

# Guía Docente

## DATOS DE IDENTIFICACIÓN

Titulación:	Grado en Derecho		
Rama de Conocimiento:	Ciencias Sociales y Jurídicas		
Facultad/Escuela:	Derecho, Empresa y Gobierno		
Asignatura:	Dirección de Recursos Humanos		
Tipo:	Optativa	Créditos ECTS:	3
Curso:	4	Código:	7261
Periodo docente:	Séptimo semestre		
Materia:	Empresa		
Módulo:	Desarrollo Personal y Profesional		
Tipo de enseñanza:	Presencial		
Idioma:	Castellano		
Total de horas de dedicación del alumno:	75		

Equipo Docente	Correo Electrónico
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## DESCRIPCIÓN DE LA ASIGNATURA

La asignatura pretende facilitar al alumno los conocimientos necesarios para dirigir un Departamento de Recursos Humanos y todas las áreas que de él dependen en las organizaciones. En un contexto en el que el rol del Director de Recursos Humanos tiene un rol cada vez más estratégico, la asignatura cubre cada área con contenidos teóricos, mejores prácticas y teorías que le permitan asumir ese nuevo rol, cada vez más influyente en las organizaciones.

## OBJETIVO

los propios del grado

## CONOCIMIENTOS PREVIOS

los propios del grado

## CONTENIDOS

- 1-HR Introduction
  - “People” as key factor
  - Role and contribution of HR- HR department structure
- 2-Recruitment:
  - Identify a vacancy and evaluate need
  - Create a job description
  - Develop a recruitment plan
  - The CV, cover letter and summary of best skills
  - Conduct an interview- Evaluate a candidate
  - Finish the process- On boarding
- 3-Training Process:
  - Training strategy
  - Training plan
  - E- Learning
  - Gamification
  - Work place training
  - Training evaluation
- 4-Compensation Strategy and Collective Negotiation
  - Review the business environment (Competitors)
  - Business goals & key roles
  - Base salary, individual bonus & company/department bonus
  - Flexible benefits plan
  - Unions and employee representation
  - Collective negotiation
  - Build “Competitive Advantages”
- 5-People Development
  - Talent branding
  - Career plan (EVP & EP)
  - Performance management
  - Coaching & Mentoring
  - Job environment
  - Talent engagement (retention)
- 6-Workforce Strategy
  - Workforce planning: Critical roles & skills
  - Demographic diversity & generational mix
  - Succession planning
  - Workforce reduction & Dismissal process
- 7-HR´s Role within Business Strategy
  - Understand your business and external environment
  - Internal customer orientation
  - Communication strategy
  - HR Analytics: Metrics & Information systems
  - SCR & company image- Business mentality

## ACTIVIDADES FORMATIVAS

**MASTERCLASS PARTICIPATORY:** Unlike the classic lecture , in which the weight of teaching lies with the teacher, in participatory lecture we want the student to go from passive to active, promoting their participation. This requires that teachers have a good structure of content, have clarity and be able to keep the attention and interest of their students.

**SELF-EMPLOYMENT:** In this approach the student takes the initiative with or without the help of others (teachers, peers , tutors, mentors) . The student should diagnose their learning needs, formulate learning goals, identify the resources you need to learn, choose and implement appropriate learning strategies and evaluates the results of their learning. The teacher becomes the guide, the facilitator and a source of information that assists in selfemployment. This methodology will be of particular interest to the development of skills related to research.

**SMALL GROUP WORK COOPERATIVE :** The number of students in our university allows us to schedule group work in small groups. Slavin defines cooperative work as " instructional strategies for the students are divided into small groups and are evaluated as group productivity ", creating both individual responsibility and positive interdependence based on professional teamwork.

**LEARNING PROBLEM SOLVING:** The teacher proposes a problem that has not been given prior specific training, working individually or in groups in the classroom or through a virtual mode, and then will be worked individually by the student.

**TUTORIAL SYSTEM ACTION:** Includes interviews, group discussions, self-reports and monitoring report tutorials.

**RESEARCH:** Finding information from various sources and documents , analysis and synthesis of data and development.

The methodology will be based in participative classes where we will discuss how to improve people management with exercises and presentations that help us to develop our own skills. Be ready to work in many areas, some connected with the traditional concepts of HR, but others focused on reinforcing your personal skills and management abilities like:

- Your-self knowledge- Your self confidence
- Communication abilities
- Teamwork skills
- The power of "Positive Influence"
- Management by Example (instead of rules and hierarchy) - How to be a "True Leader"

In order to reinforce our classes with real examples we will introduce you to some professionals with a broad range of experiences in various business environments. They will share with us their knowledge, expectations and ideas not only about HR but their vision of a modern company.

