



## TECHNICAL SHEET OF THE SUBJECT

Data of the subject	
Subject name	Human Resource Management
Subject code	E000008988
Main program	<a href="#">Bachelor's Degree in Law</a>
Involved programs	Grado en Derecho y Grado en Relaciones Internacionales (E-5) [Fifth year] Grado en Derecho (E-1) [Fourth year]
Credits	6,0 ECTS
Type	Optativa (Grado)
Department	Departamento de Gestión Empresarial
Coordinator	María José Martín Rodrigo (coordinator)
Office hours	Previous appointment required by email: mariajo@comillas.edu
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

## 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: 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.

## Competencies - Objectives

### Competences

#### GENERALES

CGI03	Capacidad de análisis y síntesis. Comprender y estructurar adecuadamente los conocimientos que se adquieren
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	<b>RA1</b>	Comprende y asimila conceptos y razonamientos, extrayendo la información relevante y relacionando adecuadamente las diferentes partes de que puede constar
	<b>RA2</b>	Conecta lo aprendido en el plano teórico con los problemas prácticos que plantea el ejercicio de la profesión
<b>CGI04</b>	Habilidad para la gestión de la información: obtención, análisis y recuperación de información proveniente de fuentes diversas	
	<b>RA1</b>	Utiliza las TIC de forma eficiente para la obtención y gestión de información
	<b>RA2</b>	Conoce y maneja las metodologías y técnicas específicas de recogida y tratamiento de la información en el área de estudio
<b>CGI06</b>	Toma de decisiones	
	<b>RA1</b>	Plantea con sentido crítico e iniciativa las alternativas que presenta la solución de un problema y determina el alcance de cada una de ellas
	<b>RA2</b>	Argumenta y defiende la opción elegida, considerando los intereses en juego y las implicaciones de toda índole y asumiendo las consecuencias de esa opción
<b>CGI07</b>	Conocimiento de una segunda lengua	
	<b>RA1</b>	Dentro de un contexto empresarial, comprende el discurso oral y escrito y se comunica de forma oral y escrita en inglés de acuerdo con las competencias fijadas por el Marco de referencia Europeo para las Lenguas para los niveles B2/C1
<b>CGS11</b>	Capacidad de aprender, autonomía en el aprendizaje, aprender a aprender como parte de un proceso permanente	
	<b>RA1</b>	Busca y utiliza adecuadamente los instrumentos que le permitan mejorar su aprendizaje y tener autonomía a la hora de profundizar o ampliar su conocimiento
	<b>RA2</b>	Asimila el aprendizaje como proceso permanente de actualización y mejora que exige estar al día de los cambios
<b>CGS12</b>	Capacidad de adaptación a nuevas situaciones	
	<b>RA1</b>	Aplica los conocimientos adquiridos en las asignaturas obligatorias a los nuevos ámbitos o parcelas abiertos por las asignaturas optativas
<b>ESPECÍFICAS</b>		
<b>CEA04</b>	Conocimiento de los principios, conceptos y valores de las distintas áreas de conocimiento	
	<b>RA4</b>	Aprecia la relación existente entre la planificación de los RR.HH. y la planificación empresarial
	<b>RA5</b>	Analiza y describe los distintos puestos de trabajo, explicitando las fases y los elementos que se han de considerar a tal fin



	<b>RA6</b>	Diseña un Sistema Informatizado de Personal indicando su utilidad para la Gestión Integral de RR.HH
<b>CEP01</b>	Capacidad para aplicar adecuadamente los conocimientos aprehendidos a supuestos prácticos complejos	
	<b>RA3</b>	Justifica la función de personal en las organizaciones, su evolución en el tiempo, el cambio de una dirección de personal con una visión administrativa, a una dirección de recursos humanos con un enfoque estratégico
	<b>RA4</b>	Formula las políticas básicas de gestión de RRHH atendiendo a los valores y cultura de la organización
<b>CEP04</b>	Conciencia de la dimensión ética de las profesiones jurídicas	
	<b>RA1</b>	Es consciente de las implicaciones éticas y personales que entraña la toma de decisiones en los procesos de gestión del cambio en el seno de las organizaciones
<b>CEP07</b>	Habilidad discursiva y argumentativa	
	<b>RA1</b>	Se expresa con corrección y soltura por escrito, manejando adecuadamente la exposición de ideas y argumentos (dominio del vocabulario propio de las asignaturas que conforman la materia y capacidad para la redacción y estructuración de documentos)
	<b>RA2</b>	Habla en público con fluidez y seguridad, ordenando las ideas y utilizando el registro apropiado al destinatario

