

Degree programme	Type	Course
Management of Human Resources in Organisations	OP	1

Contact lecturer

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Teaching staff

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Group languages

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

Prerequisites

There are no prerequisites.

Objectives

This module explores how the application of new technologies in organisations has an influence in various psychosocial phenomena which are of great significance in the understanding, decision-making and management of human resources.

Upon completion of the module the student will be able to:

Describe the characteristics, constraints and effects of the relevant psychosocial phenomena and processes in order to understand the day-to-day operation of an organisation.

Analyse various problematic and organisational situations according to the related psychosocial aspects.

Explain the relationships between different processes, human resources, new technologies and psychosocial processes.

Learning outcomes

- CA13 (Evaluate the factors that influence the development and well-being of the members of organisations in order to suggest improvements in an organisation's work environment.) Evaluate the factors that influence the development and well-being of the members of organisations in order to suggest improvements in an organisation's work environment.
- CA14 (Assess the factors at the micro and macrosystemic level that influence the development and well-being of the members of organisations.) Assess the factors at the micro and macrosystemic level that influence the development and well-being of the members of organisations.
- CA15 (Assess projects and actions to propose corrective measures in accordance with labour legislation on gender and equity perspective.) Assess projects and actions to propose corrective measures in accordance with labour legislation on gender and equity perspective.
- KA18 (Identify the psychosocial factors that may affect any HR programme or system.) Identify the psychosocial factors that may affect any HR programme or system.
- SA23 (Contrast the diversity of viewpoints and ways of thinking and feeling when hypothesising about HR needs in different areas.) Contrast the diversity of viewpoints and ways of thinking and feeling when hypothesising about HR needs in different areas.
- SA24 (Use relevant psychosocial aspects or knowledge to understand a certain situation and to implement a programme or system in the field of HR.) Use relevant psychosocial aspects or knowledge to understand a certain situation and to implement a programme or system in the field of HR.
- SA25 (Assess the impact that certain actions, programmes or systems might have on the well-being of an organisation's members.) Assess the impact that certain actions, programmes or systems might have on the well-being of an organisation's members.

Contents

1.- The Digital Culture Technological revolution

New digital skills.

Digital economy.

2.- Generations

New expectations. Digital natives.

Managing the millennials.

3.- Virtual Teams and leadership

The impact of the digitalisation of teams.

How to improve work processes in virtual environments.
Work skills in virtual teams.

4.- Critical Aspects

Critical Management Studies, Power and Ethics.

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Research and review of bibliography, case analysis	58	2.32	
Master class	15	0.6	
Exercises and games	15	0.6	
Group tutorials	30	1.2	
Defence of an Action Plan	2	0.08	

Lectures. The presentation of the various topics will be done through lectures given by the teaching staff who are responsible for this module.

Case presentations. Cases related to the various content topics will be analysed in the classroom to review practical actions of professionals.

Exercises. Dynamic exercises and role playing and experiments will also be carried out which will allow students to solidify their knowledge and work on the competencies assigned to the module.

Activities

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Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Master class	0.6	2	
Exercises and games	15	0.6	1, 4
Type: Supervised			

Defence of an Action Plan	2	0.08	2
Group tutorials	30	1.2	3
Type: Autonomous			
Research and review of bibliography, case analysis.	58	2.32	2, 3, 4

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Master class	15	0.6	2
Exercises and games	15	0.6	1, 4
Type: Supervised			
Defence of an Action Plan	2	0.08	2
Group tutorials	30	1.2	3
Type: Autonomous			
Research and review of bibliography, case analysis.	58	2.32	2, 3, 4

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

Continuous assessment activities

Title	Weight	Hours	ECTS	Learning outcomes
Assessment 3 Analysis and resolution of a case study (individual)	33%	9	0.36	CA13, KA18, SA23, SA24
Assessment 2 Analysis and resolution of a practical and applied	33%	12	0.48	CA14, CA15, KA18,

case study (groupal)				SA23, SA24
Assessment 1: Self-reflection on the dynamics carried out in class (individual)	33%	9	0.36	CA13, SA23, SA24, SA25

Evidence 1. Self-reflection on the dynamics carried out in class, as well as the skills and learning put into practice. This will be individual evidence, with a weighting of 33%.

Evidence 2. Analysis and resolution of a practical and applied case study on organizational, labor, and human resource dynamics. This will be group evidence, with a weighting of 33%.

Evidence 3. Analysis and resolution of a case study applied to personnel selection and in the context of human resources. This will be an individual assignment, with a weighting of 33%.

The final grade for the course will be the sum of the grades for each of the three pieces of evidence, with a weighting of 1/3 (33%) for each piece of evidence.

Single assessment

Academic regulations of the Autonomous University of Barcelona
https://www.uab.cat/doc/tr_normativa_academica_uab

Article 265. *Single assessment*:

2. Requesting single assessment means waiving continuous assessment and involves submitting the necessary number of pieces of evidence on a single date to prove and guarantee that the learning objectives and outcomes established for the course have been achieved.

Single assessment does not mean that students do not have to attend classes. During classes, students may carry out activities that are necessary to satisfactorily complete the assessment evidence.

Students who choose the single assessment option must notify the course coordinator at the beginning of the semester and, once the module has been completed, submit the same evidence as for the continuous assessment option.

The assessment system will be the same as for continuous assessment.

Retakes

Students who have not met the criteria for passing the module and those who have been assessed in a set of activities with a minimum weight of 2/3 of the total module grade may opt for recovery.

The minimum grade to be eligible for recovery is 3.5.

Assessment guidelines of the Faculty of Psychology https://www.uab.cat/doc/doc_pautesavaluacio_fp_23-24

The feedback of each piece of evidence will be carried out in two ways: 1) In writing, via Moodle, with comments and general areas for improvement, as well as the strengths of the submissions and evidence; or 2) Orally in class, with individual follow-up and feedback on each student's learning.

For this course, the use of Artificial Intelligence (AI) technologies is permitted exclusively for support tasks, such as bibliographic or information searches, text correction, or translations. Students must clearly identify which parts have been generated using this technology, specify the tools used, and include a critical reflection on how these have influenced the process and the final result of the activity. Failure to disclose the use of AI in this assessable activity will be considered academic dishonesty and may result in a partial or total penalty on the activity grade, or more severe penalties in serious cases.

Bibliography

Barry, D.; Hansen, H. (eds.) (2008). Handbook of New Approaches in management and Organization, Londres: Sage.

Beranek, P. M., y Martz, B. (2005). Making virtual teams more effective: improving relational links. Team performance management, 11(5/6), 200-213.

Foster, M. K., Abbey, A., Callow, M. A., Zu, X., y Wilbon, A. D. (2015). Rethinking virtuality and its impact on teams. Small Group Research, 46(3), 267-299.

Martín, A; Rubio. R (2015) Jóvenes y generación 2020. Revista de Estudios de Juventud. 108. Madrid

Orengo, V., Zornoza, A., y Peiró, J. M. (2011). Gestión de equipos virtuales en las organizaciones laborales: algunas aportaciones desde la investigación. Papeles del Psicólogo, 32(1), 82-93.

Tabernero, C. (2010) Efectividad de los Equipos de Trabajo, una revisión de la última década de Investigación (1999.2009). Revista de Psicología del Trabajo y de las Organizaciones 26,1, 47-71.

Tirado, F. Baleriola, E y Gálvez A. (2017). *Critical Management Studies*. Barcelona: Editorial UOC.

Zuboff, S. (2020). *La Era del Capitalismo de la Vigilancia*. Paidós.

Software

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Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(TEm) Theory (master)	1	Spanish	first semester	afternoon