

**COURSE DATA****Data Subject**

Code	36242
Name	Strategic management of human resources
Cycle	Grade
ECTS Credits	6.0
Academic year	2020 - 2021

Study (s)

Degree	Center	Acad. year	Period
1313 - Degree in Business Management and Administration	Faculty of Economics	3	Second term

Subject-matter

Degree	Subject-matter	Character
1313 - Degree in Business Management and Administration	46 - Compulsory subjects in the pathway: human resources management	Optional

Coordination

Name	Department
LUNA AROCAS, ROBERTO	105 - Business Administration 'Juan José Renau Piqueras'

SUMMARY

This course focuses on reviewing the main practices developed by the human resource management (HRM) function, although having in mind a strategic point of view. The different topics are grouped in two parts. The first part deals with the formulation of HRM strategy. The second part revolves around the implementation of the HRM strategy through the fundamental policies and practices that are typical of this function.



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

Sin requisitos previos.

OUTCOMES

1313 - Degree in Business Management and Administration

- Demonstrate capacity for analysis and synthesis.
- Demonstrate oral and written communication skills in the native language.
- Be able to analyse and search for information from different sources.
- Be able to solve problems.
- Be able to make decisions.
- Be able to negotiate and reconcile interests effectively.
- Be able to transmit and communicate complex ideas and approaches to both specialised and lay audiences.
- Be able to apply economic principles for the diagnosis and resolution of social problems such as immigration, discrimination and others that affect society and the market.
- Be able to work in a team.
- Have interpersonal skills.
- Have critical and self-critical capacity.
- Show commitment to ethics and social responsibility.
- Manage time effectively.
- Be able to learn autonomously.
- Be able to adapt to new situations.
- Show creativity.
- Show leadership and skills for mobilising the capacities of others.
- Have initiative and entrepreneurial spirit.
- Show motivation for quality.
- Be able to contribute positively to raising awareness of environmental and social issues and to overcoming all forms of discrimination, as essential factors for economic development and poverty alleviation.



- Be able to coordinate activities.
- Acquire interdisciplinary knowledge of the company and its social, economic, institutional and legal environment, and of the basic elements of the management process, such as organisation and administration, accounting, taxation, operations, human resources, marketing, financing and investment.
- Be able to understand and use the different quantitative and qualitative methods to reason analytically, evaluate results and predict economic and financial parameters.
- Be able to make decisions under certainty and uncertainty environments.
- Be able to define, solve and present complex problems systemically.
- Be able to relate the different elements that interact in the decisions of individuals.
- Know the functions, techniques, models and tools of human resources management and know how to apply them properly.

LEARNING OUTCOMES

This course aims at getting the student acquainted with the most indispensable issues of the human resource management (HRM) function from a strategic perspective, having in mind the key role of people as a strategic asset for today's organizations. Accordingly, it is intended that the student increases his/her awareness of the relevance of the human resource function, and gets familiar with integrating theoretical considerations with practical solutions that he/she might need to apply as part of his/her future professional responsibilities.

DESCRIPTION OF CONTENTS

1. The role of Human Resource Management (HRM) in Business Strategy

- 1.1. What is the HRM? Proposition and Evolution.
- 1.2. Characterization of the HRM with a strategic activity.
- 1.3. The value of employment with a creator of competitive advantage

2. The Strategy process applied to HRM

- 2.1. HRM "best practices"
- 2.2. The strategy process.
- 2.3. HR strategy development 1: Fit with organizational strategies.
- 2.4. HR strategy development 2: Fit with the environment, organizational characteristics and organizational capabilities.
- 2.5. The three dimensions of HR strategy development.
- 2.6 Types of HR strategies.
- 2.7. Strategic HR processes framework.



3.

Information systems and control of and in human resources

- 3.1. Information systems on human resources (SIRH).
- 3.2. The Audit of human resources.
- 3.3. The Balance Score Card (CMI)
- 3.4. Smart Talent Management: Knowledge Management + Talent Management

4. Organizational Design and HRM Strategy

- 4.1. Organizational structure and design.
- 4.2. Types of organizational structures.
- 4.3. Job design.
- 4.4. Job analysis.
- 4.5. Job description.
- 4.6. Staff planning.

5. Job evaluation and appraising-managing performance

- 5.1. The Management by Skills
- 5.2. Systems and objectives of the appraising-managing performance process
- 5.3. Assessment performance vs. The development of the Performance

6.

