GUÍA DOCENTE DE DIRECCIÓN DE PERSONAS 2024-25

GENERAL INFORMATION

Course:	Dirección de Personas/People Management
Code:	801320
Academic year:	2024-25
Degree:	Grado en Administración y Dirección de Empresas
Number of ECTS credits:	6
Year and semester:	4th year, 1st semester
Department:	Dirección de Personas y Desarrollo Profesional
Department Coordinator:	Prof. Marta Roma
Last revision:	July 2024
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1. COURSE DESCRIPTION

Managing employees within organisations is undoubtedly complex, influenced by contextual elements such as industry and company size. However, overcoming these challenges is crucial to creating a productive and positive work environment for all team members. The primary challenges include:

- Ensuring an inclusive environment where all employees feel valued and respected.
- Providing opportunities for growth, professional development, and recognition to keep staff engaged and motivated.
- Developing effective leadership.
- Assisting employees in adapting to ongoing technological, regulatory, or business model changes.
- Maintaining an environment that promotes employees' mental health and well-being.
- Ensuring employees have the necessary skills and knowledge to fulfil their roles.
- Maintaining clear and effective communication at all levels of the organisation.
- Objectively evaluating and managing employee performance.
- Maintaining a cohesive organisational culture aligned with the company's values, especially during growth and diversification.
- Managing conflicts and resolving issues that arise in the workplace.
- Complying with labour laws and regulations and adjusting practices, as necessary.

People management involves tackling complex challenges that require leadership skills, effective communication, and adaptability from human resources professionals and organisational leaders.

The main objective of the subject of People Management / Human Resources Management in the Business Administration and Management degree is to provide students with the knowledge, skills, and perspectives necessary to address the challenges and issues related

to people management in the business environment. This objective entails preparing future professionals to be efficient leaders and managers who create and maintain productive and motivated teams, foster an inclusive and healthy work environment, and contribute to the overall success of the organisation.

2. OBJECTIVES

By the end of this subject, students will be able to:

- Understand how human resources management contributes to an organisation's strategic objectives.
- Identify and design distinct types of organisational structures.
- Contribute to organisational success through effective management of people and teams.
- Describe the main functions, processes, and sub-processes of human resources that contribute to managing the organisation's workforce efficiently.
- Attract, select, and retain talent in a competitive job market, as well as training and career development programs to enhance employees' skills and potential.
- Understand the performance evaluation process, competency analysis and how to provide constructive feedback.
- Learn to lead and motivate teams, fostering a work environment where employees feel valued, empowered, and engaged.
- Understand the main components of remuneration and compensation in human talent management.
- Acquire knowledge of relevant labour laws and regulations to ensure human resources practices comply with legal and ethical standards.

3. CONTENTS

LESSON 1. STRATEGIC HUMAN RESOURCES MANAGEMENT IN A COMPETITIVE GLOBAL ENVIRONMENT

Learning outcomes

After this module, the student will be able to define and recognize the significance of strategic human resources management within the organisation, understand how it contributes to its strategic objectives, and develop an organisational structure.

Contents

1.1   Definition of human resources and its importance.

1.2   Historical evolution and current trends in people management.
1.3   Strategic human resources management
1.3.1   General process of strategic analysis
1.3.2   Mission, vision, strategic objectives, values, and Ethic Code.
1.3.3   Strategic implementation
1.4   Organisational structures
1.4.1   Definition, basic elements, and importance
1.4.2   Types of organisational structures
1.4.3   Advantages, and disadvantages

LESSON 2. HUMAN RESOURCES FUNCTIONS, PROCESSES, AND SUBPROCESSES

Learning outcomes

At the end of this content module, the student will be able to describe the functions, processes, and sub-processes of human resources that contribute to managing the organisation's workforce efficiently, promoting employee growth and satisfaction, and aligning human resources policies and practices with business goals.

Contents

2.1   General functions, main HR (Human Resources) processes, sub-processes, and tasks.
2.1.1   HR function: the Ulrich's Model
2.1.2   HR policies
2.1.3   HR global trends
2.2   Human resources planning.
2.2.1   Definition, importance, and goals of HR planning
2.2.2   Stages of HR planning.
2.2.3   Factors influencing HR planning.

LESSON 3. COMPETENCIES, JOB ANALYSIS, AND JOB DESCRIPTION

Learning outcomes

By the end of this content module, students will be able to write a job description and describe the distinct kinds of competencies that facilitate the identification of suitable talent for the organisation's needs.

Contents

3.1   Competencies
3.1.1   Definition

3.1.2   Types of competencies: General and technical competencies
3.2   Job analysis
3.2.1   Definition and importance
3.2.2   Job data collection and analysis
3.3   Job description
3.3.1   How to write a job description based on a job analysis
3.3.2   Key components of data description and data specification

LESSON 4: TALENT ACQUISITION: RECRUITMENT AND STAFFING

Learning outcomes

By the end of this content session, students will be able to comprehend and apply the fundamental concepts of the personnel recruitment and selection process, designing effective strategies to attract, select, and hire suitable candidates for different job positions.

Contents

4.1   Talent acquisition
4.1.1   Definition and importance
4.1.2   Talent acquisition strategy
4.1.3   Talent acquisition process
4.2   Recruitment
4.2.1   Job search channels and recruitment sources
4.2.2   Advantages and disadvantages
4.2.3   Recruitment process interview: Tips
4.3   Selection process and methods
4.3.1   Curriculum Vitae (CV) components: Content, templates, cover letter.
4.3.2   Selection interview guide.

