

Degree	Type	Year
Gestió de los Recursos Humanos en las Organizaciones	OB	1

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Teachers

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Teaching groups languages

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

Prerequisites

There are no prerequisites.

Objectives and Contextualisation

The module aims for students to be able to analyze and execute processes aimed at empowering and taking advantage of people's resources (training, development and performance evaluation), from an approach similar to talent management.

Some useful ICT tools in the management of these processes will be studied so that the student body can discuss their implications.

Key skills such as oral and written communication will be worked on.

Learning Outcomes

1. CA07 (Competence) Generate reports detailing training plans to facilitate their implementation, follow-up and evaluation.
2. CA08 (Competence) Generate the protocol to identify staff development needs that fit the characteristics of a given organisation.

3. KA12 (Knowledge) Identify the special features that characterise a given organisation in terms of training, development, and performance.
4. SA12 (Skill) Analyse different models of performance appraisal according to the resources, conditions and possible contributions that they would entail.
5. SA13 (Skill) Schedule the training processes suited to the needs of an organisation.
6. SA14 (Skill) Design performance appraisal systems based on criteria in accordance with the situation of the organisation with which the work is being carried out.

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

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Cases analysis and resolution	14	0.56	
Group practices	8	0.32	
Works presentation	8	0.32	
Type: Supervised			
Mentoring	10	0.4	
Virtual supervision of projects and activities	40	1.6	

Type: Autonomous

Bibliographic information search	10	0.4
Study and assimilation of contents and concepts	30	1.2
Text reading and analysis	30	1.2

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.

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Assignment 1: Training, development and performance	50%	0	0	CA07, CA08, KA12, SA13
Assignment 2: Training, development and performance	50%	0	0	CA07, CA08, KA12, SA12, SA13, SA14

La evaluación del módulo se da en la base de asignaciones:

Assignment 1: Training, development and performance (50%)

Assignment 2: Training, development and performance (50%)

Unique assessment

Artículo 265. Evaluación única

2. La solicitud de evaluación única supone la renuncia a la evaluación continuada, e implica la entrega en una única fecha del número necesario de evidencias evaluadoras para acreditar y garantizar la consecución de los objetivos y los resultados de aprendizaje establecidos en la asignatura.

El single evaluation no es imply non-attendance en el face-to-face sesiones. Durante las sesiones de face-to-face, actividades que necesitan satisfactoriamente completar las evaluaciones de evidencias para cargarse.

Studentes que chozan la single evaluation option están presentes, once modulo se finishen, las evidencias foreseen para la continuidad evaluacion modality.

El sistema de sistema de reacción es el continuo assessment que se aplica.

Retakes

Studentes que equivalen a establecen criteria para pasar el módulo y todos los que han sido evaluados en siete actividades con eliminación de dos-tres de los resultados totales para el módulo que se retaca.

El mínimo marcado para retacar el módulo es 3.5.

Evaluation Guidelines of the Faculty of Psychology: https://www.uab.cat/doc/DOC_PautesAvaluacio_FP_23-24

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Software

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Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(TEm) Theory (master)	1	Catalan	second semester	afternoon