



## TECHNICAL SHEET OF THE SUBJECT

Data of the subject	
Subject name	Dirección de Personas/People Management
Subject code	E000013645
Main program	<a href="#">Grado en Análisis de Negocios/Business Analytics</a>
Involved programs	Grado en Análisis de Negocios/Business Analytics y Grado en Relaciones Internacionales [Fifth year]
Level	Reglada Grado Europeo
Quarter	Semestral
Credits	6,0 ECTS
Type	Optativa (Grado)
Department	Departamento de Gestión Empresarial
Coordinator	María Jesús Belizón Cebada
Schedule	Check the timetable of this module for this academic year.
Office hours	Contact the lecturer to arrange office hours.
Course overview	ANECA: The Human Resources (HR) function in the context of the digitized and global company. Starting from the understanding of human behavior within organizations (what happens and why), the strategic and operational dimensions of people management in the organization are addressed: workflow management and analysis, evaluation and description of positions; diversity management; employment policies (recruitment, selection and hiring); workforce adjustment processes and management of labor disengagement; training and development of professional careers; performance management; compensation / remuneration management; application of data analytics for the identification and development of leadership, talent management, promotion and engagement, sentiment analysis (work climate), talent identification and recruitment, performance and remuneration analysis and predictive analytics.

Teacher Information	
Teacher	
Name	María Jesús Belizón Cebada
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## SPECIFIC DATA OF THE SUBJECT

Contextualization of the subject
Contribution to the professional profile of the degree
This course introduces students to <b>Human Resource Management (HRM)</b> in a rapidly changing, data-driven world. It examines HRM both in <b>context</b> (strategic role, external environment, and the rise of analytics) and in <b>practice</b> , covering key processes across the employee lifecycle— <b>workforce planning, recruitment, selection, development, performance, compensation, diversity, and employee relations</b> . Special attention is given to <b>strategic, ethical, and sustainable HRM</b> , highlighting job quality, decent work, and the



future of work.

The course emphasizes the growing importance of **People Analytics**, showing how data, metrics, and technology support evidence-based decision-making. Students explore not only tools and methods but also **critical issues** such as ethics, inclusion, and trust. Throughout, cases and examples illustrate how HR can align with organizational strategy and contribute to sustainable business success.

The course will address seven key questions:

1. How has HR evolved into a strategic partner, and what role does it play in driving organizational performance and culture?
2. How do external factors—political, legal, cultural, technological, and global trends—shape HR strategies and practices?
3. What is People Analytics, and how can data, metrics, and technology transform HR decision-making responsibly?
4. How can organizations plan, attract, and integrate talent effectively through workforce planning, recruitment, selection, and onboarding?
5. What strategies ensure employees' continuous development and career growth while aligning with business needs?
6. How can performance management and compensation systems be designed to be fair, motivating, and analytically sound?
7. How can HRM promote diversity, equity, inclusion, employee voice, and sustainable, ethical work practices in a changing world of work?

**In terms of Ignatian university education, this subject aims to equip leaders to manage an organisation's human resources/people in a competent, conscious, critical and compassionate manner, thereby contributing to empowering the management of organisations' human capital from a transformational and service-oriented approach, achieving a more humane and fair business society.**

## Competencies - Objectives

### Competences

#### GENERALES

CG08	Capacidad crítica y autocrítica en la sociedad de la información
CG09	Compromiso ético en la sociedad de la información
CG11	Capacidad para aprender y trabajar autónomamente en la sociedad de la información