The training activities, as well as the distribution of working times, can be modified and adapted according to the different situations established following the indications of the health authorities.

Las actividades formativas, así como la distribución de los tiempos de trabajo, pueden verse modificadas y adaptadas en función de los distintos escenarios establecidos siguiendo las indicaciones de las autoridades sanitarias.

## DISTRIBUCIÓN DE LOS TIEMPOS DE TRABAJO

ACTIVIDAD PRESENCIAL	TRABAJO AUTÓNOMO/ACTIVIDAD NO PRESENCIAL
30 horas	45 horas

## COMPETENCIAS

### Competencias básicas

Que los estudiantes hayan demostrado poseer y comprender conocimientos en un área de estudio que parte de la base de la educación secundaria general, y se suele encontrar a un nivel que, si bien se apoya en libros de texto avanzados, incluye también algunos aspectos que implican conocimientos procedentes de la vanguardia de su campo de estudio

Que los estudiantes sepan aplicar sus conocimientos a su trabajo o vocación de una forma profesional y posean las competencias que suelen demostrarse por medio de la elaboración y defensa de argumentos y la resolución de problemas dentro de su área de estudio

Que los estudiantes tengan la capacidad de reunir e interpretar datos relevantes (normalmente dentro de su área de estudio) para emitir juicios que incluyan una reflexión sobre temas relevantes de índole social, científica o ética

Que los estudiantes puedan transmitir información, ideas, problemas y soluciones a un público tanto especializado como no especializado

Que los estudiantes hayan desarrollado aquellas habilidades de aprendizaje necesarias para emprender estudios posteriores con un alto grado de autonomía

### Competencias generales

Aplicar los conocimientos teóricos a la resolución de problemas.

### Competencias específicas

Desarrollar criterios para la resolución de problemas y la toma de decisiones.

## RESULTADOS DE APRENDIZAJE

El alumno resuelve la casuística y problema concreto de forma eficaz y eficiente

## SISTEMA DE EVALUACIÓN DEL APRENDIZAJE

The assessment of student learning must objectively establish the results of the student learning process in relation to the subject. The criteria used in the assessment must relate to various media and apply to the process of student learning and adequately cover the various facets of the learning process: both must use distinct methodologies in the field and in the classroom.

### 1- Students of first enrollment

- Exams: 60%
- Group Work: 10%
- Individual Work: 10%
- Daily Activities and Exercises: 10%
- Assistance and Participation: 10%

To succeed and pass the subject the student will need to get more than a 5 for both; theory and practice. The student will never be allowed to pass the subject just by being successful in one exam.

### 2- Academic exemption or dispensation

The students that for a justified reason (health problems or any other important matter) and always with the agreement and the approval of the academic director cannot attend the programmed scheduled lessons will be marked just with the written theoretical exam and an individual work. In this case the written exam will count 70% and the individual work another 30%.

3- Students of second or subsequent enrollments The students of second or subsequent enrollments will have the two options mentioned before, it is mandatory to communicate the professor at the beginning of the semester The

student will not be able to pass the subject with just one assessment.

4- Extraordinary examinations. In this case the assessment criteria will be marked just with the written theoretical exam and an individual work. In this case the written exam will count 70% and the individual work another 30%.

En el caso de que las recomendaciones sanitarias obliguen a volver a un escenario donde la docencia haya que impartirla exclusivamente en remoto, se mantendrán los mismos criterios tanto de evaluación continua, evaluación adaptada y convocatoria extraordinaria. Los exámenes se realizarán de manera presencial siempre y cuando la situación sanitaria lo permita, pudiendo ser modificados con el objetivo de cumplir las indicaciones dadas por las autoridades sanitarias.

## **BIBLIOGRAFÍA Y OTROS RECURSOS**

### **Básica**

Emotional Intelligence: Why it can matter more than IQ. Daniel Goleman. Bantam (June 12, 1996). Language: English  
First, Break All The Rules: What The Worlds Greatest Managers Do Differently by Marcus Buckingham & Curt Coffman  
Publisher: Gallup Press; Abridged edition (November 1, 2000) Language: English