

Processes 3. Training, Development and Performance

Code: 43168
ECTS Credits: 6

Degree	Type	Year	Semester
4313788 Management of Human Resources in Organizations	OB	0	2

Contact

Name: Sergi Serrano González

Email: sergi.serrano.gonzalez@uab.cat

Teachers

Juan Manuel Muñoz Justicia

Use of Languages

Principal working language: spanish (spa)

External teachers

Joan A. Vélez

Miriam Diez

Puri Pinilla

Prerequisites

There are no prerequisites

Objectives and Contextualisation

This module aims for the student to be able to analyse and implement processes designed to promote and make the most of employees as a resource (training, development and performance evaluation), through an approach related to talent management.

Some ITC tools which are useful in the management of these processes will be studied so the student can debate their implications.

Key skills oral and written communication will be worked on.

Competences

- Design operational plans (for training, induction, etc.) in simulated contexts.
- Evaluate specific operational plans and programmes for human resources in order to introduce improvements.
- Identify indicators that help to develop the potential of the individuals that make up an organisation, collectively and individually.
- Present proposals, reports and results effectively to different types of interlocutor.
- Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.

Learning Outcomes

1. Assess different models for evaluating performance on the basis of the resources's, conditions and possible benefits they might provide.
2. Design performance review systems using criteria that fit the particular organisation concerned.
3. Draw up the protocol for identifying staff development needs that fit the characteristics of a given organisation.
4. Produce a clear, viable training plan to meet the needs of an organisation.
5. Produce texts on training plans that are written in such a way as to facilitate their application, monitoring and evaluation.

Content

1. Introduction: Development of Human Resources
 1. Key concepts: career, potential, talent and performance
 2. Planning a career or development planning
 3. Identifying needs in the organisation, groups and individuals
 4. Protocols for identifying development needs
3. Evaluating potential
 1. Developing potential in organisations
 2. Objectives and indicators
 3. Methods and techniques for developing potential
 4. Talent management
5. Performance evaluation
 1. Concepts and objectives
 2. Criteria and performance management systems
 3. Evaluating the results
 4. Design and implementation of an evaluation system. Current trends.
7. Diagnosis of training needs
 1. Importance and need for training in organisations
 2. Studies to identify training needs. Objectives and process
 3. Models and methods for identifying needs
 4. Evaluation, diagnosis and prioritisation of the training needs
9. Training management and evaluation
 1. Planning and design of training plans
 2. Implementation of plans and training activities
 3. Evaluating the results. Criteria, types and methods of evaluation.
 4. Current trends. Key factors for training to be effective

Methodology

Practical activities will be carried out in the classroom along with a review of technical documentation.

Solving problems / cases / exercises in small groups and pooling of conclusions with the whole group.

Solving problems / cases / exercises through activities in the virtual classroom.

Preparation of written work, presentations or reflections.

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			
Cases analysis and resolution	14	0.56	2, 3, 4
Group practices	8	0.32	2, 3
Works presentation	8	0.32	2, 4, 5, 1
Type: Supervised			
Mentoring	10	0.4	4
Virtual supervision of projects and activities	40	1.6	2, 3, 4, 5
Type: Autonomous			
Bibliographic information search	10	0.4	1
Study and assimilation of contents and concepts	30	1.2	3, 5, 1
Text reading and analysis	30	1.2	1

Assessment

The evaluation of the module is done on the basis of four assignments:

Assignment 1: Consists of a practical evaluation of potential process through a group project which will be presented in class defending and arguing the process to the rest of the class (30% of the mark).

Assignment 2: Consists of the practical development of a performance evaluation system, designing the evaluation system best suited for a particular organisation, through a practical case study (30% of the mark).

Assignment 3.1: Consists of preparing a training plan for an organisation as a group, carrying out a study and diagnosis of training needs, the training process and the evaluation of the results. It includes a presentation to be given in the class (20% of the mark). Grupal work.

Assignment 3.2: Consists of preparing a training plan for an organisation as a group, carrying out a study and diagnosis of training needs, the training process and the evaluation of the results. It includes a presentation to be given in the class (20% of the mark). Individual work.

Students who fail to reach the established criteria to pass the module and those who have been evaluated in a set of activities with a weighting of two-thirds of the total score for the module may retake it.

The minimum mark to retake the module is 3.5.

