

COURSE SYLLABUS

1. COURSE DESCRIPTION

Degree:	Administración y Dirección de Empresas (English teaching)
Double Degree:	Derecho y Administración y Dirección de Empresas (English teaching)
Course:	HUMAN RESOURCES MANAGEMENT Dirección de Recursos Humanos - English teaching)
Module:	VII: Business Organization
Department:	Business Organization and Marketing
Term:	First term
Total Credits:	6
Year:	3rd / 4th
Type of Course:	Obligatory
Course Language:	English

Teaching model:	C1	
a. General/background:		50%
b. Theory-into-practice/developmental knowledge-building		50%
c. Guided Academic Activities:		

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2. COURSE COORDINATOR

Course coordinator: PROF. DR. ÁLVARO LÓPEZ CABRALES

alopcab@upo.es

3. ACADEMIC CONTEXT

3.1. Course Description and Objectives

Operative & strategic human resource management (HRM). Planning, positions, personnel selection & staffing. Training & HR development. Measuring performance & awarding compensation within organizations.

3.2. Contribution to the Training Plan

According to official guidelines for the Degree (*Libro Blanco* de la ANECA), the material covered in *Human Resources Management* falls within the broader framework of Business Organization. The common denominator shared by courses in this area of knowledge is the aim of providing students with the essential information and skills required to embark on a career in Business Management. To this end, proficiency in effectively organizing, coordinating, planning and managing human and material resources alike is of the essence. This course, then, aims to expose students to key concepts, techniques and processes behind HRM, which will undoubtedly come in handy whether they end up forming part of a HR department or heading up a task team.

3.3. Recommendations or Prerequisites

None.

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4. SKILLS

4.1 Degree Skills Developed during this Course

- ✓ Learn to put theory into practice
- ✓ Polish teamwork and collaborative skills
- ✓ Know how to glean and analyze information from a variety of sources, and apply it to specific contexts.
- ✓ Improve oral / written communication skills
- ✓ Increase capacity for planning & organizing
- ✓ Sharpen problem-solving skills and learn to think creatively / innovate

4.2. Module Skills Developed during this Course

1. To learn the skills of a good manager in terms of planning and developing.
2. To learn the basic HRM processes.
3. To understand how to make strategic planning.
4. To know about CEOs role, top management teams and ethic behaviour at work.
5. To master models and technics for planning and programing activities.

4.3. Course-specific Skills

- ***Cognitive (Know...)***

We aim to help students become familiar with:

- ✓ What HRM can do for a company's competitive edge
- ✓ Specific problems & conflicts commonly affecting HR departments
- ✓ The unique role of HR in organizations
- ✓ Techniques required to carry out different HR processes
- ✓ Trends & challenges in HRM

- ***Procedural-Instrumental (Know how to...)***

We aim to help students be equipped to:

- ✓ Estimate demand for personnel
- ✓ Calculate rotation costs
- ✓ Select the best candidates in a selection process
- ✓ Gauge an organization's training needs
- ✓ Apply performance appraisal techniques
- ✓ Calculate salary mass & retributive effects



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- *Attitudinal (Be...)*

We aim to help students develop:

- ✓ A sensibility for problems people experience when working for companies
- ✓ Positive attitudes for understanding & negotiation
- ✓ Motivation for teamwork

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5. COURSE CONTENT (COURSE TOPICS)

1.- HR Departments & HR Managers:

- Human Resource Management: the challenges
- HRM fit:
 - o with organizational strategies
 - o with the environment
 - o with organizational capabilities
- HR managers: characteristics & roles

2.- Job Analysis:

- Job descriptions
- Sources of information
- Information collection methods
- Generic job analysis
- Standardized questionnaires

3.- HR Planning:

- Strategic importance of HR planning
- Elements of HR planning
- Assessing the global / organizational environment
- HR forecasts
- Developing HR planning: measurement & timetables
- Implementing HR planning

4.- The Recruiting Process (staffing) and Selection Processes.

- Strategic role of recruiting
- Recruiting from the organization's internal labor market
- Recruiting from the external labor market
- Turnover & recruiting difficulties
- Overview of the selection process
- Choosing valid predictors
- Techniques for assessing job applicants

5.- Training & Development y Career Management:

- Training vs. development
- Challenges in training

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- The training process
 - Developing program content

 - What is *career development*?
 - Career development hurdles
 - Meeting the challenges of effective career development
 - Self-development
- 6.- Measuring Performance & Providing Feedback:
- Performance appraisal: concept & objectives
 - Identifying performance dimensions: performance & tools
 - The appraisal interview
 - Performance improvement
- 7.- Managing Compensation:
- Designing a compensation system
 - Job-based vs. individual-based pay
 - Compensation tools
 - Balancing internal and external equity
- 8.- Rewarding Performance:
- Performance-based pay: the challenges
 - Types of incentives
 - Merit pay
 - Team rewards



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6. METHODOLOGY AND RESOURCES

A combination of different methodologies is required due to the nature of course content itself and the number of students enrolled: theory-based sessions or general teaching and praxis-based sessions, following a C1 model.

