

## Human Resource Management (H002021)

**Course size** *(nominal values; actual values may depend on programme)*

**Credits 8.0**

**Study time 240 h**

**Course offerings and teaching methods in academic year 2025-2026**

A (semester 2)

Dutch

Gent

lecture

practical

**Lecturers in academic year 2025-2026**

Wille, Bart

PP07

lecturer-in-charge

**Offered in the following programmes in 2025-2026**

[Bachelor of Science in Psychology\(main subject Personnel Management and Industrial Psychology\)](#)

**crdts**

8

**offering**

A

[Linking Course Master of Science in Psychology\(main subject Personnel Management and Industrial Psychology\)](#)

6

A

[Preparatory Course Master of Science in Psychology\(main subject Personnel Management and Industrial Psychology\)](#)

6

A

**Teaching languages**

Dutch

**Keywords**

human resource management, personnel management, personnel psychology, human capital management, work analysis, competency modeling, recruitment and employer branding, selection and assessment, training and development, performance management, job evaluation, compensation, career management

**Position of the course**

This course lays the foundations for knowledge with regard to human resource management. It is an introductory course in which we focus on the different aspects of personnel management. The aim of this course is to get acquainted with the various core concepts and theoretical models related to HR. These concepts and models are also evaluated against the most recent scientific evidence. Finally, these insights will also be applied to real-life HR questions.

This course is essential for further deepening of HR expertise and contributes to the development of a critical perspective on existing practices.

This course prepares you for the course 'Recent trends in HRM' and 'Consulting'.

**Contents**

In this course the following topics are discussed:

- introduction in human resource management: history, definition, roles of HR managers, HRM models, HR analytics, critiques, and scientific evidence;
- work analysis and competency modeling: corner stones of job analysis (e.g., descriptor, information source, unit of analysis), job analysis techniques, competency modeling, cognitive task analysis, strategic job analysis, Results Only Work Environments (ROWEs);
- recruitment and organizational attractiveness: person-organization fit theories about recruitment, attractiveness strategies (e.g., recruitment channel, best practices in advertising, timing, recruiters, alternative applicant populations), employer branding, outcomes of attractiveness;
- personnel selection and assessment: specification of criterion domain, criterion measures, predictor constructs (e.g., general mental ability, personality, interest, person-organization fit), predictor instruments (unproctored internet testing, biodata, references, structured interviews, work samples, sjts, assessment centres), validity of predictor instruments;
- training and development: conceptual approaches, need assessment, objectives, content,

- trainer-centred methods, trainee-centred training methods, teambuilding methods, e-learning blended learning, informal learning, transfer, evaluation (criterion and designs);
- performance appraisal and management: rating instrument (narrative, ranking, scales, critical incidents, management-by-objectives), rater (self, superior, peers, subordinates, self, 360-degree), rater training, conversation form (e.g., coaching), and implementation problems;
- job evaluation and compensation: internal alignment of pay, job-based and competency-based methods, competitive alignment of pay, variable pay (e.g., merit pay, individual and team incentive plans, profit sharing, stock ownership), benefits, I-deals, Total Rewards;
- career planning and management: conceptualizations of 'career', individual and organizational perspective in career planning, instruments for career development, (e.g., development centre, job rotation, challenges, mentoring, coaching), recent career concepts (e.g., boundaryless career).

### Initial competences

Prior knowledge of fundamental aspects of psychology such as offered in the course Introduction Industrial Psychology is recommended.

### Final competences

- 1 Acquire insight in the pivotal components of HRM.
- 2 Gather knowledge of the building blocks of the different HRM practices (job/ competency modeling, recruitment/ employer branding, selection/ assessment, training, performance management, compensation, career management).
- 3 Gather knowledge of the various HRM domains and being able to match them.
- 4 Being able to deploy various HRM practices/ techniques to execute a HRM strategy.
- 5 Being familiar with (recent) HR tools, trends and instruments and being able to evaluate them critically.

### Conditions for credit contract

Access to this course unit via a credit contract is determined after successful competences assessment

### Conditions for exam contract

This course unit cannot be taken via an exam contract

### Teaching methods

Lecture, Practical

### Extra information on the teaching methods

During the lectures, theoretical concepts are illustrated by means of case studies and practical assignments.

The skills labs teach students the diagnostic, communicative, and intervention skills that prepare them for working in the field of human resource management.

