

Teaching guide

IDENTIFICATION DETAILS

Degree:	Business Administration and Management		
Field of Knowledge:	Social and Legal Sciences		
Faculty/School:	Law, Business and Government		
Course:	HR MANAGEMENT		
Type:	Compulsory	ECTS credits:	6
Year:	3	Code:	7132
Teaching period:	Fifth semester		
Subject:	Directorate of People		
Module:	General and Strategic Management of the Company		
Teaching type:	Classroom-based		
Language:	English		
Total number of student study hours:	150		

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SUBJECT DESCRIPTION

PEOPLE MANAGEMENT AND DEVELOPMENT (PM&D): The purpose of this subject is to help UFV Business Administration Graduates to become strong leaders by shing organization's business results efficiently and with a sustainable scope, as well as promoting personal growth and the development of the organization's Human

Capital.

With this purpose, best practices and competencies (knowledges, skills and attitudes) of the whole organization, are taken to action.

Aiming to Identify and develop personal and team's capabilities, combined with the design and implementation of continued learning activities that will enable the business community to become more efficient, increasing employees' satisfaction and engagement with the organization's goals and mission, resulting in the corporate progress and contributing to the Society's shared wealth.

Nowadays, business organization is seen as a community of people who generate products and services to meet the real needs of society, contributing to the common good and to sustainable progress. The company is an open system in which one or more people carry out an activity that generates added value and wealth, which is distributed fairly among the different interest groups (stakeholders), to contribute to their economic, social and personal well-being (Harrison & Freeman, 1999; De Dios Alija, 2020). This is intended, on the one hand, to create the necessary conditions so that each and every person can grow and develop in order to achieve their fullness and, on the other, to facilitate sustainable, continuous and generalized development that responds to the needs of the present generation, without compromising the ability of future generations to satisfy their own. In fulfilling these purposes, People Management plays a strategic role in the organization. The professionals who make decisions in it have the responsibility to understand how culture influences, to clearly define the vision of the business project, to ensure the fulfillment of strategic objectives, to facilitate efficiency of teams and to promote accurate and effective communication with each of the interest groups that participate in the execution of operational processes. Individual and social responsibility and the leadership style in talent management are the essential pillars on which the formulation, implementation and evaluation of corporate strategies must be supported, if it is to achieve that the company generates competitive advantages based on the learning that characterizes intelligent organizations (Senge, 2005). To achieve business objectives, it is necessary that the professionals involved in People Management have the necessary knowledge, skills and will to guide collaborators in the performance of their functions and responsibilities, to discover and analyze the ways in which work processes can be managed, to efficiently manage the necessary techniques and tools, to promote adequate interpersonal relationships and to gain trust within teams and stimulate their motivation to achieve the objectives of the organization, which in any case should focus on improving the economic and social framework (Kennedy et al., 2009). Work, understood as the physical or intellectual effort that a person makes in an organization, in order to provide value in the production of a product or service, is indeed a good, however, that does not mean that a person can be considered to be in himself a resource and treated or managed as such. Managing employees as a mere resource, forgetting their potential for personal development, leaves the organization in a weak position. This is also the case if the management function of employees is considered to be the exclusive competence and responsibility of the, still referred to in some corporations, as the human resources department. The greatest threat in a market as competitive, global and changing as the current one, is to let the employee perceive that they are just another element of the organization and that they do not know what is expected of them, since all of this affects their self-esteem, job satisfaction and commitment and, therefore, the quality of work, productivity, competitiveness, profitability and sustainability of the organization (De Dios Alija, 2020) Understanding that the person is much more than a resource, a means or an instrument to achieve external ends to themselves, to make decisions related to the development of individuals, involves identifying talent and integrating people into the company, training them, training them, developing their competencies and promoting their potential growth. Professional competence means the wisdom, ability and will that a person has to make decisions and behave appropriately in the performance of a mission. That is, the possibility of putting into practice in an integrated way those knowledge, skills, attitudes and personality traits that allow him to effectively solve problems or diverse situations. The concept of competence goes beyond "knowing" and "knowing how to do", it also includes "knowing how to be" and "knowing how to be". Being competent requires the demonstration of knowledge and skills at the attitudinal and behavioral levels. In short, leading involves accompanying people so that they are oriented to the development of their faculties and talent on the path to their fullness and perfection and so that they are aware of the need to find