Initially, the professor will provide an introduction to the key concepts and ideas for each topic based on the course reading list. General teaching sessions will be taught in groups of 60 students as maximum. The professor will also advise students with respect to required and suggested reading. As interaction is sought in theory-based sessions, students will be asked, on the professor's discretion, to present on course reading and/or specialized literature individually or in groups.

Praxis-based activities will, for the most part, be centred on the analysis of different case studies and real life business scenarios. They will be taught in smaller groups (20 students). Student's work will focus on solving practical cases and commenting on pertinent news from a variety of sources, culminating in in-class presentations and debates. Students—both individually and in groups—will also be encouraged to seek out and present real life examples which serve as a pretext for analysis of the concepts presented in theory-based sessions. The professor will serve as guide and moderator throughout.

Students are expected to make good use of the following in order to successfully complete the course: explanations provided in class, course material made available on the course WebCT site, as well as required and recommended bibliography. In-class presentations on each topic need not be exhaustive; students will have the opportunity to delve into the recommended bibliography and carry out in-depth analysis of cases during specific class sessions.

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7. ASSESSMENT

A) ASSESSMENT FOR GENERAL TEACHING (GT) - 50%: Exam

There will be a written exam that may include a multiple choice test and/or short questions. In any case the final structure of the exam will be communicated in the corresponding call for exam. It is mandatory to obtain a minimum of 5 points out of 10 to average with the grade obtained in the assessment for practical teaching.

B) ASSESSMENT FOR PRACTICAL TEACHING (PT) - 50%: Continuous assessment.

Following a strategy of continuous assessment, each practical teaching session will have an individual or group-based assessment. Some of the practical teaching sessions will help to prepare such assessments. They will be communicated to the students by advance.

The grades for this part will be maintained for the second call of exam of students. It is mandatory to obtain a minimum of 5 points out of 10 to average with the grade obtained in the assessment for general teaching.

According with the art. 8 of new Norms about Degree Assessment (BUPO 7, 2014), those students who did not attend to the continuous assessment of the course or even decide to give up their practical assessment should also answer a practical exam in the second call (June-July exam)

To give up their practical assessment and do a practical exam, students should e-mail to the professor who is in charge of the course 10 days before the final exam.

PLEASE NOTE: In compliance with Title II, Chapter II, Articles 12.2 and 14.3 of the *Normativa de Régimen Académico y de Evaluación del Alumnado* (signed in *Consejo de Gobierno de la Universidad Pablo de Olavide de Sevilla* on July 18, 2006): “With regard to essays or other homework, plagiarism and/or the use of unoriginal material—including information obtained from online sources—without explicit and proper citing (and, where required, the express permission of the author), may warrant a grade of **FAIL** for the module, in addition to any other applicable academic sanctions warranted by academic misconduct on the part of students. [...] After consulting professors, students and any other university bodies deemed necessary, the Director of the Department responsible for the module in question will decide on the need for further measures including an official academic integrity hearing.”

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8. BIBLIOGRAPHY

1. Luis Gomez-Mejia, David Balkin and Robert Cardy (2007). *Managing Human Resources*. Prentice Hall. 5th Edition.

2. Susan E. Jackson and Randall S. Schuler (2003). *Managing Human Resources through Strategic Partnerships*. 8th Edition. Editorial Thompson.

8.2 SPECIFIC READING:

3. Baron, J. N. & Kreps, D. M. *Strategic Human Resources*. John Wiley & Sons, Inc. 1999.

4. DeNisi, A. y Griffin, R. *Human Resource Management*. Houghton Mifflin Company. 2001.

5. Lazear, E. *Personnel Economics for Managers*. John Wiley & Sons, Inc. 1998.

6. Milkovich, George T. & Newman, Jerry M. *Compensation*. Boston: Irwin McGraw-Hill, 2005.

7. Nkomo, Fottler & McFee, 2000. *Applications in Human Resource Management* (4th Edition).

8. Nkomo, Stella M., Fottler, Myron D. y McAfee, R. Bruce. *Applications in human resource management: cases, exercises & skill builder*. Cincinnati (Ohio) : South-Western College Pub., cop. 2000.