#### ESPECÍFICAS

CE03	Identificar y resolver los dilemas éticos y de sostenibilidad que se presentan en los procesos de toma de decisiones inherentes a la actividad empresarial, reconociendo la complejidad que en la respuesta a dichos dilemas aporta un entorno digitalizado y global, con base en valores éticos y morales universales que se materializan en instrumentos de gestión y planificación estratégica	
CEO02	Concebir y practicar la función de gestión de personas desde una perspectiva estratégica y actual, orientada a la generación de valor en organizaciones digitalizadas.	
	RA1	Es capaz de diseñar un Departamento de RR HH, explicitando la estructura y funciones básicas del mismo para empresas que operan en un contexto digitalizado global, la dependencia jerárquica y funcional dentro de la estructura organizativa, el perfil del director y el equipamiento humano y material necesario



	<b>RA2</b>	Formula las políticas básicas de gestión de recursos humanos y hace uso de las herramientas informáticas existentes reconociendo su utilidad para la Gestión Integral de RRHH
	<b>RA3</b>	Comprende cómo se desarrolla el proceso de análisis y descripción de puestos de trabajo y su utilidad para la Gestión Integral de los Recursos Humanos, siendo capaz de realizarlo explicitando las fases y los elementos que se han de considerar a tal fin
	<b>RA4</b>	Comprende la utilidad de distintas herramientas de analítica de datos para la Dirección de Personas

## THEMATIC BLOCKS AND CONTENTS

### Contents - Thematic Blocks

#### Part I –HRM in Context

##### Topic 1: The HR Function Today and Strategic Role

- Evolution of HR, HR as a strategic partner, manager's role.
- The employee lifecycle: HR processes.
- HR and organisational culture.

##### Topic 2: External Context and HR Trends

- Political, legal, cultural, and technological factors.
- Digitalisation and AI.
- Globalisation.
- Post-Covid work, hybrid work.

##### Topic 3: People Analytics as a Driver of HR Decisions

- Data-driven HR decision-making.
- HR metrics, scorecards & dashboards.
- HR Technology and analytics.
- HR Analytics Use Cases.
- Legal and ethical implications of people analytics.

#### Part II – Strategic, Ethical and Sustainable HRM

##### Topic 4: Strategic HR Function

- HR-business alignment, global HR strategy.
- Ulrich's strategic HR function and HR roles
- New trends in strategic HR

##### Topic 5: Job Quality, Ethical and Sustainable HRM

- Decent work: Job quality, HR ethics, sustainability.
- Components of decent work.
- Future of work in light of sustainable HR.



### **Part III – Workforce Planning and Talent Management**

#### **Topic 6: Workforce Planning and Job Analysis**

- Definition and objectives.
- Demand forecasting and supply analysis.
- Job analysis, competency models.
- Workforce planning tools (scenario planning, succession planning).
- Link with recruitment and development.

#### **Topic 7: Recruitment**

- Recruitment vs. selection.
- Job description and candidate profiling.
- Employer branding.
- Recruitment methods.

#### **Topic 8: Selection Tools and Onboarding**

- Measuring and assessing for employee selection.
- Interviews, tests, AI-assisted selection.
- Criteria for fairness and effectiveness.
- Onboarding as talent integration.

#### **Topic 9: Training and Career Development**

- Employee training.
- Training process management.
- Employee development.
- Career plans, coaching, mentoring and other development tools.

### **Part IV – Performance and Compensation**

#### **Topic 10: Performance Management**

- Objectives and assessment cycle.
- Types of performance management.
- Objective and fair performance management.
- Emerging trends in performance management.

#### **Topic 11: Compensation and Reward Systems**

- Rewards as compensation and motivation.
- Components of pay: base salary, variable pay, perks.
- Salary structures, payroll basics.
- Flexible benefits, non-monetary recognition, incentives.
- Analytics in compensation.

### **Part V – Diversity and Employee Relations**



## Topic 12: Managing a Diverse Workforce

- Diversity, equity and inclusion.
- Diversity attributes.
- Gender.
- Generational differences, ageing workforce
- Multiculturalism.

## Topic 13: Employee Relations

- Employee voice
- Direct employee voice: employee participation (employee representation and trade unions)
- Indirect employee voice: employee involvement.
- Link between employee voice and employee engagement.

