VNIVERSITAT ĐVALÈNCIA

COURSE DATA

Data Subject	
Code	42752
Name	Organisational and human resources consultancy
Cycle	Master's degree
ECTS Credits	3.0
Academic year	2023 - 2024

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

a) The role of the HR consultant in the business field. The roles of the director and the consultant: Similarities and differences.
b) Type of companies to target and areas of action in HR consulting.
c) Organizational consulting and organizational strategy.
d) The roles of the consultant and their adaptation to different contexts.
e) Professional skills required for the consulting function of organizations and HR

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

a) Consulting models and characteristics of consulting interventions in organizations.

b) Consulting and change processes in organizations.

c) Results of the consultancy: Analysis, decision making, and elaboration of improvement processes.

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

- Master class
- Oral presentations of students
- Readings by the students (reports, articles, etc.).
- Group discussion and analysis of issues relevant to general management and human resource management
- Case Studies

EVALUATION

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

1. Application of scales of observation and recording of the attitudes of the students in the development of the tasks and activities. Participation and involvement in the activities of the Master (20%)
2. Evaluation of the individual and/or group work of the students (40%)
3. Examination -final report/individual portfolio- (40%)

The achievement and achievement of objectives will be evaluated through the assistance and development of practical cases throughout the sessions. 20% of the attitude and participation grade is considered non-recoverable in the second call. In the second call, the qualification of non-recoverable activities is maintained. It is not necessary to reach a percentage or minimum grade in each part evaluated so that they can be averaged or added.

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

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

You will be eligible for the qualification of Honors with a grade higher than 9. In the event that the number of students in this situation is higher than the number admitted by the regulations, preference will be given to students with higher grades.

REFERENCES

Basic

- Cummings, T. G. y Worley, C. G. (2007). Desarrollo organizacional y cambio. Cengage learning.
- Daft R. L. (2011). Innovación y cambio. En R.L. Daft, Teoría y diseño organizacional (pp. 410-449) Cengage Learning Editores.
- French, W, Bell, C. y Zawacki, R. (2007). Desarrollo Organizacional. Transformación y administración del cambio. México: Mc Graw Hill
- Pacheco, A. (2015). Intervención organizacional, primeras aproximaciones conceptuales. Gestión y Estrategia, 48, 15-23.
- Palací, F.J. (2005). Eficacia organizacional y Psicología de las Organizaciones. En F. J. Palací (Ed.) Psicología de las organizaciones (pp. 329348). Madrid: Pearson, Prentince Hall.
- Quijano, S. (2006). Dirección de recursos humanos y consultoría en las organizaciones: el ASH, Auditoría del Sistema Humano. Barcelona: Icaria
- Robbins, S. P. y Judge, T. A. (2017). Cambio organizacional y manejo del estrés. En S.P. Robbins y T.A. Judge, Comportamiento organizacional (pp. 602-643). Pearson educación.
- Singh, R. y Ramdeo, S. (2020). Leading Organizational Development and Change. Springer.

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