaces de implantar productos y servicios en el contexto de la psicología del trabajo, de las organizaciones y de los recursos humanos.

Que los estudiantes sean capaces de planificar intervenciones en el contexto de la psicología del trabajo, de las organizaciones y de los recursos humanos.

Que los estudiantes sean capaces de realizar intervenciones directas orientadas a la persona en el contexto de la psicología del trabajo, de las organizaciones y de los recursos humanos.

Que los estudiantes sean capaces de realizar intervenciones directas orientadas a la situación en el contexto de la psicología del trabajo, de las organizaciones y de los recursos humanos.

Que los estudiantes sean capaces de realizar intervenciones indirectas 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. 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**

**PRESENCIAL ACTIVITIES**

Activity	Hours
Theory	40,00
<b>Total hours</b>	<b>40,00</b>

**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
<b>Total hours</b>	<b>60,00</b>

**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**

- Arraiz, J. I. (1999) Retribuir el futuro. Guía práctica de la retribución en España. Madrid: Grupo Santillana de Ediciones.
- Breugh, J. A. (2013). Employee Recruitment. *Annual Review of Psychology*, 64(1), 389-416
- Chapman, D. & Mayers, D. (2015). Recruitment process and organizational attraction. In I. Nikolaou & J. Oostrom (Eds.) *Employee recruitment, selection, and assessment* (pp. 27-42). New York: Routledge/Psychology Press.
- Fernández-Ríos, M. y Sánchez, J. C. (1997). *Valoración de Puestos de Trabajo*. Madrid: Díaz de Santos.
- Fulmer, I.S., & Li, J. (2022). Compensation, Benefits, and Total Rewards: A Bird's-Eye (Re)View. *Annual Review of Organizational Psychology and Organizational Behavior*, 9:13.1-13.23.
- Gerhart, B., & Fang, M. (2015). Pay, intrinsic motivation, extrinsic motivation, performance, and creativity in the workplace: Revisiting long-held beliefs. *Annual Review of Organizational Psychology and Organizational Behavior*, 2, 489-521.
- Hough, L. M., Oswald, F. L., & Ock, J. (2015). Beyond the Big Five: New Directions for Personality Research and Practice in Organizations. *Annual Review of Organizational Psychology and Organizational Behavior*, 2(1), 183-209.
- <http://www.slideshare.net/pinstripetalent/creating-a-social-networking-recruitment-strategy>
- Huffcutt, A. I. (2011). An Empirical Review of the Employment Interview Construct Literature. *International Journal of Selection and Assessment*, 19(1), 62-81.
- Langer, M., König, C. J., & Papathanasiou, M. (2019). Highly automated job interviews: Acceptance under the influence of stakes. *International Journal of Selection and Assessment*, 27(3), 217-234.
- Lawler, E. E. (1986). *La retribución. Su impacto en la eficacia empresarial*.
- Markovich, G., Newman, J., & Gerhart, B. (2001). *Compensation*. McGraw-Hill-Irwin.
- McAdams, J. L. (1996). *Premiar el desempeño*. Madrid: Díaz de Santos.
- Posthuma, R. A., & Campion, M. A. (2008). Twenty Best Practices for Just Employee Performance Reviews: Employers can use a model to achieve performance reviews that increase employee satisfaction, reduce the likelihood of litigation and boost motivation. *Compensation & Benefits Review*, 40(1), 47-55
- Rynes, S. L., Gerhart, B., & Parks, L. (2005). Personnel psychology: performance evaluation and pay for performance. *Annual review of psychology*, 56, 571-600.
- Woods, S. A., Ahmed, S., Nikolaou, I., Costa, A. C., & Anderson, N. R. (2020). Personnel Selection in the Digital Age: A Review of Validity and Applicant Reactions, and Future Research Challenges. *European Journal of Work & Organizational Psychology*, 29, 64-77.