

Management of the Personal Safety Human Resources

Code: 101872
ECTS Credits: 6

Degree	Type	Year	Semester
2502501 Prevention and Integral Safety and Security	OT	4	1

Contact

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Use of Languages

Principal working language: spanish (spa)
Some groups entirely in English: No
Some groups entirely in Catalan: No
Some groups entirely in Spanish: No

Other comments on languages

Se utilizará en momentos específicos adaptándonos al nivel de los alumnos (lectura de artículos y presentaciones orales, si procede)

Prerequisites

This subject doesn't have prerequisites

Objectives and Contextualisation

The main goals of the subject are:

- Analyse the evolution of people management policies.
- Distinguish management and leadership
- Identify the subsystems of human resources management.
- Know the specific administrative procedures and controls for private security staff and services.
- Analyse a wide range of recruitment and selection methods and techniques.
- Know the main strategies for people development and loyalty.
- Recognise the different kinds of leadership styles.
- Analyse the key competencies for leadership.
- Recognise the importance of human resources management for the security services provision.

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Apply the legal regulations governing the sector of prevention and integral security.
- Be able to adapt to unexpected situations.
- Efficiently manage human resources.
- Generate innovative and competitive proposals in research and in professional activity developing curiosity and creativity.
- Identify, manage and resolve conflicts.

- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Plan and coordinate the resources of the three large subsystems that interact in questions of security: people, technology and infrastructures.
- Respond to problems applying knowledge to practice.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Use the capacity for analysis and synthesis to solve problems.
- Work in institutional and interprofessional networks.

Learning Outcomes

1. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
2. Analyse the situation and identify the points that are best.
3. Be able to adapt to unexpected situations.
4. Critically analyse the principles, values and procedures that govern professional practice.
5. Generate innovative and competitive proposals in research and in professional activity developing curiosity and creativity.
6. Identify, manage and resolve conflicts.
7. Plan and manage prevention and security in accordance with the prevailing legislation applicable in the sector.
8. Propose viable projects and actions that promote social, economic and environmental benefits.
9. Respond to problems applying knowledge to practice.
10. Select the minimum resources for efficient risk management.
11. Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
12. Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
13. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
14. Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
15. Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
16. Undertake collaborative management of private security plans.
17. Use the capacity for analysis and synthesis to solve problems.
18. Work in institutional and interprofessional networks.

Content

INTRODUCTION

We all agree that human resources management is key to achieving the company's goals. Additionally, in the private security industry, people are the main factor to make possible the security services provision, regardless of whether these services are a combination of people, technology and processes. In fact, the provision of high quality services, adapted to the specific characteristics of the situation, requires skilled people to perform them.

To this effect, the human resources planning is critical, prior to the start of any service, to recruit the best people according to the service requirements. This planning should be done from both dimensions quantitative (number) and qualitative (competencies/profile).

However, it is not enough to recruit the most appropriate people, to successfully face the present and future customers' needs, do we need a permanent system of training, development and employee's loyalty. The continuous evolution of customers' needs requires a continuous adaptation of human resources. For this reason, people responsible for managing teams of private security professionals should manage and lead in a proactive and innovative manner, respecting, at all times, what the administration establishes for private security staff and services.

Therefore, the aim of this subject is to train students in the most appropriate instruments and techniques for managing and leading private security professionals teams.

CONTENTS

1. Introduction to human resources management

1.1. Concept and evolution of human resources (HR) management: Historical evolution of HR management. Strategy and HR management. Subsystems of HR management. Team leadership.

1.2. The private security industry and HR management: Administrative intervention. Private security services. Private security staff.

2. HR Management (subsystems)

2.1. Recruitment and onboarding: HR Planning. Analysis and jobs description. Recruitment and selection. Welcoming and onboarding. Recruitment and onboarding of private security staff.

2.2. Development and Loyalty: Initial and continuous training. Performance appraisal. Potential appraisal, in house promotions and career plans. Communication and participation. Human Resources management oriented to staff loyalty. Development and loyalty of private security personnel.

3. Leadership of private security staff

3.1. Leadership: Concept of management and leadership. Management and leadership styles. Leadership in private security.

3.2. Key competencies: Communication. Motivation. People development. Teamwork management.

Methodology

The methodological approach will be practical and participatory. The aim of this approach is to enhance transfer of learning from the classroom to the professional environment (private security sector). To this effect, the activities of the subject combine theoretical-practical introduction of contents with the application in practical situations.

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			
Theoretical classes, case studies and oral presentations.	44	1.76	3, 4, 1, 2, 9, 5, 16, 6, 7, 8, 15, 14, 13, 11, 12, 10, 18, 17
Type: Supervised			
Written assignments and studies cases.	12	0.48	3, 4, 1, 2, 9, 5, 16, 6, 7, 8, 15, 14, 13, 11, 12, 10, 18, 17

Study and preparation of activities.	94	3.76	3, 4, 1, 2, 9, 5, 16, 6, 7, 8, 15, 14, 13, 11, 12, 10, 18, 17
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Assessment

The assessment of the subject includes:

- Two written theoretical-practical tests (exams). Value 40% of the final grade.
- Two written assignments related to the content of the subject. It will be considered content adequacy and oral and written presentation. Vale 60% of the final grade.

Finally, according to the above-mentioned criteria (continuous assessment), If students don't pass the assessment, they could take a retake test. This retake assessment will consist in a final written test and it will cover the entire contents of the program.

To participate in the retake process, it is required for students to have been previously evaluated for at least two thirds of the total evaluation activities of the subject. However, the grade that will appear in the student's academic record will be a maximum of 5-approved.

Regardless other disciplinary measures, according to current academic regulations, students who engage in misconduct that could lead to a significant variation in the grade of an evaluation activity, they will receive a mark of "0" for the activity in question. In the case of misconduct in more than one assessment activity, the students involved will be given a final mark of "0" for the subject.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Written assignment 1	25	0	0	3, 4, 1, 2, 9, 5, 16, 6, 7, 8, 15, 14, 13, 11, 12, 10, 18, 17
Written assignment 2	25	0	0	3, 4, 1, 2, 9, 5, 16, 6, 7, 8, 15, 14, 13, 11, 12, 10, 18, 17
Written test (exam) 1	25	0	0	3, 4, 1, 2, 9, 5, 16, 6, 7, 8, 15, 14, 13, 11, 12, 10, 18, 17
Written test (exam) 2	25	0	0	3, 4, 1, 2, 9, 5, 16, 6, 7, 8, 15, 14, 13, 11, 12, 10, 18, 17

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Software

None specific