## TEACHING METHODOLOGY

### General methodological aspects of the subject

#### In-class Methodology: Activities

AF1. Lectures in which the teacher will present the main contents in a clear, structured and motivating way, usually supported by various audiovisual resources. They highlight what is essential in order to facilitate the individual learning process for the student and finally, doubts and suggestions from students are gathered and attended. Learning is a work of the student that no teacher can replace. In master classes, teachers are limited to develop the contents considered more important or more complicated to understand. The student should work on the issues prior to its exhibition in class. E To verify that the student meets its obligation, teachers may perform short tests prior to the presentation of the topics. They may also perform these exercises at the end of the class to test your understanding of the different contents ("One minute" paper).

AF2. Discussion sessions whereby the teacher explains the basics, with the active and collaborative participation of students. It includes dynamic presentations and formal or spontaneous participation of students through various activities (The first minutes of the class are used to explain what is going to be discussed, relating this to prior sessions. Then the objective of the session is set (what is this useful for?) and then, the theoretical concepts essential to be used and the practical applications in the real world are explained)

AF6. Analysis and resolution of cases proposed by the teacher, from a brief reading, a material prepared for the occasion, or any other data or information necessary to implement in practice the theoretical knowledge boosting the student's argumentative ability. They are based on the selection of materials suited to the course professional, to the greatest extent possible, in order to train the student in solving real problems and the ability to react to unexpected situations and approaches. Usually conducted in teams.

AF7. Simulations, role plays, group dynamics. Simulations, role plays and other group dynamics are learning activities in which the student acts the part of another person. Students will analyze the situations, take decisions and identify and evaluate the consequences.

AF8. Public presentations. Presentations in class, individually or collectively. They will assess the conceptual organization, mastery of subject matter, the simplicity, rationality and respect of the different phases. In the case of team presentations the active contribution of team members will be assessed.

#### Non-Presential Methodology: Activities



AF10. Individual study and expansion of the student's documentation to understand, revise, and retain scientific content with a view to possible application in their professional field. Individual reading of texts (bibliography) and notes of various types (books, magazines, individual articles, newspapers, online publications, reports on practical experiences, etc.) related to the subjects studied. Students can find documentation and materials from sessions and practicals on the University Resources Portal.

AF11. Academic tutoring, either individually or in very small groups, to resolve problems that may arise during the course of learning the subject or in the process of acquiring the corresponding skills, as well as to monitor student progress in their work.

AF12. Monographic research. A cooperative learning procedure that begins with assigning students to teams and setting up a task that requires research and sharing information and resources among team members to achieve a common goal. Individual goals are achieved if and only if others achieve theirs, so there is a high level of personal interdependence in achieving these goals.

AF15. Organized reading. Reading and analysis of relevant texts with various tasks that assess reading comprehension, either individually or in groups.

## SUMMARY STUDENT WORKING HOURS

CLASSROOM HOURS		
Lecciones de Carácter expositivo	Ejercicios y resolución de casos y de problemas	
32.00	22.00	
NON-PRESENTIAL HOURS		
Ejercicios y resolución de casos y de problemas	Estudios individual y/o en grupo, y lectura organizada	Trabajos monográficos y de investigación, individuales o colectivos
20.00	80.00	20.00
ECTS CREDITS: 6,0 (174,00 hours)		

## EVALUATION AND CRITERIA

The use of AI to produce full assignments or substantial parts thereof, without proper citation of the source or tool used, or without explicit permission in the assignment instructions, will be considered plagiarism and therefore subject to the University's General Regulations.