the full meaning of their lives (Frankl, 1991). In this context, talent is understood as a potential of a personal and subjective nature, related to each and every one of the dimensions of the human being (biological, psychological, social and spiritual). Leaders have a fundamental mission in this process of personal and professional development, which in any case must be oriented to the common good, that is, to the generation of the necessary conditions so that each person can grow in order to their integral development and, based on this, to make the sustainability of the company and society a reality. This implies that people are considered, as ends and never as means (resources), at the center of the decisions made in the company. People Management can be an obvious source of strength for the company, if it is aimed at: - Awakening interest in the immense value that each person can bring throughout their professional life (López Quintás, 2009, 2013), based on the study of their needs and intrinsic and extrinsic motivations (Maslow et al., 2005; Herzberg, 1987; McClelland, 1987) and of meaning (Frankl, 1991) and orientation to service leadership (Greenleaf, 2002) and the common good (Leon, XIII, XIII 91) .- Promote the culture of progress, effort and talent personnel (Pérez López, 2002) to ensure profitability, competitiveness (Sennett, 2006) and above all the long-term sustainability of the organization (Jonas, 1995) - Putting people at the center of strategic decisions and missions (Cardona & Rey, 2006), which must be aimed at providing value for all the organization's stakeholders (Harrison & Freeman, 1999). To this end, social, economic and environmental functions must be articulated to ensure sustainability (European Commission, 2001) - Supporting social responsibility on individual responsibility. Discover what the exercise of freedom and personal responsibility implies, in order to integrate and live together harmoniously, in an organization in which everyone provides value in the short and medium term, and aspires to develop the knowledge, skills and attitudes that will allow them to progress professionally and personally (From God Alija, 2018) Since the industrial revolution, there have been profound changes in the relationship between people and work, however, it has always been necessary to define the positions that are held in the company. That is, to establish the responsibilities, functions and tasks that must be performed in each job position. The design of each workstation is a source of basic information for the management of business processes in which the human being intervenes. From the study of the evolution of the concept of work and the sense of contribution of people in organizations, some conclusions can be drawn that will be useful in decision-making regarding the design of jobs in the company and the interrelationships in the company. Based on this, it will be possible to design the most convenient organizational structure and properly manage the operational processes that have to do with talent management (Byars & Rue, 1997; Dolan, et al., 2007; Gómez Mejía et al., 2008; Kennedy et al., 2009) :- Identification of talent, application of effective criteria for searching for professional profiles, selection, incorporation and integration of new people into the company, loyalty and, if necessary, the policy of disengagement of employees.- Application of wage policies, systems of compensation, compensation and economic recognition and control.- Job satisfaction, internal communication and work environment.- Evaluation of jobs.- Evaluation of performance and performance.- Career design. Development and continuous training of workers.- Change management based on business expansion trends: internationalization, digital transformation and sustainable development.

GOAL

In the context of globalization and the current social, economic, technological and ecological transformation, the leadership needed by organizations requires the ability to maneuver in uncertain and complex environments. The company is a community of people that offers goods (products and services) to satisfy the real needs of its stakeholders. This implies placing people at the center of strategic decisions, considering them as ends and not as means or human resources to be managed for reputation, power or financial gain. In this context, those responsible for people management and talent management must make realistic decisions and act in a creative, proactive, flexible and innovative manner, in order to generate a solid foundation of trust among collaborators, which will give meaning to strategies and guarantee commitment to personal and social goals, striving for the common good and sustainable development. In the context of globalization and the current social, economic, technological and ecological transformation, the leadership needed by organizations requires the ability to

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PRIOR KNOWLEDGE

The student will have to handle knowledge acquired in some subjects of previous courses:

Skills and competences of the person (1st).
Economic and business history (1st).
Applied Philosophy (1st).
Microeconomics for entrepreneurs (1st).
Business organization and administration (1st and 2nd).
Fundamental Anthropology (2nd).
History of the West (2nd).
Education for social responsibility (2nd).
Business Law (2nd).
Tax system (2nd).
Cost accounting (2nd).

