

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

Contact

Name: Alicia Gomez De Hinojosa Guerrero

Email: alicia.gomezdehinojosa@uab.cat

Teaching groups languages

You can view this information at the [end](#) of this document.

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.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Theoretical classes, case studies and oral presentations.	44	1.76	2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18
Type: Supervised			
Written assignments and studies cases.	12	0.48	2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18
Type: Autonomous			
Study and preparation of activities.	94	3.76	2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18

Teaching language: Spanish

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.

Assessment

Continous Assessment Activities

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

Continuous assessment

The evaluation of the subject includes:

- Two written tests of a theoretical-practical nature (exams). They represent 50% of the final grade.
- Two works related to the content of the subject. The adequacy of the content, the oral presentation and the written presentation will be assessed. They represent 50% of the final grade.

The works and the written tests must have a grade of at least 3.5 to be able to add to the continuous evaluation.

The grade to pass the continuous evaluation will be the result of the sum of the two tests and the two works of the subject, provided that the minimum marks required to add are obtained. To pass the continuous assessment this average must be 5 or higher.

Examination-based assessment

Students who opt for single assessment will take a final synthesis test of all the content of the subject a (50%) and deliver the two works of the subject (50%)

The date for this test and the delivery of the work of the subject will be the same scheduled in the schedule for the last exam of continuous evaluation.

The same recovery system will be applied as for continuous assessment.

Evaluation of students in second call or more

Students who repeat the subject must take the scheduled tests and exams and deliver the work of the subject on the dates indicated in the Moodle classroom.

Retake Exam

The student who does not pass the subject, who does not reach 5 (total) out of 10, in accordance with the criteria established in the two previous sections may submit to a final exam provided that the student has been evaluated in a set of activities, the weight of which equals a minimum of two thirds of the total grade of the subject.

In this exam the set of contents of the subject that have not been passed in the continuous evaluation will be reevaluated.

In the case of passing the final exam the subject will be approved with a maximum of 5, regardless of the grade obtained in the exam.

No evaluable

If you have not been evaluated of these two thirds for not having submitted to the tests, you will obtain a qualification as Not Presented, without having the possibility of submitting to the final recovery exam.

Change of date of a test or exam

Students who need to change an evaluation date must submit the request by filling in the document found in the EPSI Tutorization Moodle space.

Once the document has been completed, it must be sent to the teaching staff of the subject and to the coordination of the Degree.

Review

At the time of carrying out each evaluation activity, the teaching staff will inform the students of the mechanisms for reviewing the qualifications.

For single assessment students, the review process will be the same.

Plague

If during the correction there are indications that an activity or work has been carried out with answers assisted by artificial intelligence, the teacher may complement the activity with a personal interview to corroborate the authorship of the text.

Other considerations

Without prejudice to other disciplinary measures deemed appropriate, and in accordance with current academic regulations, "in the event that the student makes any irregularity that could lead to a significant variation in the grade of an evaluation act, this evaluation act will be graded with a 0, regardless of the disciplinary process that can be instructed. In case of several irregularities occur in the evaluation acts of the same subject, the final grade of this subject will be 0".

If there are unforeseen circumstances that prevent the normal development of the subject, the teaching staff may modify both the methodology and the evaluation of the subject.

Bibliography

COMPLEMENTARY BIBLIOGRAPHY

AGUIRRE, M. (2017), *Dirigir y motivar equipos*. Pirámide.

ALLES, M. (2015). *La marca recursos humanos*. Granica.

ASSENS, J. (2006). *Huevos con beicon*. Granica.

ACCIONA, AVIVA, CORREOS, EVERIS EDP, INDRA, NH HOTEL GROUP, SECURITAS. (2016). *Universidades Corporativas. Forjando Personas para Ganar el Futuro*. UOC.

BONACHE, J, CABRERA, A. (directores) (2006). *Dirección de Personas*, Pearson Education.

CHAMORRO-PREMUZIC, T., FURNHAM, A. (2010). *Psicología de la selección de personal*. TEA Ediciones.

CUEIRO, J.C. y GALLARDO, L. (2010). *Liderazgo Guardiola*. Alienta.

DE MIGUEL, S. Y PEÑALVER, A. (coordinadores) (2010). *Eficacia directiva*. Díaz de Santos.

DOLAN, SH., MARTÍN, I. y SOTO, E. (2004). *Los 10 Mandamientos para la Dirección de personal*, Gestión 2000.

GALLARDO, V. (2009). *Liderazgo Transformador*. LID Editorial Empresarial.

GAN, F. Y TRIGINÉ, J. (2006). *Manual de Instrumentos de Gestión y Desarrollo de las Personas en las Organizaciones*. M. Díaz de Santos.

GOLEMAN, D. (2013). *Liderazgo. El Poder de la Inteligencia Emocional*. Ediciones B.

GOMEZ DE HINOJOSA GUERRERO, A. (2024). *Seguridad privada global, ¿amenaza u oportunidad?*. Atelier.

HUNTER, J.C. (2005). *Las claves de la paradoja*. Empresa Activa - Urano.

MARTINEZ, E. Y HERMOSILLA, D. (2020) *Psicología de los Recursos Humanos. Planificación, Selección y Promoción*. Universidad del País Vasco.

REY, S. (director), TENA, G. (editor) (2017). *Nuevas tecnologías y gestión de recursos humanos: Proyecto Thechnos: Impacto de las redes sociales y marco laboral neotecnológico*. Wolters Kluwer y Cuatrecasas.

RIOS, I. (2018), *Equipos motivados, equipos productivos*. Tébar Flores.

ROJAS, P. (2010). *Reclutamiento y selección 2.0*. UOC.

WHITMORE, J. (2003). *Coaching*. Paidós.

Software

This course will use the basic software of the Office 365 package

Language list

Name	Group	Language	Semester	Turn
(TE) Theory	1	Catalan/Spanish	first semester	afternoon