Evaluation activities	Evaluation criteria	Weight
<b>End-of-Term Examination.</b> Multiple-choice end-of-term examination (MCQ) on the theoretical and practical knowledge covered in the course. The final examination must be passed in order to pass the course as a whole.	This exam will consist of approximately 60 multiple-choice questions, with four answer options and only one correct answer. The exam will last 60 minutes and will be held in the school's computer rooms, specifically on computers equipped with NETOP, our online exam monitoring software.	50 %
	Continuous assessment includes the student's commitment to learning the subject. For this, the	



<p><b>Attendance and Participation.</b> This assessment method combines class attendance, which will be recorded regularly and rigorously by the teacher, as well as the student's overall participation in class, their attitude in class towards the teacher and classmates, and the quality of their contributions.</p>	<p>participation, rigor and proactivity of the student in the learning activities programmed in the classroom (individual and / or collaborative) is measured: search for information sources; presentation and argumentative defense of solutions to silver problems, test, quizzes.... etc..</p> <p>For this, attendance and participation in class (in any face-to-face / virtual format) is necessary to be able to appreciate the performance of each participant, being monitored and verified by the teaching staff through different records (Moodle platform reports, signature control, self-registrations, etc.)</p> <p>Article 93.1 of the General Regulations of the University which indicates that the absence of more than a third of the teaching hours taught in each subject results in the impossibility of taking the exam in ordinary call.</p>	<p>15 %</p>
<p><b>Monographic research assignment:</b> student groups will work on the assessment of current HR policies of an organisation of their choice. The task will focus on evaluating the extent to which current HR practices are truly aligned with the strategic plan and cultural values of the organisation. Groups are asked to provide a final recommendations piece on how to optimise this alignment further.</p>	<p>Capacity for analysis, argumentation and synthesis.</p>	<p>15 %</p>
	<p>Autonomous work, teamwork and practical application in problem solving</p> <p>NOTE: <b>Regarding the improper use by students of the GPT Chat and/or any other IAG</b> in all evaluation activities: it will be considered a serious offense, according to the General Regulations of the University, art. 168.2.e: "carrying out actions tending to falsify or defraud the academic performance evaluation systems." The consequences of this will be "temporary expulsion of up to three months or the prohibition to take the exam in the next call to the imposition of the sanction, in one or several subjects of which the student is enrolled, [...] apart from assuming the grade of suspense (0) in the respective subject, [...] [and] the prohibition to take the exam in that subject in the following call".</p> <p><b>The teachers of the teaching team that allow its use for the elaboration of individual and cooperative works, will require the following</b></p>	



**Group work (case studies).** Throughout the semester, students will work on different HRM case studies, which they will have to submit for assessment.

**from their students:**

- That they indicate explicitly and clearly what they have used IAG for (ChatGPT). All content created with generative AI must be labeled as such. All content that uses generative AI and is adapted must be labeled as such, as well as cite authors.
- That they include as additional material (annexes) the complete prompt (questions and answers) of their conversation with IAG (ChatGPT) to generate the task.
- If the work is in a group, it is advised that the detection of improper use will result in a sanction (art. 168.2.e of the General Regulations of the University) to all the members of the group.
- Require that the work include academic references and recent data.
- Propose partial deliveries of the work, with an evaluation of each one of them. Request to carry out an oral defense, to verify the veracity of the sources and ensure learning
- The teaching staff could request that the works be defended orally to verify the veracity of the authorship and ensure the learning of the students.

20 %

## Ratings

### GENERAL RULES

#### GENERAL RULES TO BE OBSERVED IN THE DEVELOPMENT OF LEARNING ACTIVITIES

For the purposes of the normal development of classroom work sessions, the teaching team for this subject values students maintaining an active attitude of listening and participation, which encourages connection with the reflections shared around the subject content. In this regard, the use of electronic devices outside of the times expressly reserved for this purpose in the context of the class will be viewed negatively. Likewise, it should be noted that plagiarism will be penalised in accordance with the provisions of the University's General Regulations, article 168.2.e: 'actions aimed at falsifying or defrauding academic performance assessment systems.' Plagiarism will be considered to exist when: No bibliographical references are included and the sources consulted for the preparation of the work are not properly cited (whatever the source, it must always be cited). There is no clear difference between the original information and the reworking carried out by the person presenting the work. Some words in the original text are replaced without any real reformulation of the content.

