

## 1. - SUBJECT TECHNICAL INFORMATION

General Information	
Name	Human Resource Management
Degree	Bachelor in Business Administration and Management
Year	Third year
Period	First and Second Half
Credits ECTS	6.0
Hours per week	4 h per week (2 sessions, of 2 hours respectively)
Type	Optional.
Department	Business Management
Area	Human Resources
Subject coordinator	Dr. María José Martín Rodrigo mariajo@comillas.edu Faculty Office O-309 (Direction of Studies)

Faculty	
<b>Professor: Belén Aldecoa Martinez (Sem 1- group A )</b>	
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Office Hours	2h per week: previous appointment required by e-mail
<b>Professor: Jesus Pacheco (Sem 1 – Group B)</b>	
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<b>Professor: Alejandro Navarro Yañez ( Sem 2 – Group A)</b>	
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## 2. - SPECIFIC DATA OF THIS SUBJECT

Context of this subject
Aportación al perfil profesional de la titulación

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 bachelor in Business Administration 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.

Aims to develop the participant's ability to make decisions regarding the Human Resources function that will put the organization in a position of advantage in relation to its competitors and environmental conditions. We seek to understand the design of the human system, the organizational culture and potential leadership styles that define boundaries and promote both the realization of individual talents, such as effectiveness in group and team work, Administration and Management.

#### **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 (second cycle)...

### **3. - TOPIC AREAS AND CONTENTS**

#### **SYLLABUS**

#### **CREATING THE ENVIRONMENT: THE IMPORTANCE OF INDIVIDUALS AND RELATIONSHIPS MANAGEMENT WITHIN THE ORGANIZATIONS**

This module's objective is to help the student understand the importance of comprehensive Human Resources management nowadays and what his/her role as a future manager will be.

#### **1. State of the art in Human Resources Management.**

- 1.1. HR Processes**
- 1.2. HR Value proposition**
- 1.3. Future challenges in HR management**

#### **2. Strategic Human Resources Planning**

#### **Module 2: TALENT ATTRACTION AND SELECTION POLICIES**

This module explains the process and tools to attract talent to an organization. The tools to manage his/her own job search process are also considered.

- 2.1. Employer Branding.**
- 2.2. Analysis of candidate's profile. Job and competences analysis.**
- 2.3. Recruitment sources and selection criteria.**
- 2.4. Personnel selection. Tools.**

### **Module 3: HIGH PERFORMANCE POLICIES: TRAINING, DEVELOPEMENT AND PERFORMANCE MANAGEMENT**

Three objectives are pursued in this module:

1. To analyze the training process from a systemic perspective, revising the available tools and novelties in this area.
2. To learn how to identify, plan and grow talent within organizations; think about students' future responsibility in this process, both as individuals and leaders.
3. To understand the performance appraisal concept, its objectives and, steps and applications. New trends will also be analyzed.

**3.1. Importance of planning the training process to manage talent development.**

**3.2. New trends in personnel training.**

**3.3. The career plan.**

**3.4. New trends in professional development: coaching, mentoring.**

**3.5. Definition of the process and reasons for implementing performance appraisal. Conditions for the success of PA.**

**3.6. Appraisal tools and feedback 360°.**

### **Module 4: TALENT RETENTION POLICIES**

This module will help understand the fundamentals of a salary system, focusing on the main aspects that affect employers and employees as well.

**4.1. Designing and Administering Salaries & Benefits.**

**4.2. Other motivational tools.**

## **4. – OBJETIVES**

### **Competencies**

#### **Generic Competencies of this subject**

CG 2. Information and data management as key elements for decision making and identification, formulation and solution of organizational problems.

RA 1. Knows and is able to synthesize and use adequately diverse bibliographic and documentary resources.

RA 2. Knows the value and utility of different sources and types of information.

CG 5. Interpersonal skills such as listening, negotiation and persuade, along with the ability to work in multidisciplinary teams to function effectively in different tasks and when appropriate, take the leadership responsibility.

RA 1. Dialogues to cooperate and establish good relationships.

RA2. Listens to others and sets constructive dialogue.

RA 3. Is able to Exchange ideas in a persuasive way through a negotiator process in order to reach an agreement with other people.

RA 4. Knows the debate technique and oratory and knows how to use it for professional matters.

RA 5. Values the potential of conflicts as a driver of change and innovation.

RA 6. Is able to communicate effectively.

RA 7. Knows the value of everyone else in the team, fosters their abilities and strengths; Lets them know they are an important part of the team.

RA 8. Leads teamwork, organizing and delegating tasks appropriately.