Recruitment of human resources

- 6.1. The planning of Human Resources
- 6.2. The subprocesses of recruitment, selection and integration.
- 6.3. The attraction of talent
- 6.4. The Employer Branding.

7. Training and developing employees

- 7.1. Design, techniques and evaluation of the training process.
- 7.2. The development of human resources: Training and Organizational Learning
- 7.3. Development of Talent in the Organization
- 7.4. Career development models.

**8. Motivating and rewarding employees**

8.1. Satisfaction and motivation

8.2. Engagement and Organizational Commitment

9. Compensation and Retribution

9.1. The valuation of jobs: systems and methods

9.2. Remuneration and non-remunerative incentives: internal and external equity

9.3. The Total Compensation: concept and models

10. Recent paradigms in HRM

10.1. Management of diversity.

10.2. The entrepreneur: management and commitment

10.3. The CSR from the RRHH and the welfare of the employee

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	30,00	100
Classroom practices	30,00	100
TOTAL	60,00	

TEACHING METHODOLOGY

This course differentiates between ‘theory’ and ‘practice’ classes. Theory classes will mainly revolve around the lecturer’s presentation of the contents of the different topics. However, students will be encouraged to participate actively in the theory lessons, and the lecturer may recommend students to do some prior reading or preparatory activity before some of the theory sessions.

Practice sessions will be mostly based on – though not limited to – teamwork dynamics, according to the indications that the lecturer will deliver in due course. If appropriate, the lecturer will upload onto ‘aula virtual’ support materials – related to theory classes and/or practice assignments to – be used by students.

All classes are of compulsory attendance.

EVALUATION



Assessment of students' performance combines two components:

a) Practice component (40% of course grade), basically based on *continuous assessment* (CA) throughout the semester, graded by evaluating students' performance related to (individual and team) practice assignments and, if appropriate, to the amount and quality of class participation. Attendance to practice classes is compulsory and class attendance will be controlled.

b) Theory component (60% of course grade), basically based on a *final exam* to be taken at the end of the term, aimed at assessing students' knowledge of the different topics that comprise the course contents. Attendance to theory classes, although not officially compulsory, is highly recommended, since the exam will be based on contents of such classes. Students' active participation in theory classes, provided it is of a high quality, may also have some influence on the final course grade.

It is indispensable to pass both components independently in order to be able to have a chance to pass the course. If either the theory or the practice is not passed, the course will be directly failed. The practice component (continuous assessment) is NOT recoverable in the second assessment round.

REFERENCES

Basic

- Luna-Arocas, R.(2018): "Gestión del Talento". De los recursos humanos a la dirección de personas basada en el talento (DPT).
- Gómez-Mejía, Balkin & Cardy (2011): "Gestión de recursos humanos". Pearson - Prentice Hall
- Goméz Mejía, Balkin & Cardy (2012): "Managing Human Resources". Pearson - Prentice Hall

Additional

- Albizu & Landeta (coord.) (2001): "Dirección Estratégica de los recursos humanos". Pirámide. Madrid.
- Baron & Kreps (1999): "Strategic Human Resources. Frameworks for General Managers". John Wiley & Sons. New York.
- Fernández Guerrero (coord) (1998): Organización y Métodos de Trabajo. Civitas. Madrid.
- Herrera (2010): "Dirección de recursos humanos. Un enfoque de Administración de empresas". Ediciones Ramón Llull. Valencia
- Dolan, S.L., Valle Cabrera, R. y López Cabrales, A. (2014). La gestión de las personas y del talento. Ed. McGrawHill
- Sastre, M.A. y Aguilar, E.M. (2003): "Dirección de Recursos Humanos. Un Enfoque Estratégico".



ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

Some practical activities are substituted for greater flexibility in learning.

All sessions will have a synchronous connection through the BBC to facilitate the online flexibility necessary in student learning. The modality of classes for students will depend on the social and health conditions and the restrictions established by the competent authorities. In the case of online teaching, classes will be given by videoconference, preferably synchronous, using Blackboard Collaborate, Teams, Skype or the tool that the lecturer considers appropriate to optimize the student's teaching-learning process during the scheduled program sessions, which remain the same days and times. In the case of blended teaching, the students will have to access the classroom in alternate weeks according to the initial of their last name (A-M or L-Z). The classes will be broadcast so that the students will have face-to-face teaching one week, and the next week they will follow the classes in streaming.

Increase of the weight in the final grade of the continuous evaluation going from 40% to 100%. Continuous evaluation activities are added in order to have the complete evaluation of the student.