With regard to the use of generative artificial intelligence (AI) tools, their misuse will be considered a serious offence, according to the University's General Regulations, Article 168.2.e: 'carrying out actions aimed at falsifying or defrauding academic performance assessment systems'. Any fraudulent or undeclared use of artificial intelligence in unauthorised tasks, especially in final submissions or individual assessments, will be considered a serious breach of academic honesty. The consequences of this, after evidence has been found and the corresponding disciplinary proceedings have been opened, will be a fail mark (0) in the subject and the inability to sit the next exam in that subject. In the case of group work, please note that the detection of misuse of these tools will result in the application of the





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corresponding sanctions (art. 168.2.e of the University's General Regulations) to all members of the group.

The specific conditions for the use of AI for each phase of the teaching-learning process in the People Analytics course are detailed below:

Specifically, Level 2 of the AI Assessment Scale (Perkins, Furze, Roe & MacVaugh, 2024), corresponding to the AI Planning category, will be applied in the People Analytics course. Specifically, the use of artificial intelligence tools (e.g., Elicit, ChatGPT, Scholar AI, or LMNNotebook) is authorised exclusively in specific and initial phases of the different group work processes, related to the preliminary search for information to develop initial questions and hypotheses, generate ideas, facilitate the understanding of complex texts, and design presentations for the communication of results.

Teachers may require partial submissions of the work carried out, as well as an oral defence of the projects, in order to verify the actual authorship of the content and ensure learning by the group. For tasks where the use of AI is permitted, students must clearly and thoroughly document:

- The name of the tool used (e.g., GPT, Elicit, Scholar AI);  
The prompt or query made;  
The section of the work in which AI was used;  
How the generated content was reformulated or reworked.

**IMPORTANT:** AI-generated text may not be incorporated directly into final assessable products. AI can be used as a support tool during the development process, but it cannot replace one's own academic work. The aim of this approach is for students to develop not only technical skills in the use of AI tools, but also critical, ethical and reflective skills for their application in the academic and professional fields of PEOPLE ANALYTICS

### CONVOCATORIA ORDINARIA

In order to pass the course in the regular examination period, students must successfully complete each and every one of the assessment activities listed in this guide.

Activities that are NOT submitted under the exact conditions of place, date and time scheduled and communicated at the beginning of the course/semester in the course schedule will NOT be taken into account for grading purposes.

### CONVOCATORIA EXTRAORDINARIA

Students exempt from tuition fees: exchange students:

- 1. It is the student's sole responsibility to take advantage of this curricular adaptation and to communicate their situation by email to the corresponding teacher during the first month of the academic year.
- 2. Ordinary theoretical-practical exam worth 100%. To optimise their results in this exam, students will find the relevant documentation in the space reserved for the subject on the Moodle platform.
- 3. If the exchange student has not taken the subject abroad, they must take the exam under the same conditions as if they had failed the subject or not taken it (third scenario in the following case).

Students who have failed the ordinary exam session:

1. Students who have failed the exam but passed the rest of the elements: they will retake the final multiple-choice exam (and the average will be calculated with the rest of the course marks (50%)).
2. Students who have not passed any of the other assessment elements but have passed the exam: They must submit the relevant work established by the subject teacher to compensate for this gap, subject to validation by the subject coordinator.



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3. Students who have not passed any of the assessment elements, either by failing the exam or by not sitting it: Individual monographic project (30%) + public defence of the project before a panel made up of the teacher and other members of the teaching team (20%) + 50%. Multiple-choice final exam = 100%.

## BIBLIOGRAPHY AND RESOURCES

### Basic Bibliography

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### Complementary Bibliography

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Wayne Mondy, R. (2010) *Administración de Recursos Humanos*. 11ª Edición. Pearson Educación. México.

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