



TECHNICAL SHEET OF THE SUBJECT

Data of the subject	
Subject name	Human Resource Management
Subject code	E000011450
Main program	Bachelor's Degree in Business Administration and Management
Involved programs	Grado en Administración y Dirección de Empresas y Grado en Análisis de Negocios/Business Analytics [Fourth year]
Level	Reglada Grado Europeo
Quarter	Semestral
Credits	6,0 ECTS
Type	Obligatoria (Grado)
Department	Departamento de Gestión Empresarial
Coordinator	María José Martín Rodrigo
Schedule	For this purpose, consult the schedules of the different groups and degrees in which it is taught.
Office hours	Request an appointment by email
Course overview	The importance of people and the management of their relationships in the organization: value proposition of Human Resources management processes. The employment function: talent attraction and selection policies. Loyalty and high performance policies in human resources: training, development and performance management. Talent retention policies: total compensation.

Teacher Information	
Teacher	
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SPECIFIC DATA OF THE SUBJECT

Contextualization of the subject
Contribution to the professional profile of the degree
The current management perspective is an integrated approach that encompasses many different issues in the Business Organization area:



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people management, strategy design, organizational structure and development of new working structure. Human Resources Management subject is a core subject of the student curriculum, providing the Business Administration graduate with the knowledge and skills needed to enhance the main asset in today's companies "human capital", to create value for both company and society.

Hence, this subject is not addressed solely from the functional point of view, but also from the business managers perspective, who must be familiar with these techniques and skills in order to establish key strategic guidelines to be followed. Therefore, it is essential that the company manager understands the purpose of each practice and the advantages and disadvantages of techniques used to carry them out. This is the true spirit of the subject within the Degree in Business.

And in the spirit of Ignatian university education, this course aims to train leaders who manage an organization's human resources/people in a competent, conscious, critical, and compassionate manner, thus contributing to empowering organizations' human capital management from a transformational perspective, achieving a more humane, more just business society that serves the "Common Home" in a comprehensive and sustainable manner. (Comillas 2030 Strategic Plan. Project C1 - CARE FOR THE COMMON HOME inspired by the Encyclical "Laudato si" (Pope Francis); and Project C2 - A UNIVERSITY COMMITTED to social justice in each of its university activities, aligning ourselves with the mission and vision of the Society and the 2030 Agenda.

Prerequisites

The subject is undertaken in the second cycle of the Degree and it builds on the basic knowledge of Organizational Behavior, previously studied in the first cycle. Other related subjects that complement Human Resources Management are: Leadership, Negotiation Techniques and Communication Techniques, all of them undertaken in the second cycle with a practical approach.

In an Ignatian vein, the course also draws on the subjects of the diploma in personal and professional skills, which is taught in parallel with the degree in the Faculty of Economics and Business Administration and which reinforce the emotional intelligence skills necessary to delve deeper into the five Ignatian principles and foundations: plenitude, otherness, service, gratitude, and discernment.

Competencies - Objectives

Competences

GENERALES

CG02	Resolución de problemas y toma de decisiones	
	RA1	Identifica de manera eficaz un problema y sus causas
	RA2	Proponer opciones y soluciones alternativas en la resolución del problema, estableciendo el plan de acción ad hoc
CG03	Capacidad de organización y planificación	
	RA1	Identifica y organiza temporalmente las tareas necesarias para la realización de sus actividades de aprendizaje, cumpliendo con los plazos establecidos de entrega de actividades
	RA2	Es consciente de que puede utilizar estrategias para mejorar la gestión del tiempo
	RA3	Es capaz de establecer prioridades y seleccionar materiales en la realización de las tareas en función de las demandas del programa de estudio



