

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

Code	42752
Name	Organisational and human resources consultancy
Cycle	Master's degree
ECTS Credits	3.0
Academic year	2021 - 2022

Study (s)

Degree	Center	Acad. 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

According to what is stated in the certificate verification report, the evaluation system that will be used in the subject combines the following alternatives:

Application of observation and recording scales of students' attitudes in the development of tasks and activities. Participation and involvement in the activities of the Master (20%)

Evaluation of the individual and / or group work of the students (40%)



Written exam (40%)

The use and achievement of objectives will be evaluated through assistance and the development of practical cases throughout the sessions. 20% of the attitude and participation grade is considered non-recoverable on second call.

On second call, the classification of non-recoverable activities is maintained.

It is not necessary to reach a percentage or minimum mark in each part evaluated so that they can be averaged or added

The / The student / a can pass the subject in second call. There are no differences between the evaluation systems in the first and second call beyond the 20% corresponding to the attitude indicated above.

The overall minimum grade to pass the course is 5 (both in first and second call).

Students with higher grades will be eligible for the Honor Enrollment qualification with a grade higher than 9. In the event that the number of students in this situation is greater than the number admitted by the regulations, the students with the highest grades will have preference.

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

1. Contenidos

Se mantienen los contenidos previstos inicialmente en la guía docente.

2. Volumen de trabajo y Planificación temporal de la docencia

La planificación temporal docente se mantiene, tanto en días como en horarios.

Se mantiene el volumen de docencia. Atendiendo a las recomendaciones sanitarias 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.

En caso de no poder ofrecerse las clases de forma presencial por motivos sanitarios, se impartirá vía Blackboard Collaborate mediante videoconferencias establecidas en el Aula Virtual.

3. Metodología docente

Previamente a cada sesión, se subirán al aula virtual los materiales necesarios.

En el caso de que sean necesarias las sesiones en el Aula Virtual se optará por videoconferencias sincrónicas en BBC a partir del material previsto en la guía original para la docencia presencial. Las dudas se atenderán durante la videoconferencia, mediante chat o en foro de aula virtual.

Se mantiene el programa de tutorías virtuales (atención en 48 horas laborables máximo por correo electrónico) y en el horario de tutorías presenciales los profesores estarán disponibles personalmente, por mail, a través del foro del aula virtual creado para la docencia online o a través de una videoconferencia por BBC.

4. Evaluación

Se mantiene el sistema de evaluación de la guía docente

5. Bibliografía

Sin cambios