CG 6. Ethical compromise to apply moral and organizational values when facing ethical and corporative social responsibility dilemmas.

RA 1. Cares for human rights and interests when dealing with any economical or organizational issue.

RA2. Approaches dilemmas from a humanistic point of view, respecting fundamental rights within a frame of peace culture and democratic values.

CG 7. Time management ability in order to improve personal and team's effectiveness

RA 1. Manages his own working time, meeting deadlines.

RA 2. Sets priorities, selecting the most appropriate strategies and resources according to demands.

#### Specific area-subject competencies

**CE4: To identify people management within an organization as a value proposition for all stakeholders.**

**To do so the student needs the ability to:**

- **Explain the relevance (value proposition) of HR Management within 21st century organizations.**
  1. *Shows how effective human resources management impacts the organization, being a competitive advantage.*
  2. *Explains the benefits of comprehensive management of human resources processes and the necessary relationship among them all in order to maximize results.*
- **Describe the employment function linking decision making on this issue to organizational strategy policies.**
  1. *Explains the objectives of the selection process, studying its phases and techniques.*
  2. *Designs his/her own employment search strategy in the light of new trends on e-recruitment.*
- **Report on high performance policies: training and development.**
  1. *Analyzes the systemic approach of training and its phases: needs diagnosis, training plan design, implementation and evaluation.*
  2. *Explains how personal and organizational needs must be integrated within professional development plan, setting a supportive organizational culture.*
  3. *Explains the value of new trends in training and professional development.*
  4. *Assesses the potential of employees to identify managerial talent and design professional development programs and succession plans.*
- **Recognize the importance of performance management systems.**
  1. *Understands the concept of performance appraisal, its main objectives and applications, especially as improvement and development tool.*
  2. *Design a plan to implement a Performance Management System.*
  3. *Value new trends in performance appraisal.*

- **Understand salary and compensation policies.**
  1. *Distinguishes the main factors included in current compensation policies.*
  2. *Recognizes the indispensable features of an effective compensation plan (motivation, internal equity, externally competitive)*

## 5. TEACHING METHODS

### General methodological aspects of the subject

The focus of this subject is highly practical, based mainly on student learning, promoting their autonomy and active participation, in order to help students acquire the skills needed to work proficiently in their professional future. For the development of content and skills described in the preceding paragraphs, will undertake the following activities:

#### In class Methodology: Teaching Activities

In class Methodology: Teaching Activities	Skills
<b>TA1.</b> 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	<b>IGC 1.</b> Analysis and synthesis capability <b>IGC 3.</b> Ability to organize and plan <b>IGC 5.</b> Basic knowledge about the study area
<b>TA2.</b> 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.	<b>IGC 4.</b> Ability to manage information from various sources <b>IGC 3.</b> Ability to organize and plan <b>IGC 5.</b> Basic knowledge about the study area
<b>TA6.</b> 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	<b>PGC 10.</b> Leadership and teamwork <b>SGC 16.</b> Action and quality orientation <b>PGC 12.</b> Ethical commitment <b>IGC 2.</b> Problem solving and decision making <b>PGC 11.</b> Critical and self-critical capacity
<b>TA7.</b> 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	<b>PGC 9.</b> Interpersonal skills: listen, argue and debate <b>PGC 13.</b> Recognition and respect for diversity and multiculturalism <b>PGC 11.</b> Critical and self-critical capacity
<b>TA8.</b> 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	<b>PGC 12.</b> Ethical commitment <b>IGC 3.</b> Ability to organize and plan <b>IGC 6.</b> Oral and written communication skills in English. <b>PGC 11.</b> Critical and self-critical capacity
Non- Presential Methodology: Teaching Activities	Skills
<b>TA10.</b> 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	<b>IGC 1.</b> Analysis and synthesis capability <b>IGC 3.</b> Ability to organize and plan <b>IGC 4.</b> Ability to manage information from various sources <b>IGC 5.</b> Basic knowledge about the study area <b>SGC 14.</b> Ability to learn and work independently
<b>TA11.</b> Tutorials for Individuals or small groups, to solve problems that have may arise, as well as monitoring student progress.	<b>IGC 6.</b> Oral and written communication skills in English. <b>IGC 3.</b> Ability to organize and plan. <b>IGC 4.</b> Ability to manage information from various sources. <b>IGC 1.</b> Analysis and synthesis capabilities.