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CG05	Conocimientos generales básicos sobre el área de estudio	
	RA1	Identifica, define y explora las problemáticas concretas del área de estudio de manera lógica y coherente dentro de un marco analítico adecuado
CG09	Habilidades interpersonales: escuchar, argumentar y debatir	
	RA1	Escuchar activamente ejercitando de manera efectiva la comunicación verbal y no verbal durante los casos prácticos realizados en clase
	RA2	Realizar un intercambio persuasivo de ideas en un proceso negociador debatiendo con criterio y agilidad.
CG10	Capacidad de liderazgo y trabajo en equipo	
	RA1	Liderar el trabajo de un grupo logrando acuerdos sabios, favorables y justos para todas las partes
	RA2	Integrar las aportaciones de todos los miembros de un equipo en torno al proceso de negociación, enriqueciendo así la misma
CG12	Compromiso ético	
	RA1	Comprender y valorar perspectivas culturales e ideológicas distintas
	RA2	Implicarse personalmente en la búsqueda de soluciones que manifiesten una clara sensibilidad a los aspectos humanos de los asuntos y problemas tratados
CG14	Capacidad para aprender y trabajar autónomamente	
	RA1	Lee, comprende y sintetiza críticamente la bibliografía de referencia
	RA2	Dispone de habilidades necesarias para la investigación independiente
CG17	Capacidad de elaboración y transmisión de ideas, proyectos, informes, soluciones y problemas	
	RA1	Argumentar de manera independiente y crítica sobre conceptos y teorías diversas
	RA2	Comunicarse eficazmente a la hora de exponer, de palabra o por escrito, sus ideas y argumentos
CG18	Iniciativa y espíritu emprendedor	
	RA1	Ser capaz de acometer nuevos retos
	RA2	Ser consciente de la realidad económica y empresarial, percatándose de las oportunidades que se ofrecen en el entorno económico
	RA3	Elaborar trabajos adoptando enfoques originales
ESPECÍFICAS		



CE13	Conocimiento y comprensión de los determinantes básicos de la gestión en las organizaciones	
	RA1	Explicar el valor añadido de una gestión integrada de todos los procesos de recursos humanos reforzándose así la propia función
	RA2	Describir las políticas de atracción y selección vinculándolas a la estrategia empresarial
	RA3	Reconocer la importancia de las políticas de alto rendimiento: formación, desarrollo, gestión del desempeño y compensación como procesos motivacionales en la fidelización y retención del empleado

THEMATIC BLOCKS AND CONTENTS

Contents - Thematic Blocks

UNIT 1: CREATING THE ENVIRONMENT: THE IMPORTANCE OF PEOPLE AND THEIR RELATIONSHIP MANAGEMENT IN THE ORGANIZATION

- A. The HR function today and HR position in the organization structure.
- B. HR Value Proposition
- C. HR as a strategic partner: how HR can create a competitive advantage through people Management
- D. Manager role in HR function.
- E. Human Resources processes and the relationship between them.
- F. Internal communication: a relevant process for your organization

The objective of this issue is that the participant understands the role that HR plays today in the people management and their role as managers, and show the whole picture of HR processes.

UNIT 2: FUNCTION OF EMPLOYMENT, RECRUITMENT AND PERSONNEL

RECRUITMENT Talent attraction and selection policies

- a. Candidate profile study. Job analysis and competency analysis.
- b. Recruitment sources and selection criteria
- c. Selection phase. Tools used.
- d. Induction process. Nuevas técnicas de selección de personal.
- e. New selection techniques:
 - i. Head-hunter
 - ii. Recruitment 2.0, e-recruitment

The challenge of this topic is to provide the participant enough knowledge around talent attraction, selection and tools to retain this new talent in the organization, as well as provides the student the strategy tools to manage their own recruitment process.

UNIT 3: HIGH PERFORMANCE POLICIES IN HR: TRAINING, DEVELOPMENT AND PERFORMANCE MANAGEMENT



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- A. Importance of the training process in the talent development process.
- B. Training Process Management
 - a. The training plan as a strategic tool
 - b. Relationship between training and other HR processes
- C. New trends in training. Personal learning environment (PLE): E-Learning, MOOC platforms and other tools.
- D. The career development plan
- E. Competency profile Development as a tool in this process: Role of the company, the
- F. manager and the employee in the development process
- G. New Trends in career development: Coaching, mentoring.
- H. Performance Assessment Description of the process and reasons for implement. Conditions of effectiveness of EDD.
- I. Assessment cycle. Define, asses and objective review
- J. Assessment and feedback tools. 360
- K. The future of performance evaluation, emerging trends in evaluation.

The challenge in this subject is to achieve three objectives:

1. **Analyze the training process from a systemic perspective revealing tools for training anagement from different point of view:manager and employee, as well as recent developments in this area.**
2. **Know the tools of identification, planning and talent growth in the organizations and discuss their own responsibility as future leaders and as individuals in this process.**
3. **Understand the concept of performance appraisal, its objectives and main phases of the process as well as main applications in the organization. Also discuss new trends and the future of the performance evaluation**

UNIT 4: SALARY COMPENSATION AND REWARD PROCESS

- A. Reward process definition. Reward as a motivation tool.
- B. Salary Structure. Fixed salary, variable, fringe benefits.
- C. The payroll process. Basic concepts.
- D. New tools for remuneration:
 - a. The flexible reward system.
 - b. Non Cash Recognition
 - c. Incentive systems

Main goal of this unit: is to understand basic structure of a Compensation System, focusing on the content of everything that substantially affects both the team leader and employee. This subject will not cover reward strategic decisions nor compensation plan design.

