

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

|                      |                                            |
|----------------------|--------------------------------------------|
| <b>Code</b>          | 42749                                      |
| <b>Name</b>          | Strategy and management of human resources |
| <b>Cycle</b>         | Master's degree                            |
| <b>ECTS Credits</b>  | 3.0                                        |
| <b>Academic year</b> | 2021 - 2022                                |

**Study (s)**

| <b>Degree</b>                             | <b>Center</b>              | <b>Acad. year</b> | <b>Period</b> |
|-------------------------------------------|----------------------------|-------------------|---------------|
| 2126 - M.D. in Human Resources Management | Faculty of Social Sciences | 2                 | First term    |

**Subject-matter**

| <b>Degree</b>                             | <b>Subject-matter</b>                          | <b>Character</b> |
|-------------------------------------------|------------------------------------------------|------------------|
| 2126 - M.D. in Human Resources Management | 5 - Strategy and management of human resources | Obligatory       |

**Coordination**

| <b>Name</b>               | <b>Department</b>                                        |
|---------------------------|----------------------------------------------------------|
| CANET GINER, MARIA TERESA | 105 - Business Administration 'Juan José Renau Piqueras' |

**SUMMARY**

This subject examines the role of the Human Resources Management in Strategic Management, and consequently, the meaning of the concept of Strategic Management of Human Resources. We analyze similarities and relationships between business strategy and various HRM measures that can be taken from the global perspective and from the perspective of each of the functional areas of the company. We analyze also the relationship between HR strategy, international strategy and knowledge management.

**PREVIOUS KNOWLEDGE**



### **Relationship to other subjects of the same degree**

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

### **Other requirements**

Knowledge acquired in the previous subjects of the master

## **OUTCOMES**

### **2126 - M.D. in Human Resources Management**

- Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.
- Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.
- Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.
- Students should demonstrate self-directed learning skills for continued academic growth.
- Students should be able to self-organise, which means systematically planning and setting realistic time schedules for the different tasks in their personal agenda, prioritising their activities, attending to criteria of urgency and importance, using explicit tools and procedures to control the level of performance and optimising time.
- Students should be able to initiate, lead, promote and facilitate interactions, as well as to manage groups of people.
- Students should have the ability to communicate, influence and be effective in interpersonal relationships.
- Students should be able to prepare reports and make oral presentations related to human resources management.
- Students should be able to adapt to change and be creative. In this sense, they should develop the ability to modify predictable and habitual behaviour in order to adapt to the demands of different situations without substantially modifying the final objectives of the work processes (incorporating new data from the environment).
- Students should be able to lead people and teams to achieve the objectives of human resources management. In this sense, they should develop a certain level of relational sensitivity and empathy.
- Students should understand and manage cultural and ethnic diversity in organisations.
- Students should develop a certain tolerance for uncertainty.
- Students should be able to design a corporate strategy for recruitment, remuneration and training of workers.



- Students should be able to prepare a strategic human resources plan in line with the company's overall strategy. In the same way, they should be able to provide relevant inputs from human resources management for the organisation's strategic plan.

## LEARNING OUTCOMES

The student will be able to, knowing the importance of leadership, develop their skills in this sense from a strategic perspective.

The student will be able to understand how to deploy human resources policies that contribute to the achievement of the strategic objectives of the organization

The student will learn and will be able to apply human resource policies that encourage knowledge creation and retention of talent in the company.

## DESCRIPTION OF CONTENTS

### 1. Strategic Management of Human Resources

Relationship between Human Resource Management and Strategic Management of the Firm

Role of Human Resources Strategic Management and strategy formulation

Relationship between Human Resources strategy and competitive strategies

- o Relationship among HR, innovation strategy and Knowledge management strategy
- o Relationship between HR management and Quality Management

### 2. HR strategic management in the internationalization strategy

Role of Human Resources Management in the different stages of the internationalization process

The relevance of the expatriates phenomenon

**WORKLOAD**

| ACTIVITY                        | Hours        | % To be attended |
|---------------------------------|--------------|------------------|
| Theory classes                  | 16,00        | 100              |
| Classroom practices             | 8,00         | 100              |
| Tutorials                       | 6,00         | 100              |
| Development of group work       | 20,00        | 0                |
| Development of individual work  | 15,00        | 0                |
| Readings supplementary material | 10,00        | 0                |
| <b>TOTAL</b>                    | <b>75,00</b> |                  |

**TEACHING METHODOLOGY**

Given the theoretical and practical nature or applied of the competences that the student has to acquire, learning methodology that must be used will include:

- A group of theoretical sessions using expositive and participative lectures
- Oral presentations on the part of the students
- Reading documents that can be relevant for the classes

Case study and solving

**EVALUATION**

Assessment of class attendance, contributions and student participation in the classroom.20%

Evaluation of individual and / or group activities.40%

Quality of the oral presentation and discussion of the works 10%

30% written exam

20% of continuous valuation is not recoverable in any of the calls. In the second call, the qualification of the non-recoverable activities is maintained. The student can pass the course in the second call from the presentation of the works (and discussed in a tutorial with the teacher) and the completion of the exam. The exam and works in the first and second call will be of similar difficulty and characteristics. In the case of plagiarism in the individual and group works, when this exceeds a certain minimum percentage, it will invalidate the work and will assume a 0 in that qualification for that call. In the case that two or more students have the highest qualification (excellent with honors), the student who has a more active participation in the classroom and who has presented the suggested practices and voluntary activities will obtain the highest qualification.