MODULE 5: PERFORMANCE EVALUATION

Learning outcomes

Throughout this session, students will gain insights into performance evaluation methods and how competencies play a pivotal role in assessing employee skills and behaviours. They will also learn about feedback strategies that contribute to fostering professional growth and development.

Contents

5.1   Performance evaluation
5.1.1   Definition e importance

5.1.2   Objectives and benefits
5.1.3   Performance evaluation process
5.1.4   Methods of evaluation
5.2   Performance review meeting
5.2.1   Objectives
5.2.2   Steps for an effective performance review meeting
5.2.3   Problems and errors conducting a performance review.

MODULE 6: ONBOARDING, TRAINING AND DEVELOPMENT

Learning outcomes

At the end of this session, students will be able to understand the importance of training and career development in human talent management, identify the strategies and methods used to foster the professional growth of employees and analyse how investing in development impacts the motivation, retention, and performance of employees.

Contents

6.1   On-boarding process
6.2   Training and development
6.2.1   Definitions and differences between training and development
6.3   Training process
6.3.1   Training needs analysis (TNA)
6.3.2   Training plan implementation
6.3.3   Evaluation
6.4   Career development
6.4.1   Definition and benefits of career mapping
6.4.2   Mentoring programs
6.4.3   Strategies, processes, and models

LESSON 7: RETRIBUTION AND SALARY

Learning outcomes

After this content session, the students will be able to understand the fundamental concepts of remuneration and compensation in human talent management, identify the strategies and methods used to establish equitable and competitive salary structures and analyse how remuneration policies impact employee motivation and retention.

Contents

7.1   Setting remuneration policy: corporate coherence.

7.2   Remuneration structure
7.2.1   Fixed and variable concepts.
7.2.2   Remuneration package
7.3   Compensation strategy
7.3.1   Importance
7.3.2   General compensation strategies
7.3.3   Steps for developing a compensation strategy.
7.4   Payroll
7.4.1   Definition
7.4.2   Factors affecting payroll.
7.4.3   Components

LESSON 8: HUMAN RESOURCES KPIs (Key Performance Indicators)

Learning outcomes

At the end of this session, students will be able to understand the importance of key performance indicators (KPIs) in human talent management, identify the main KPIs used to measure the performance and impact of human resources practices and analyse how KPIs can help strategic decision-making.

Contents

8.1   Concept of KPIs and their relevance in human resources management.
8.2   Types of KPIs in human talent management: recruitment, retention, development, diversity, and inclusion, among others.
8.3   Selection and design of appropriate KPIs according to organizational objectives and context.
8.4   Data collection and analysis to evaluate the performance and effectiveness of human resources practices.
8.5   Use of KPIs for decision-making and adjustment of strategies in people management.

LESSON 9: TEAMBUILDING AND TEAMWORK SKILLS

Learning outcomes

After this session, students will be able to understand essential theoretical concepts about teambuilding, recognize its importance, and develop their teamwork skills.

Contents

9.1   Teambuilding and teamwork definition
9.2   Importance and benefits in the organizational context
9.3   Key components of an effective team
9.4   Stages of team development (The Tuckman's Model)

4. TEACHING AND LEARNING METHODOLOGY

The methodology used to achieve the objectives of this course is active and participative. It combines the presentation of theoretical content through lectures with the resolution of exercises and practical cases, individually and in groups. Additionally, the students investigate and make presentations and other supplementary activities.

This subject is carried out in two study modalities: face-to-face and semi-face-to-face. Both groups of students follow the same content, however, the first group of students prepares most learning activities in class, but the second group makes most of them at home.

5. EVALUATION

Following the pedagogical model of the Bologna Plan, this subject continuously assesses learning through different learning activities (LA) and a final exam (FE). Learning activities (LA) could be exercises, case studies, and assignments that can be done individually or in groups, in class, or at home. The learning activities (LA) will be graded out of 100 points each and will not be recoverable. These activities will represent 40% of the final grade (FG). On the other hand, the final exam (FE) will be also graded out of 100 points, and it represents the rest of the final grade (60%). There are two calls for the final exam, so if a student does not reach the minimum grade (40/100) in the first call, they could take a second call.

The final grade (FG) will be calculated according to the following formula:

> **FG = Final Exam (FE) x 60% + Learning Activities (LA) average x 40%**

The subject is approved with a final grade (FG) equal to or greater than 50/100 points. Tables 1 and 2 detail the evaluation of the group of students in face-to-face and semi-face-to-face modalities of study.

Table 1. Evaluation for the group of students in face-to-face modality.

Activity type	Description	% Continuous assessment	% Final Grade
Learning activities:			**40%**
A1. Learning activity	In-class or at home activity	15%	
A2. Learning activity	In-class or at home activity	15%	
A3. Learning Activity	In-class or at home activity	20%	
A4. Learning Activity	In-class or at home activity	15%	
A5. Learning Activity	In-class or at home activity	15%	
A6. Learning Activity	In-class or at home activity	20%	
Final exam:			**60%**
Final exam		100%	

Table 2. Evaluation for the group of students in semi-face-to-face modality.

Activity type	Description	% Continuous assessment	% Final Grade
Learning activities:			**40%**
A1. Learning activity	In-class or at home activity	20%	
A2. Learning activity	In-class or at home activity	20%	
A3. Learning Activity	In-class or at home activity	20%	
A4. Learning Activity	In-class or at home activity	20%	
A5. Learning Activity	In-class or at home activity	20%	
Final exam:			**60%**
Final exam		100%	

6. BIBLIOGRAPHY

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