TEACHING METHODOLOGY

General methodological aspects of the subject

The focus of the subject is eminently practical, focused on student learning, fostering their autonomy and active participation in this process, in order to help them develop the necessary skills to be able to function with ease in their professional future. For the development of the contents and the competences described in the previous points, the following activities will be carried out:



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 made by the student in order to understand and retain scientific content with a possible future application in their profession. Individual reading of texts (literature) and notes of different types (books, magazines, loose articles, newspapers, Internet publications, reports on practical experiences, etc...) related to the subject. In the Resources Site of the University students can find documentation, materials of the sessions and practices

AF11. Tutorials for Individuals or small groups, to solve problems that have may arise, as well as monitoring student progress.

AF12. Monographic Research team based, where the students will have to share information and resources to achieve a common goal. Individual objectives are achieved only if everyone achieves theirs, so there is a significant interdependency to achieve goals.

AF15. Organized Reading. Reading and analysis of relevant texts with various tasks to assess reading comprehension of an individual or group

SUMMARY STUDENT WORKING HOURS

CLASSROOM HOURS		
Lecciones de carácter expositivo	Ejercicios y resolución de casos y de problemas	Seminarios y talleres
31.00	22.00	22.00



NON-PRESENTIAL HOURS			
Ejercicios y resolución de casos y de problemas	Estudio individual y/o en grupo y lectura organizada	Trabajos monográficos y de investigación, individuales o colectivos	Seminarios y talleres
17.00	21.00	20.00	17.00
ECTS CREDITS: 6,0 (150,00 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
Final written exam (objective test type) on the theoretical and practical foundations studied, explained and worked on in the subject (technical notes, presentations, debates, complementary articles, practical cases, invited experts, etc.). It must be approved to make an average with the rest of the elements that make up the evaluation of the subject	<ol style="list-style-type: none">1. Global synthesis of the course.2. Comprehensive and relational capacity.3. Capacity for practical application	50
Active participation in class. Quality of the attitude towards individual and team work in the learning activities programmed in the classroom. Public debates on the state of the art on current issues in people management.	<p>Continuous assessment includes the student's commitment to learning the subject. For this, the 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>	20
Monographic research work on the application of HR policies in a company, or on a current and		



relevant topic in People Management. It must be presented and approved to be able to take the final exam.	Capacity for analysis, argumentation and synthesis.	15
Compulsory report of company consulting, in teams: practical applications of the specific competences of the subject and their learning results. It must be presented and approved to be able to take the final exam.	Autonomous work, teamwork and practical application in problem solving	15

Ratings

NORMAS GENERALES DE LA ASIGNATURA

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 of this subject values students' active listening and participation, which fosters connection with shared reflections on the subject content. In this sense, the use of electronic devices outside of the time expressly reserved for this purpose in the context of the class will be considered negative.

Likewise, please remember that plagiarism will be penalized in accordance with the provisions of the General University Regulations, Article 168.2.e: "carrying out actions intended to falsify or defraud academic performance evaluation systems." Plagiarism will be considered when:

- No bibliographic references are included, nor are the sources consulted for the preparation of the work properly cited (whatever the source, it must always be cited).
- There is no clear difference between the original information and the revision made by the person submitting the work.
- Some words in the original text are replaced, without any real reformulation of the content.

Regarding the use of generative artificial intelligence (AI) tools, their misuse will be considered a serious offense, according to the University's General Regulations, Article 168.2.e: "carrying out actions intended to falsify or defraud academic performance evaluation systems." Any fraudulent or undisclosed use of artificial intelligence in unauthorized assignments, especially in final submissions or individual evaluations, will be considered a serious breach of academic honesty. The consequences of this, after being proven and the corresponding disciplinary proceedings are initiated, are a grade of fail (0) for the subject and the inability to take the next exam session. In the case of group work, please note that detection of improper use of these tools will result in the application of the corresponding sanctions (Article 168.2.e of the General University 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 Human Resources Management course are detailed below:

Specifically, in the HUMAN RESOURCES MANAGEMENT course, Level 2 of the AI Assessment Scale (Perkins, Furze, Roe & MacVaugh, 2024) will be applied, corresponding to the AI Planning category. Specifically, the use of artificial intelligence tools (e.g., Elicit, ChatGPT, Scholar AI, or LMNotebook) is authorized 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 communicating results.

Faculty may require partial submissions of assignments/learning activities/consultancy reports, as well as oral defenses of projects, to verify the content's true authorship and ensure group learning.