<b>TA12.</b> Monographic Research team based, where the students will have to share information and resources to achieve a common goal.	<b>SGC 18.</b> Initiative and entrepreneurship. <b>SGC 16.</b> Action and quality orientation. <b>PGC 12.</b> Ethical commitment. <b>SGC 17.</b> Ability to develop and convey ideas, projects, reports, solutions and problems.
<b>TA15.</b> Organized Reading. Reading and analysis of relevant texts with various tasks to assess reading comprehension of an individual or group.	<b>PGC 11.</b> Critical and self-critical capacity. <b>PGC 12.</b> Ethical commitment.

## 6. ASSESSMENT ACTIVITIES AND CRITERIA

Evaluation activities	CRITERIOS	PESO
<b>Final exam:</b> individual questionnaire based on the theoretical knowledge, It is required to approve final exam to be able to add to the rest of HR qualification	Comprehension of the matter. Relational, reasoning and Communication capability.	<b>50%</b>
<b>Attendance and active participation</b> in class and forums. Quality <b>attitudes</b> towards individual and team work. <b>Public discussions</b> in current issues in managing people.	Participation and rigorous Approach to the subject. Proactivity, teamwork	<b>5%</b>
<b>Class activities:</b> discussion, cases, research and other role play and activities	Delivery of exercises and practices	<b>15%</b>
<b>Resolution of 2 case studies:</b> practical applications of skills in each of the topics. They must be submitted and approved 75% of them to the exam.	Teamwork and theoretical knowledge application	<b>15%</b>
<b>Monographic presentations</b> of research and synthesis. Individual or teams deepen.	Synthesis ability. Ability to argument and show Ideas. Public presentation and defense	<b>15%</b>

## 7. - - SUMMARY OF ASSIGNMENTS

In class and personal assignment	Date of realization	Date of delivery
<b>Attendance and active participation</b> = 5%	All course	All course
<b>Class activities delivery</b> = 10%	All course	All course
<b>Resolution de 2 practical cases:</b> Resolution of 2 cases 15%	Week in the schedule	Next week after Case
1. <u>Practical case: Recruitment process</u>		
2. <u>Practical case: High performance process</u>		
<b>Monographic Essay 1</b> Individual or team work = 15%	All course by schedule.	Last day of class
<b>Final exam:</b> questionnaire based on the theoretical knowledge, and application to HR problems It is required to approve final exam to be able to sum to the rest of HR qualification	All course	Date and time fixed by Student office

<b>8.- SUMMARY OF STUDENT WORKING HOURS</b>			
<b>IN CLASS HOURS</b>			
Lectures	Practices	Class activities	Final Exam
3 hours	21 hours	21 hours	2 hours
<b>NON PRESENTIAL HOURS</b>			
Autonomous work on theoretical contents	Autonomous work on practices	Team work to deliver practical team cases: )	Personal study
17 hours	17 hours	20 hours	21 hours
<b>CRÉDITOS ECTS 6: 6*25 hours =150 working hours</b>			

## 9. – EVALUATION CRITERIA IN EXTRAORDINARY CONVOCATORY:

### Students suspended in the ordinary convocatory:

1. Alumn @ who has suspended the exam, but who has approved the rest of the evaluation elements:
  - Two-part exam: Application of theoretical knowledge (25%) and hr case resolution (25%) = 50% and average of the rest of the course grades 50%)
2. Alumn @ who has not passed any of the other elements of evaluation, but have passed the exam, must present the relevant tests that the teacher define to compensate this gap after validation of the subject coordinator .

Alumni who has not passed any of the elements of the evaluation by suspending the exam or not having presented to it:

- Individual monographic work (30%) and public defense of the work with the teacher (20%) = 50%
- Two-part exam: Application of theoretical knowledge (25%) and case resolution of HHRR issue (25%) = 50%

## 10. - - BIBLIOGRAPHY AND RESOURCES

<b>Basic Bibliography</b>
<b>Manuals</b>
In the Resources Website there will be available a file with the program of each Topic and specific Bibliography...
<b>Articles</b>
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...)
<b>Website</b>
<b>Resources Site and links of interest.</b>

**Class notes**

Summary of each part with presentation support available in Resources sites

**Other material**

Documents used in class

**Complementary Bibliography****Manuals**

1. GÓMEZ-MEJÍA, L. et al (2012): Managing Human Resources. 7th Edition. Pearson
2. International Edition: Prentice Hall. New Jersey.
3. ULRICH, D. y BROCKBANK, W. (2007): Human Resource Value Proposition.
4. WAYNE MONDY, R. (2010): Human Resource Management. 11th Edition. Pearson
5. Education.
6. DESSLER, G. (2011): Human Resource Management. 12th Edition. Prentice Hall