## 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**



## **A. 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**

- 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.**

## **BIBLIOGRAPHY AND RESOURCES**

### **Basic Bibliography**

1. ARMSTRONG, M. y TAYLOR, S. (2020) *Armstrong's Handbook of Human Resource Management Practice*. 15ª 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. CHIAVENATO, I. (2017) *Administración de Recursos Humanos: El capital Humano de las Organizaciones*. 10ª Ed. McGraw Hill.
4. DESSLER, G. (2020) *Administración de Recursos Humanos*. 16ª Ed. Pearson
5. GÓMEZ-MEJÍA, L y Otros. (2016) *Gestión de Recursos Humanos*. 8ª Ed. Madrid: Pearson.
6. NOE, R.A., HOLLENBECK, J.R., GERHART, B., & WRIGHT, P.M. (2017). *Fundamentos de la Dirección de Recursos Humanos*. 6ª Edición. McGraw Hill Education.
7. PUCHOL, L. (2007) *Dirección y Gestión de Recursos Humanos*. 7ª Edición. Ediciones Díaz de Santos. Madrid
8. ULRICH, D. y BROCKBANK, W. (2007) *La propuesta de valor de recursos humanos*. Deusto S.A. Ediciones.
9. 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.
10. 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.

## 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 theclass to test your understanding of the different contents ("One minute" paper).

CGI03, CEA04

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)

CGI03, CEA04, CGI04,  
CEP07

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.

CEP01, CGI06, CGS12,  
CEP04

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.

CEA04, CEP01, CEP07

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

CGI07, CGI03, CGS11,  
CEA04, CGI04, CEP07



## 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.

CGI04, CEA04, CGS11,  
CGI03, CGI07

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

CGI04, CGS12, CGS11

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.

CGI04, CEP01, CEP07,  
CGI03, CGI06

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

CGI04, CEP04, CEA04,  
CGI07

## SUMMARY STUDENT WORKING HOURS

CLASSROOM HOURS	
Lección Magistral	Clases prácticas
31.00	44.00
NON-PRESENTIAL HOURS	
Preparación de la resolución de los casos prácticos y trabajos dirigidos	Estudio y relación de las lecciones magistrales
40.00	35.00
<b>ECTS CREDITS: 6,0 (150,00 hours)</b>	

## EVALUATION AND CRITERIA

Evaluation activities	Evaluation criteria	Weight
<b>Final written exam (objective test type)</b> 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.). <b>It must be approved to make an average with the rest of the elements that make up the evaluation of the subject.</b>	Argumentative and expositive ability Comprehensive and relational ability	50



<p>Active participation in class.</p> <p>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>	<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>	<p>20</p>
<p><b>Monographic research work</b> on the application of HR policies in a company, or on a current and relevant topic in People Management. <b>It must be presented and approved to be able to take the final exam. (15%)</b></p> <p><b>Compulsory report of company consulting, in teams:</b> practical applications of the specific competences of the subject and their learning results. <b>It must be presented and approved to be able to take the final exam. (15%)</b></p>	<p>Capacity for analysis, argumentation and synthesis.</p> <p>Autonomous work, teamwork and practical application in problem solving</p>	<p>30</p>

## Ratings

### EXTRAORDINARY EVALUATION

#### 1. Students with schooling exemption: Exchange Student

a. it will be of full responsibility of the student to communicate their situation by mail to the corresponding Professor in the first month of course and send their curriculum (with recent photo) at that time.

b. Regular theoretical and practical exam with a weight of 100%. To optimize the score in this examination, the student will find in the space reserved for the course in Moodle, the relevant documentation to the effect.

#### 2. Students that failed during the ordinary evaluation:





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**Syllabus**  
**2023 - 2024**

- Student that failed the exam, but qualified in the rest of the elements:

Exam with 2 parts: Application of theoretical knowledge (25%) in the resolution of problems of HR (25%) = 50% (The other 50% are course notes (50%))

- Student failing some of the elements of the evaluation, but qualifying in the exam:

Will need to deliver the relevant essays as requested by the professor to compensate the gap, with previous approval by the subject coordinator.

- Student failing all elements of the evaluation, also failing the exam or missing it:

Individual monography (30%) and public defense in front of the professors (20%) =50%

Exam with 2 parts: Application of theoretical knowledge (25%) in the resolution of problems of HR (25%) = 50%

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>