## REFERENCES

### Basic

- García-Tenorio, J y Sabater, R. (Coord.) (2004): Fundamentos de dirección y gestión de recursos humanos. Thompson..
- Gómez Mejía, L.R., Balkin, O.B. y Cardy, R.L. (2016): Gestión de recursos Humanos. Prentice Hall, 8ª edición
- Landeta Rodríguez, J. y Albizu Gallastegi, E. (2014). Dirección estratégica de los recursos humanos. Ediciones Pirámide.

### Additional

- Milkovich, G.T. y Boudreau, J.W. (1994). Dirección y Administración de Recursos Humanos. Addison-Wesley Iberoamericana.
- Bonache, J. y Cabrera, A. (Dir., 2002): Dirección estratégica de personas. Evidencias y perspectivas para el siglo XXI. Prentice Hall, Madrid.
- Baron, J.N. y Kreps, D.M. (1999): Strategic Human Resources. Frameworks for General Managers. John Wiley & Sons, New York.
- Harris, M. (2000): Human Resource Management. A Practical Approach. Thomson, Ohio.
- Lepak, D. P., & Snell, S. A. (2002). Examining the human resource architecture: The relationships among human capital, employment, and human resource configurations. Journal of management, 28(4), 517-543.

## ADDENDUM COVID-19

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

## English version is not available

### 1. Contenidos

Se mantienen los contenidos y se distribuirán según los diferentes tipos de sesiones (presenciales y por videoconferencia síncrona o asíncrona si es el caso).

### 2. Volumen de trabajo y planificación temporal de la docencia

Se mantienen las actividades y volumen de trabajo de la guía docente original. Debido a las circunstancias excepcionales de la pandemia, las clases se impartirán todas las semanas en los días y horas programados,



aunque con la mitad del alumnado (50%). Así, se dividirá la clase en dos subgrupos A y B que se irán alternando entre clases presenciales y no presenciales. La planificación de sesiones se especificará a principio de curso. Todas las actividades de lectura, estudio y reflexión individual sobre materiales docentes se consideran actividades previas a la sesión en el aula, que se dedicará principalmente a la realización de presentaciones orales, discusiones y comentarios de aquellos aspectos que requieran presencialidad e interacción. Se podrá realizar también parte del trabajo en equipo para resolver las actividades prácticas fuera del aula, en cuanto se considere necesario

### **3. Metodología docente**

#### **PARA TODOS LOS ESTUDIANTES**

- Se seguirán clases por videoconferencia síncrona
- Se realizarán presencialmente las actividades prácticas y tutorías colectivas establecidas en la guía docente.
- Las tutorías individuales serán preferentemente virtuales.
- En caso de que la situación sanitaria impusiera que la totalidad de la docencia se desarrollara online, se sustituirán todas las sesiones por subida de materiales a Aula virtual, videoconferencia síncrona o transparencias locutadas. En el caso de las actividades prácticas, se garantizará la interacción con estudiantes mediante videoconferencia o foro o chat en aula virtual. Dado el caso, las adaptaciones correspondientes serán comunicadas a través del aula virtual por el equipo docente de cada asignatura.

#### **PARA ESTUDIANTES VULNERABLES O AFECTADOS**

Se adaptará la metodología a las siguientes actividades no presenciales (seleccionar):

- Seguir clases por videoconferencia síncrona
- Trabajos individuales asignados
- Tutoría por videoconferencia
- Desarrollo de proyecto individual
- Otros (especificar)

### **4. Evaluación**

Se mantienen los criterios de la guía docente en cuanto a la ponderación de la evaluación de cada tipo de actividad. En caso de estudiantes vulnerable o afectado, la proporción de calificación de las actividades de grupo evaluables se trasladará a actividades individuales, siempre que no les sea posible trabajar en equipo de forma virtual.



En caso de que la situación sanitaria impusiera que la prueba final se desarrollara online, se propondrá una evaluación por la siguiente modalidad (seleccionar):

- Prueba escrita individual por tarea síncrona mediante cuestionario por aula virtual.

### **5. Bibliografía**

Se mantiene la bibliografía existente en aula virtual. Si la situación sanitaria impusiera cierre de bibliotecas, se facilitaría material de apoyo a través del aula virtual.