The knowledge acquired in this subject will contribute to the significant learning of other subjects of the Degree:

1. Management control (3rd).
2. Business ethics (3rd).
- 3.Strategy and structure of the company (4th).
4. Professional ethics (4th year).
5. Internships (4th).
- 6.Final Degree Project (4th).
- 7.Complementary training activities (optional).
8. Literature. Great books (optional).

COURSE SYLLABUS

1. People management: Historical background.
2. People management and corporate strategy.
3. Job design and organizational structure.
4. Employee attraction, selection, and engagement.
5. Compensation and recognition systems.
6. Job evaluation.
7. Employee performance evaluation and management.
8. Working climate, employee motivation and satisfaction.
9. Employee talent and professional development.
10. Change management, internal communication, and sustainable progress.

EDUCATION ACTIVITIES

Flipped learning
Learning by Doing
Problem-based learning (PBL)
Collaborative and/or cooperative projects
Case studies
Cross-sectional interdisciplinary cases
Research, Analysis and Creative Presentations
Knowledge and meaningful learning tests.

DISTRIBUTION OF WORK TIME

TEACHER-LED TRAINING ACTIVITIES	INDIVIDUAL WORK
60 Hours	90 Hours
Lecture 20h Cooperative work 20h Individual exercises and autonomous work 8h Tutorships 6h Evaluation 6h 60h	Autonomous work and study 25h Exercises and case resolution 10h Topics research and preparation 25h Texts reading and critical analysis 20h UFV Online Campus' shared information follow-up 10h 90h

SKILLS

Basic Skills

Students must have demonstrated knowledge and understanding in an area of study that is founded on general secondary education. Moreover, the area of study is typically at a level that includes certain aspects implying knowledge at the forefront of its field of study, albeit supported by advanced textbooks

Students must be able to apply their knowledge to their work or vocation in a professional manner and possess skills that can typically be demonstrated by coming up with and sustaining arguments and solving problems within their field of study.

Students must have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgments that include reflections on pertinent social, scientific or ethical issues

Students must be able to convey information, ideas, problems and solutions to both an expert and non-expert audience

Students must have developed the learning skills needed to undertake further study with a high degree of independence

To have developed a capacity for leadership.

To develop oral and written communication skills in a native and foreign language.

To possess a strong work ethic.

To have a teamwork mentality.

General Skills

To have developed a capacity for leadership.

To develop oral and written communication skills in a native and foreign language.

To possess a strong work ethic.

To have a teamwork mentality.

Specific skills

Cultivate attitudes of leadership and social responsibility in personal and professional performance.

Develop oral and written communication habits.

Ability to lead teams, directing their activities to achieve objectives and motivating, at the same time, through equity and justice, the people who form them.

Cultivate an attitude of intellectual concern and the search for truth in all areas of life.

Know the means and tools to optimize the framing of people in organizations so that a relationship of mutual enrichment occurs.

LEARNING RESULTS

It argues the true role and relevance of People Management in defining business strategy and value creation.

Handles the tools and techniques for managing processes related to each of the areas of people management and development: job analysis and description, personnel selection, performance and performance evaluation, job evaluation, planning of compensation and recognition systems, development of people and teams, talent management, work climate, internal communication and people management in the international sphere.

Translated with Deepl.com (free version)

Develops critical thinking.

Exercises active listening, establishes receptivity and reciprocity of dialogue with interlocutors.

Facilitates the work and generates value in the team.