For assignments 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 performed;
- The section of the assignment in which AI was used;
- How the generated content was reformulated or reworked.

IMPORTANT: Incorporating AI-generated text directly into assessable final products is not permitted. AI can be used as a support tool during the development process, but it cannot replace individual academic production. The purpose of this approach is for students to develop not only technical skills in the use of AI tools, but also critical, ethical, and reflective competencies for their application in the academic and professional fields in the area of HUMAN RESOURCES MANAGEMENT.

EVALUACIÓN EN CONVOCATORIA ORDINARIA

To pass the course in the regular session, the student must complete each and every assessment activity listed in this guide.

Assignments that are NOT submitted at the exact location, date, and time scheduled and communicated at the beginning of the course/semester in the course schedule will NOT be considered for grading purposes.

EVALUACIÓN EN CONVOCATORIA EXTRAORDINARIA

Students with tuition exemption: Exchange students

1. It is the student's sole responsibility to notify the corresponding professor of this curricular adaptation by email within the first month of the course.
2. Regular theoretical-practical exam with a 100% score. To optimize their results on 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 course abroad, they must take the exam under the same conditions as if they had failed the course, or if they did not show up (the third scenario in the following case).

Students who failed the regular exam:

- 1.- Students who failed the exam but passed the remaining elements:

Two-part exam: Application of theoretical knowledge (25%) in HR problem-solving (25%) = 50% (and averaged with the remaining course grades (50%))

- 2.- Students who did not pass any of the other assessment elements but did pass the exam:

They must submit the relevant essays established by the course instructor to compensate for this gap, subject to validation by the course coordinator.

- 3.- Students who did not pass any of the assessment elements by failing the exam or not showing up:

Monographic project Individual (30%) and public defense of the same before a panel composed of the professor and other professors from the teaching team (20%) = 50%

Exam with two parts: Application of theoretical knowledge (25%) in solving HR problems (25%) = 50%

BIBLIOGRAPHY AND RESOURCES

Basic Bibliography



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1. ARMSTRONG, M. y TAYLOR, S. (2023) *Armstrong's Handbook of Human Resource Management Practice*. 16ª Edición. Kogan Page.
2. BONACHE, J. y CABRERA, A. (2006) *Dirección de personas: evidencias y perspectivas para el siglo XXI*. 2ª Edición. FT. Prentice Hall. Madrid.
3. BRATTON, J. y GOLD, J. (2022). *Human Resource Management: Theory and Practice*. 7ª Edición. Red Globe Press
4. CHIAVENATO, I. (2017) *Administración de Recursos Humanos: El capital Humano de las Organizaciones*. 10ª Ed. McGraw Hill.
5. DESSLER, G. (2020) *Administración de Recursos Humanos*. 16ª Ed. Pearson
6. GÓMEZ-MEJÍA, L y Otros. (2016) *Gestión de Recursos Humanos*. 8ª Ed. Madrid: Pearson.
7. NOE, R.A., HOLLENBECK, J.R., GERHART, B., & WRIGHT, P.M. (2017). *Fundamentos de la Dirección de Recursos Humanos*. 6ª Edición. McGraw Hill Education.
8. PUCHOL, L. (2007) *Dirección y Gestión de Recursos Humanos*. 7ª Edición. Ediciones Díaz de Santos. Madrid
9. ULRICH, D. y BROCKBANK, W. (2007) *La propuesta de valor de recursos humanos*. Deusto S.A. Ediciones.
10. ULRICH, D., ALLEN, J., BROCKBANK, W., YOUNGER, J., & NYMAN, M. (2015). *HR from the Outside In: Six Competencies for the Future of Human Resources*. 2ª Edición. McGraw Hill Professional.
11. WAYNE MONDY, R. (2010) *Administración de Recursos Humanos*. 11ª Edición. Pearson Educación. México.

Complementary Bibliography

- Manuals
- In the Resources Website there will be available a file with the program of each Topic and specific Bibliography...
- Articles
- Delivered in class, when necessary. Interesting articles and reports of trends in HRM will be also displayed in the Resources Site. (Towers & Perrin, Cranfield, Fundipe, etc...)
- Web pages
- Resources Sites and links of interest
- Class notes
- Summary of each unit with presentation support available in Resources site.
- Other materials
- Documents used in class

In compliance with current regulations on the **protection of personal data**, we would like to inform you that you may consult the aspects related to privacy and data that you have accepted on your registration form by entering this website and clicking on "download"

<https://servicios.upcomillas.es/sedelectronica/inicio.aspx?csv=02E4557CAA66F4A81663AD10CED66792>