VNIVERSITAT DE VALÈNCIA

Course Guide
42752 Organisational and human resources consultancy

COURSE DATA

Data Subject	
Code	42752
Name	Organisational and human resources consultancy
Cycle	Master's degree
ECTS Credits	3.0
Academic year	2019 - 2020

Study (s)

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

Subject-matter

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

Coordination

Name	Department
PONS VERDU, FERNANDO JOSE	306 - Social Psychology

SUMMARY

The content of this topic is based on the concept of ‘Intervention on the organizations ’ by specialists in Human Resources Management and in organizational behavior. It will develop from an eminently practical perspective based on the analysis of a complex case, the role of the consultant of RRHH in the managerial context, orientation of his action, type of business context those that to be faced, and classic areas of action in the consultancy of RH. There will see other characteristics of the consultancy interventions, as well as the different models of consultancy that we can develop. We will analyze the different roles of the consultant, as well as his adequacy to different contexts. There will be analyzed the results of the consultancy of RH.

The evaluation is based on a practical exercise on the topic, which reinforces the practical character of the subject.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

Students who fit the entrance profile recommended by the proper Master should be no difficulty in following the course contents.

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 prepared for lifelong learning and self-development. The individual develops the ability to incorporate new knowledge, skills and professional competences.
- Students should be able to establish mechanisms to guide and motivate workers.

- 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 design and conduct interviews to support human resources management functions.
- 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 develop a certain tolerance for uncertainty.
- Students should be able to design a corporate strategy for recruitment, remuneration and training of workers.
- Students should understand and be able to facilitate processes of organisational change, development and transformation, in interrelation with human resources management and with special emphasis on organisational climate and culture.
- Students should understand and be able to develop leadership processes in human resources management by promoting systems of participation in the organisation and developing an appropriate internal communication policy.

LEARNING OUTCOMES

1. To understand and to integrate the concepts of consulting and organizational intervention, identifying the various models of consultancy.
2. To know and to appreciate the different roles of the consultant. To identify criteria for appropriate use of different roles.
3. To develop different exercises related to the function of consulting and to the different roles of the consultant.
4. Reflecting on the different possibilities of intervention of the consultancy in different areas of Human Resources.
5. Reflecting on the process requirements of management consulting and organizational change
6. To determine the professional competences needed for the exercise of the role of organizational and of RH consultant.

DESCRIPTION OF CONTENTS

1. The consulting function and the role of the consultant

The roles of director and consultant: Similarities and differences
The organizational consulting and strategy of the organization.
Different models of organizational consulting.
The diverse roles of the consultant

2. The consulting processes and its outcomes. Competencies of the consultant

Consulting and the processes of change in organizations
Main areas of activity of the HR consulting
Results of consultancy: analysis, decision making and development process improvement
Professional skills necessary for the function of consulting in organizations and HR

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	16,00	100
Classroom practices	8,00	100
Tutorials	6,00	100
Development of group work	15,00	0
Study and independent work	5,00	0
Readings supplementary material	5,00	0
Preparation of evaluation activities	14,00	0
Preparation of practical classes and problem	6,00	0
TOTAL	**75,00**	

TEACHING METHODOLOGY

Theoretical presentation (Exposition by the teacher and student participation): they will suppose approximately 15% of the whole of ECTS credits of the matter.
- Practical activities supervised by the teacher (resolution of cases, classroom practices, presentation of papers, practices outside the classroom) they will suppose approximately 20% of the whole of ECTS credits of the matter.
- Activities of team work, study and individual work, personal and team mentoring and evaluation process: will involve approximately 65% of total ECTS of matter.

EVALUATION

The subject is evaluated by the following evaluation systems:
Participation and involvement in the Master's activities (10% of the final grade). Due to its nature of continuous evaluation this evaluation system is not recoverable in second call.

Evaluation of the individual and group work of the students (40% of the final grade)

Exam (Final course project) (50% of the final grade)

The qualification of the subject will be subject to what is provided in the Evaluation and Qualification Regulations of the University of Valencia for degrees and Master's degrees (ACGUV 108/2017 of May 30, 2017). Http://www.uv.es/graus/normatives/2017_108_reglament_avaluacio_qualificacio.pdf

For the final project, the students will assume the role of HR consultants and propose a project of improvement process on a problem that will be determined previously, through the exercises developed in class. (For this final work will not be taken into account the technical aspects of HR problems raised because they are not relevant for the subject evaluated)

REFERENCES

Basic

- French, W., & Bell, C. (1996). In Prentice-Hall Hispanoamericana S. (Ed.), Desarrollo Organizacional: Aportaciones de las ciencias de la conducta para el mejoramiento de la organización (5ª ed.)
- Lambert, T. (1999). Manual de consultoría Gestión 2000.
- Quijano, S. (2006). Dirección de recursos humanos y consultoría en las organizaciones: el ASH, Auditoría del Sistema Humano (1ª ed.). Barcelona: Icaria Editorial.
- Schein, E. H. (1973). Consultoría de procesos: su papel en el desarrollo organizacional México:. Fondo Educativo Interamericano.
- Schein, E. H. (1988). In Addison-Wesley Iberoamericana (Ed.), Consultoría de procesos: recomendaciones para gerentes y directores. Wilmington, Delaware, USA: Addison Wesley Hispanoamericana, Wilmington. Estados Unidos.

Additional

- Bizcarrondo, A. (2010). La función y formación de directivos en organizaciones de servicios profesionales. In Aedipe (Ed.), Formación de directivos: Evolución y nuevos retos de los modelos formativos (pp. 213-226) Prentice Hall

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