Evaluation Guidelines of the Faculty of

Psychology: https://www.uab.cat/doc/DOC_Pautes_Avaluacio_2022_2023

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Assignment 1: Process of evaluating potential	30%	0	0	3
Assignment 2: Development of a performance evaluation system	30%	0	0	2, 1

Assignment 3.1: Development of a training plan - group	20%	0	0	3, 4, 5
Assignment 3.2: Development of an individual training plan - individual	20%	0	0	3, 4, 5

Bibliography

Alles, Marta Alicia. (2002) *Desempeño por Competencias. Evaluación de 360º*. Buenos Aires: Ediciones Granica.

Beebe, S. A. (2004). *Training and development: enhancing communication and leadership skills*. Boston, MA: Allyn and Bacon.

Carrizosa, S. (2010, junio 13). Revolución en la gestión del talento. *El País*. Recuperado a partir de http://elpais.com/diario/2010/06/13/negocio/1276436848_850215.html

Crawford, Curtis (2007, junio 16). Planning for CEO Succession. *Human Resource Executive Online*, Recuperado a partir de <http://www.hreonline.com/HRE/view/story.jhtml?id=15297678>

Cummings, L. y Schwab, D. (1985). *Recursos Humanos. Desempeño y evaluación*. México: Trillas.

Davis, T.(2007). *Talent assessment: a new strategy for talent management*. Farnham: Ashgate Pub.

Drake J. (1997). *Performance appraisal*. Menlo Park, CA: Thomson Crisp Learning.

Fisher, S. (2004). *La gestión de la formación y el rendimiento en el puesto de trabajo*. Madrid: Ed. Universitaria R. Areces.

Gan, F. y Trigine, J. (2006). *Manual de instrumentos de gestión y desarrollo de las personas en organizaciones*. Madrid: Díaz de Santos.

Goula, Jordi (2010, febreo 7). "¡Juegue siempre con sus piezas bien posicionadas!". *La Vanguardia*, Recuperado a partir de <http://hemeroteca-paginas.lavanguardia.com/LVE05/PUB/2010/02/07/LVG201002070166EB.pdf>

Grote, D. (2002). *The performance appraisal question and answer book: a survival guide for managers*. New York: American Management Association.

Grupo Harper & Lynch España (1992). *Planes de carrera y sucesión en la empresa*. Madrid: Grupo Negocios de Ediciones y Publicaciones SL.

Kirkpatrick, D.L (2007): *Evaluación de acciones formativas: los cuatro niveles*. Colección Formación y Desarrollo. Barcelona: Epise. Ed. Gestión 2000.

López Camps, Jordi (2005). *Planificar la Formación con calidad*. Madrid: Ed. Wolters Kluwer Educación.

Luecke, R. (2007). *Gestión del Desempeño*. Barcelona: Harvard Business School .

Maddux, R. (2000). *Effective performance appraisals* (4ª ed.). Menlo Park, CA: Thomson Crisp Learning.

Mager, R. F. (2005). *Evaluar el resultado de la formación: cómo saber si ha conseguido los objetivos*. Barcelona. Ed. Gestión 2000.

Martindale, N. (2008, febrero 4). La gestión del Talento en Coca-Cola: efervescencia interna. Recuperado a partir de https://factorhumana.org/es/?option=com_content&view=article&id=1954&catid=4&Itemid=11&lan%2520g=ca

McNulty, Eric J. (2006, marzo 26). ¿Qué sabemos de los directivos?. *El País*, Recuperado a partir de https://elpais.com/diario/2006/03/26/negocio/1143384455_850215.html

Pereda, S. y Berrocal, F. (2012). *Gestión de la Formación en las Organizaciones*. Madrid: Síntesis.

Pineda, P. (2002). *Gestión de la Formación en las Organizaciones*. Barcelona: Ariel Educación.

Planes de sucesión. (2008, abril 1).. [Fundació Factor Humà], Recuperado a partir de www.factorhumana.org/index.php?option=com_content&view=article&id=8284

Pozo, P. (2010). *Formación de formadores*. Madrid: Pirámide.

Quijano, S. de. (1997). *Sistemas efectivos de evaluación del rendimiento*. Barcelona: EUB.

Reina, A. (2005). *Gestión de la formación en la empresa*. Madrid: Pirámide.

Rodríguez Moreno, ML. (2006). *Evaluación, Balance y Formación de Competencias laborales*. Barcelona: Laertes.

Rodríguez Román, M. (2006). *Gestión de la Formación: La importancia de la Formación en el ámbito Empresarial actual*. Vigo: Ed. Ideas propias.

VV.AA.(2005). *El Plan de formación en la empresa: guía práctica para su elaboración y desarrollo*. Madrid: Ed. Fundación Confemetal.

Software

-