Students who follow the course with 4 or 6 ECTS points do not participate in the skills labs.

Students who follow the course with 8 ECTS points are required to participate in all of the skills labs and the portfolio task.

All chapters in the handbook and notes of the courses are part of the exam for all students.

This course assumes the responsible use of generative artificial intelligence (GAI). During the lessons, what this means will be explained.

### Study material

Type: Handbook

Name: Human Resource Management: Back to basics

Indicative price: € 50

Optional: no

Language : Dutch

Author : Filip Lievens

ISBN : 978-9-40147-029-2

### References

- Aguinis, H. (2009). *Performance management*. Upper Saddle River, NJ: Pearson Prentice Hall.
- Armstrong, M. (2009). *Armstrong's Handbook of Human Resource Management Practice*. London: Kogan Page.
- Boudreau, J.W. & Ramstad, P.M. (2007). *Beyond HR: The New Science of Human Capital*. Boston, MA: Harvard Business School Publishing.
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- Gatewood, R.D., & Feild, H.S. (2001). *Human Resource Selection*. Fort Worth: Hachett.

- Goldstein, I.L., & Ford, J.K. (2002). *Training in organizations*. Belmont, CA: Thomson Learning.
- Harrington, B., & Hall, D.T. (2008). *Career management a work-life integration: Using self-assessment to navigate contemporary careers*. Thousand Oaks, CA: Sage Publications.
- Huselid, M. A. (1995). The impact of human resource management practices on turnover productivity and corporate financial performance. *Academy of Management Journal*, 3, 635-672.
- Lawler, E. E., III. (2008). *Talent: Making people your competitive advantage*. San Francisco, CA: Jossey-Bass.
- Milkovich, G. T., Newman, J. M., & Gerhart, B. (2010). *Compensation*. New York: The McGraw-Hill.
- Noe, R. A. (2010). *Employee training and development* (5<sup>th</sup> ed.). Boston, MA: Irwin-McGraw.
- Paffen, P. (2007). *Loopbaanmanagement: Leidraad voor individu en organisatie*. Mechelen: Kluwer.
- Phillips, J. J. (2003). *Return on investment in training and performance improvement programs* (2nd ed.). Amsterdam: Elsevier.
- Pulakos, E. D. (2009). *Performance management: A new approach for driving business results*. Oxford, UK (Wiley-Blackwell).
- Sels L., & De Winne S. (2005). *HRM in breedbeeld. Een toetsing van retoriek aan realiteit*. Acco: Leuven.

#### **Course content-related study coaching**

- Interactive support using online learning environment (Ufora).
- Additional support on request.

#### **Assessment moments**

end-of-term and continuous assessment

#### **Examination methods in case of periodic assessment during the first examination period**

Written assessment with open-ended questions

#### **Examination methods in case of periodic assessment during the second examination period**

Written assessment with open-ended questions

#### **Examination methods in case of permanent assessment**

Assignment

#### **Possibilities of retake in case of permanent assessment**

examination during the second examination period is possible in modified form

#### **Extra information on the examination methods**

Details on periodic evaluation: Written exam with questions tapping into knowledge as well as insight.

Feedback: After the exam period, the individual feedback and the scoring form can be viewed upon request.

Details on permanent evaluation:

Method: Group assignment connected to one or more topics from the course.

Feedback: is provided via the online learning environment and / or feedback moment.

#### **Calculation of the examination mark**

A combination of periodic (7/20) and permanent (13/20) evaluation.

The final score is the weighted average of the components of the evaluation. Students can only pass for this course if they achieve a minimum of 10/20 for each component.

When students obtain less than 10/20 for at least one of the components, the following rules apply:

- 8/20 or 9/20 for at least one of the components: the student can no longer pass the entire course unit: if the total score is a mark of ten or more out of twenty, then this is reduced to the highest failing mark (9/20).
- less than 8/20 for at least one of the components, the student can no longer pass the entire course unit: if the total score is a mark of eight or more out of twenty, then this is reduced to the highest non-deliberative mark (7/20)

Partial results for which the student scored at least half of the points, can be transferred to the next examination period within the same academic year.

#### **Facilities for Working Students**

- Skills labs are mandatory and cannot be replaced by alternative assignments.
- Possibility for an oral exam but only for students with a "BIJZONDER statuut".