

**Management and Development of Human Resources  
in Organisations**

Code: 101635  
ECTS Credits: 6

Degree	Type	Year	Semester
2500261 Education Studies	OT	4	1

## Contact

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## Use of Languages

Principal working language: catalan (cat)  
Some groups entirely in English: No  
Some groups entirely in Catalan: Yes  
Some groups entirely in Spanish: Yes

## Teachers

Sonia Fajardo Martínez

## Prerequisites

It is recommended to have passed the subjects: Design, monitoring and evaluation of plans and programs -2n-, models and training strategies to -3r- Organizations, Organizational Development and Educational Institutions -3r-.

## Objectives and Contextualisation

Management and development of human resources in organizations is a major challenge for education professionals as they must be able to integrate the needs and interests of organizations with those of workers. These needs involve being able to manage talent and enhance skills, managing development processes to consolidate the teams in organizations. Human capital is today, in a society like ours, the main active of organizations.

With these premises, the course aims to develop future professionals skills for their intervention within organizations. It aims to analyze, manage and evaluate different management policies and human resource development, and implement various processes and effective tools.

The objectives of the course are:

- Analyze the evolution of managing people in organizations within a complex and global context, and gain a strategic view of the current function.
- Identify the different policies and processes integrated management of human resource development in organizations
- Valorize the role of HRD professional
- Design tools for human resource development adapted and effective in each context and organization.

## Competences

- Administer and manage centres, institutions, services and educational and training resources.
- Analyse and recognize one's own socio-emotional skills (in terms of strengths, potentials and weaknesses) to develop those necessary for work and professional development.
- Introduce changes in the methods and processes of the field of knowledge to provide innovative responses to the needs and demands of society.
- Participate and get involved in the events, meetings and events of the institution to which one belongs.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Work in teams and with teams (in the same field or interdisciplinary).

## Learning Outcomes

1. Analyse a situation and identify its points for improvement.
2. Analyse the relationship between organizational structure and human resource planning.
3. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
4. Avoid decisions or judgments about people based on preconceived ideas or prejudices
5. Communicate using language that is not sexist or discriminatory.
6. Design recruitment techniques and processes.
7. Form teams that are capable of carrying out activities effectively both in person and remotely in different ways.
8. Identify situations in which a change or improvement is needed.
9. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
10. Participating actively in guided and supervised activities.
11. Propose projects and actions that incorporate the gender perspective.

## Content

1. Human resources in organizations
  - 1.1 The evolution of the management of people in organizations
  - 1.2 Prospects for the future of HR management
  - 1.3 Functions of the HR department
  - 1.4 The cycle of people in organizations
2. HR policies
  - 2.1 Introduction to HR policies
  - 2.2 The strategic and comprehensive vision with all institutional policies
  - 2.3 Definition of jobs and skills.
  - 2.4 Management competency.
  - 2.5 Selection
  - 2.6 Performance evaluation.
  - 2.7 Motivation, compensation and benefit.
  - 2.8 Other HR policies: equality plan, risk prevention, labor relations, and communication
3. HR Development

- 3.1. HR policies and training policies
- 3.2. Strategic policy planning and development training
- 3.3. Management skills and training
- 3.4. Career plans and promotion.
- 3.5. Talent management
- 3.6. Ethics and training.
- 3.7. The HR professional: profile and functions
- 4. Evaluation of HR and training evaluation
- 4.1. Integrated assessment model HR
- 4.2. Performance evaluation and training
- 4.3. Evaluation of transfer of training
- 4.4. Assessing the impact of training
- 5. HR consulting and training

## Methodology

The center in the teaching-learning process is the student; the methodology is planned from this view:

-Presentation of the main contents by the lecturer. It is done with the whole group class and allows the presentation of the main content through an open participation of students. The active participation of students will be encouraged, as a way of sharing the learnings that are being achieved

-Spaces of work in small groups, supervised by teachers. The activities will be a way to practice the contents worked in the large group. The activities will be document analysis, data interpretation and reporting, case resolution and design of HRD strategies and tools

Our teaching approach and assessment procedures may be altered if public Health authorities impose new restrictions on public gatherings for COVID-19 (english).