LEARNING APPRAISAL SYSTEM

a) FIRST-YEAR STUDENTS AND THOSE WHO HAVE NOT BEEN GRANTED AN ACADEMIC EXEMPTION

Final exam: 50%. To pass the course, a minimum score of 5 is required in each of the different parts of the exam

Continuous assessment: 50%. This includes class participation, case discussions, practical exercises, critical analysis of readings, teamwork, and oral and written presentations. To pass the course, students must obtain at least a 4 in this part, both in individual and group work.

No subjects will be released during the course for the final exam.

In the extraordinary exam session, the weights and grades obtained in the continuous assessment are maintained, provided that a grade of 5 or higher has been achieved. The recovery of the continuous assessment is implicitly included in the extraordinary exam. If any content is missing from the assessment, it will be included as an additional section in the exam.

In order to pass the course and for the grades in the different sections to be averaged, it is necessary to obtain a minimum grade of 5 out of 10 in both the continuous assessment and the final exam.

b) ALTERNATIVE ASSESSMENT SYSTEM: For students who, for various reasons (academic exemption due to force majeure, having taken the course in previous years, or being on Erasmus abroad), are not required to attend class regularly:

Exam: 70% of the grade.

Assignments completed at the request of the teacher: 30% of the grade. Students on Erasmus exchange programs are responsible for finding out about any work requested by the teacher via the virtual classroom.

In order to pass the course and for the marks in the different sections to be averaged, a minimum mark of 5 out of 10 must be obtained in each section. Students are required to observe the basic rules of authenticity and originality in all educational activities and assessment tests. Spelling mistakes may be penalized in assignments and exams. Plagiarism and the use of illegitimate means in assessment tests will be punished in accordance with the University's Assessment Regulations and Coexistence Regulations.

ETHICAL AND RESPONSIBLE USE OF ARTIFICIAL INTELLIGENCE

1.- The use of any Artificial Intelligence (AI) system or service shall be determined by the lecturer, and may only be used in the manner and under the conditions indicated by them. In all cases, its use must comply with the following principles:

a) The use of AI systems or services must be accompanied by critical reflection on the part of the student regarding their impact and/or limitations in the development of the assigned task or project.

b) The selection of AI systems or services must be justified, explaining their advantages over other tools or methods of obtaining information. The chosen model and the version of AI used must be described in as much detail as possible.

c) The student must appropriately cite the use of AI systems or services, specifying the parts of the work where they were used and describing the creative process followed. The use of citation formats and usage examples may be consulted on the Library website(https://www.ufv.es/gestion-de-la-informacion_biblioteca/).

d) The results obtained through AI systems or services must always be verified. As the author, the student is responsible for their work and for the legitimacy of the sources used.

2.- In all cases, the use of AI systems or services must always respect the principles of responsible and ethical use upheld by the university, as outlined in the [Guide for the Responsible Use of Artificial Intelligence in Studies at UFV](#). Additionally, the lecturer may request other types of individual commitments from the student when deemed

necessary.

3.- Without prejudice to the above, in cases of doubt regarding the ethical and responsible use of any AI system or service, the lecturer may require an oral presentation of any assignment or partial submission. This oral evaluation shall take precedence over any other form of assessment outlined in the Teaching Guide. In this oral defense, the student must demonstrate knowledge of the subject, justify their decisions, and explain the development of their work.

BIBLIOGRAPHY AND OTHER RESOURCES

Basic

God Alija, Teresa of. Managing People and Managing Talent in Sustainable Organizations Mc Graw Hill 2022
(God Alija, Teresa of. Managing People and Managing Talent in Sustainable Organizations Mc Graw Hill 2022 ,
||Dolan, Simon L. Human Resource Management Mc Graw Hill 2021)

Complementaria

MAYER, C. Prosperity. Oxford University Press. UK 2018

TARIQUE, I., BRISCOE, D., SCHULER, R. International Human Resources Management. Routledge, London, UK 2022

GUILLEN, M., FERRERO, I., and HOFFMAN, M. The Neglected Ethical and Spiritual Motivations in the Workplace. Journal of Business Ethics. University of Navarra - Business 2015