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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Teaching groups languages

You can check it through this link. To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

Teachers

Pilar Pineda Herrero

Sònia 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

The management and development of people in organizations represents a great challenge for education professionals as they must be able to integrate the needs and interests of organizations with those of workers. These needs imply being able to manage talent and enhance skills, managing development processes to consolidate human teams in organizations. A human capital that is today, in a society like ours, the main asset.

With these premises, the subject aims to develop in future professionals the skills for their intervention within organizations or in work contexts. It is intended to analyze, manage, and evaluate the different policies of management and development of human resources, deepening the evolution and timeliness of this management, in addition to implementing various processes and effective tools.

The objectives of the subject are:

- Analyze the evolution of people management in organizations within a complex and global context, and acquire a strategic vision of the current function.

- Identify the different development policies and processes of integral management of human resources in organizations.

- Design effective human resources development tools adapted to each context and organization.

- Enhance the skills of the professional in charge of managing and leading people development policies in organizations.

- Value the role of the training professional in organizations, and as a talent manager of the same.

Competences

- Act in the field of self-knowledge by assessing inequalities based on sex/gender.
- Administer and manage centres, institutions, services and educational and training resources.
- Analyze and recognize their own socio-emotional competencies (in terms of strengths, potentialities and weaknesses) to develop those that are necessary in their exercise 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 acts, meetings and events of the institution to which it belongs.
- Work in a team and with teams (from the same field or interdisciplinary).

Learning outcomes

1. Analyze sex/gender inequalities and gender biases in the field of self-knowledge.
2. Analyze the relationships between organizational structure and human resources planning.
3. Analyze a situation and identify points of improvement.
4. Communicate by making non-sexist or discriminatory use of language.
5. Form work teams capable of developing activities effectively.
6. Design personnel selection techniques and processes.
7. Avoid decisions or assessments about people based on preconceived ideas or prejudices.
8. Identify the main inequalities and discriminations based on sex/gender present in society.
9. Identify situations that need change or improvement.
10. Actively participate in directed and supervised activities.
11. Propose projects and actions that incorporate the gender perspective.

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 to organizations

1.1 The evolution of people management in organizations

1.2 Future prospects for 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 the set of institutional policies

2.3 Definition of jobs and skills.

2.4 Management by competences.

2.5 Selection and reception

2.6 Performance evaluation.

2.7 Equality policy and plan.

2.7 Motivation, compensation and benefit.

2.8 Other HR policies: risk prevention, labor relations, and communication

3. HR development

3.1. HR policies and training policies

3.2. Strategic planning of training and development policies

3.3. Competency-based management and training

3.4. Career plans and promotion.

3.5. Talent management

3.6. CSR and training.

3.7. The HR professional: profile and functions

4. HR evaluation and training evaluation

4.1. Integrated HR assessment model

4.2. Performance evaluation and training

4.3. Evaluation of training transfer

4.4. Assessing the impact of training

5. HR and training consulting

Methodology

The protagonist in the teaching-learning process is thestudent at and it is under this premise that the methodology of the subject has been planned, as shown in the following table:

Activity	Hours	Methodology	Results Learning
Face-to-face in a large group: theory	35	Presentations by the teaching staff of the contents and basic issues of the syllabus. It is carried out with the entire class group and allows the exposure of the main contents through an open and active participation by the students. Despite being a typology of activity where the protagonist falls on the teaching figure, the active participation of students will be encouraged, sharing the learning that is being achieved.	EP15.4, EP15.5
Face-to-face in large groups and individuals: practical activities	10	Reduced group and individual work spaces supervised by the teaching staff where the contents and themes worked on in the large group are deepened. The activities to be carried out will be document analysis, interpretation of reports and data, resolution of cases and practical activities of analysis design of HR management strategies	

Training activities

Title	Hours	Credits	Learning outcomes
Types: Targeted			
Face-to-face in large groups	45	1,8	5, 6, 2, 10, 7
Types: Supervised			
Supervised activities and tutorials	30	1,2	2
Type: Autonomous			
Autonomous activities	75	3	6, 2

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

Evaluation

The continuous evaluation of the subject will be carried out throughout the academic year through the activities shown in the grid below.

	Evaluation Activity	% of grade	Results Learning
BLOCK 1	Theoretical-to-practical test of units 1 to 6	50%	EP15.4, EP15.5, TF7.4
BLOCK 2	Three practical group activities associated with people management policies.	30%	EP15.4, EI TF7.4
	According to practical (individual) activities of creation of tools for the management and development of HR	20%	

The individual test takes place on January 24, 2024. and on February 7, 2024, the recovery will be made.

The delivery of the practices will be done at the end of each of the 5 modules, that is, an activity must be done for each completion of the module.

The return of the corrections will be made within 20 days.

In order to pass the subject, each of the two blocks of evaluation activities of the subject must be approved with a 5.

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

UNIQUEASSESSMENT

Individual theoretical-practical, written and oral test.

Note weight:100%

Recovery: individual theoretical-practical test -written and oral- of recovery at the end of the subject

The individual test takes place on January 24, 2024. and on February 7, 2024, the recovery will be made.

The return of the corrections will be made within 20 days.

GENERAL CONSIDERATIONS

Positive attitude towards the learner, analysis and constructive criticism will be assessed, as well as active participation in all activities and sessions.

Plagiarism is a reason for not passing the evaluation activity.

To pass this subject, it is necessary that the student shows a good general communicative competence, both orally and in writing, and a good command of the vehicular language or languages that appear in the teaching guide. In all activities (individual and group) linguistic correction, writing and formal aspects of presentation will therefore be taken into account. Students must be able to express themselves fluently and correctly and must show a high degree of understanding of academic texts. An activity can be returned (not evaluated) or suspended if the teacher considers that it does not meet these requirements.

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

The relevant highway will be included to address the inclusion of students who require 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	30%	0	0	2, 6

Bibliography

1. Alles, Martha Alicia (2016). Dirección estratégica de recursos humanos. Gestión por competencias. Ediciones Granica. Buenos Aires.
2. Alles, Martha Alicia (2015). Diccionario de competencias. Ediciones Granica. Buenos Aires.
3. Capapé, Javier y otros (2019) ¿Se mide el retorno de la inversión en las políticas de recursos humans? Un anàlisis en España.
4. Casanova, M.; (2021). El poder de la diferencia.

5. Chiavenato, I. (2022) Gestión del talento humano. En el nuevo papel de los recursos humanos en las organizaciones. MCGraw-Hill. Madrid.
6. Gómez-Mejía, Luis R., autor; Balkin, David B., Gestión de Recursos humanos. (2016). Universidad complutense de Madrid. Madrid.
7. Riera, P. Gestión de Recursos Humanos: enfoque sistémico en una perspectiva global. Revista de investigación en psicología, 2014, Vol.9 (1), p.109-122.
8. Troger, H. (2021). Human Resource Management in a Post COVID-19 World: New Distribution of Power, Individualization, Digitalization and Demographic Developments. Editorial Almuzara. Madrid.

Enllaços web:

http://www.mtas.es

www.aedipe.es

http://www.astd.org/astd/

http://www.arearh.com/

http://www.earli.org/special_interest_groups/learning_professional

http://www.empresaysociedad.org/

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

Software

Not needed