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Directed	45	1.8	2, 7, 6, 4, 10
Type: Supervised			
Supervised	30	1.2	2
Type: Autonomous			
Autonomous	75	3	2, 6

## Assessment

Theoretical test dates: January 25, recovery February 15

Class attendance is mandatory: the student must attend a minimum of 80% of classes, otherwise it will be considered non-evaluable.

In order to pass the subject, each of the two blocks of evaluative activities that the subject consists of must be passed with a 5.

Each of the evaluation activities can be recovered, and must be done again with the instructions of the teaching staff.

Positive attitude towards learning, analysis and constructive criticism will be evaluated, as well as active participation in all activities and sessions.

Plagiarism is a reason for not exceeding the evaluation activity.

To pass this subject, students must show good general communicative competence, both orally and in writing, and a good command of the language or vehicular languages that appear in the teaching guide.

In all activities (individual and in groups) therefore, linguistic correctness, writing and formal aspects of presentation will be taken into account.

. Students must be able to express themselves fluently and correctly and must show a high degree of comprehension of academic texts. An activity can be returned (not evaluated) or suspended if the teacher considers that it does not meet these requirements.

The perspective of género in the subject matter will be worked on explicitly, as well as the use of non-sexist language.

The relevant data will be included to address the inclusion of the student who requires it.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Exam	50%	0	0	3, 2, 1, 5, 7, 6, 4, 9, 8, 10, 11
Individual essay	20%	0	0	3, 2, 1, 5, 7, 6, 4, 9, 8, 10, 11
Practical activities	20%	0	0	2, 6

## Bibliography

1. Albizu Gallastegi, Eneka (coord) y otros. Dirección estratégica de los recursos humanos : teoría y práctica. (2001) Madrid.
2. Alles, Martha Alicia. Desarrollo del talento humano : basado en competencias. (2008) Granica. Buenos Aires.
3. Alles, Martha Alicia. Gestión por competencias: el diccionario. (2006) Granica. Buenos Aires.
4. Alles, Martha Alicia. Diccionario de comportamientos: gestión por competencias. (2006) Granica. Buenos Aires.
5. Blanco Belda, Javier. AEDIPE: Desarrollo del talento. (2008) Prentice-Hall. Madrid.
6. Bechker, Brian E. y otros. El cuadro de mando de RRHH. Vinculando personas, la estrategia y el rendimiento de la empresa. (2001) Gestión 2000. Barcelona.
7. Cardona Soriano, Pablo. Las claves del talento (2002). Empresa Activa. Barcelona

8. Casas Romeo, Agustí. Desenvolupament de recursos humans (2003) Edicions de la universitat de Barcelona. Barcelona.
9. Gómez Mejía, Luis y otros. Gestión de recursos humanos. (2008) Pearson-Prenetice Hall. Madrid
10. Instituto de Estudios Laborales de ESADE. Informe Cranfield. Gestión estratégica de Recursos Humanos. 2004-2005.
11. Oltra Comorera, Víctor (coord) y otros. Desarrollo del factor humano. (2005) Editorial UOC. Barcelona.
12. Porret Gelabert, Miquel. Recursos humanos : dirigir y gestionar personas en las organizaciones (2006) Madrid.
13. Valle Cabrera, Ramón y otros. La gestión estratégica de los Recursos Humanos. (2006). Pearson-Prentice Hall. Madrid.

Enllaços web:

<http://www.mtas.es>

[www.aedipe.es](http://www.aedipe.es)

<http://www.astd.org/astd/>

<http://www.arearh.com/>

[http://www.earli.org/special\\_interest\\_groups/learning\\_professional](http://www.earli.org/special_interest_groups/learning_professional)

<http://www.empresaysociedad.org/>

<http://www.som.cranfield.ac.uk/som/>

## **Software**

Not needed