Human Resource Management

Second cycle

Academic year 2011/2012

Faculty of Economics and Business
Graduate in Management and Business Administration

UNIVERSITY OF OVIEDO
COURSE INFORMATION

Course: Human Resources Management

Local code: 646

Syllabus: Graduate in Management and Business Administration

Second Cycle

Second Term

Course Type: Elective

Credits: Theoretical: 4

Practical: 3

Coordinator of subject: María González Menéndez

LECTURER

<table>
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<tr>
<th>Group</th>
<th>Name</th>
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(1) The Department of Sociology is located at Campus del Cristo, Edificio Departamental de Ciencias Jurídico-Sociales, 2nd floor.

SURGERY HOURS

Lecturers’ surgery hours are available in UniOviDirecto, in the web page of the department and in the centres’ notice boards.
GOALS

The main goal of the elective course HUMAN RESOURCE MANAGEMENT is to provide an integrated strategic perspective of the organisation and management of people at work to fourth year students of the degree of Business Administration.

To that end the course fosters students’ capacity to evaluate situations, consider options and take decisions in Human Resource Management through the exploration of the tensions existing between the business needs of increasing labour productivity and the dynamics and processes that govern the sphere of work.

It is also fundamental to provide students with a wide variety of theoretical knowledge on human resource management policies and techniques, as well as familiarising them with the important role of the labour relations, financial and cultural context of the business as sources of restrictions and opportunities.

GENERIC COMPETENCIES

Instrumental competencies:

- Ability to analyse and synthesise.
- Professional basic general knowledge.
- Oral and written communication in the official language (groups A & E).
- Knowledge of a second language (group B).
- Ability to find and analyse information from a variety of sources.
- Problem-solving.
- Decision-making.

Interpersonal competencies:

- Capacity to be critical, and self-critical.
- Working in teams.
- Capacity to communicate with experts of other areas.
- Appreciation of diversity and multiculturality.
- Ethical commitment.

Systematic competencies:

- Ability to apply knowledge to practice.
- Capacity to learn.
- Ability to generate new ideas (creativity).
- Knowledge of cultures and customs of other countries.
- Ability to work autonomously
- Concern for quality
SPECIFIC COMPETENCIES

- To understand critically the main models of human resource management (HRM), the main problems faced by firms in the management of people at work and the main options available to them (strategies, policies and techniques).

- To develop an integrated and dynamic vision of the organisation regarding its HRM policies, structure and culture, in relationship to other policies of the organisation and the wider environment.

- To develop the skill of evaluating critically the HRM of an organisation.

COURSE CONTENTS

Part I: INTRODUCTION TO THE THEORY AND PRACTICE OF HUMAN RESOURCE MANAGEMENT
   Unit 1. Human Resource management (HRM) and the employment relationship: current debates
   Unit 2. HRM as a function

Part II: STRATEGY AND ENVIRONMENT

   Unit 3. Strategic HRM as a scientific field of study
   Unit 4. Culture and Regulation in International HRM

Part III: OBJECTIVES

   Unit 5. Organisational culture and change
   Unit 6. Motivation
   Unit 7. Flexibility

Part IV: INSTRUMENTS

   Unit 8. Organisational structures redesign
   Unit 9. Personnel provision
   Unit 10. Remuneration
BIBLIOGRAPHY

BASIC:


COMPLEMENTARY:


E. Albizu (1997) *Flexibilidad laboral y gestión de los recursos humanos*, Ariel Sociedad Económica


Hay Group/SAP (2003), *Factbook Recursos Humanos*, Aranzadi & Thompson


R. Marr y S. García Echevarría (1997), *La Dirección Corporativa de los Recursos Humanos*, Díaz de Santos


E. Pérez Gorostegui y B. Rodrigo Moya (1998), *Desarrollo y evaluación de recursos humanos*, Pirámide

E. Pérez Gorostegui y B. Rodrigo Moya (1998), *Política de compensación y protección de los recursos humanos*, Pirámide
I. Saavedra (1998a), *Motivación y comunicación en las relaciones laborales*, Pirámide

I. Saavedra (1998b), *Planificación y selección de recursos humanos*, Pirámide

L. Sagi-Vela Grande (2004), *Gestión por Competencias*, ESIC


**FOR SPANISH LABOUR LAW:**


  

**EUROPEAN INDUSTRIAL RELATIONS DICTIONARY:**


**EMIRE, European Employment and Industrial Relations Glossaries by country:**


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**TEACHING METHODOLOGY**

The didactic methodology combines oral and written presentation by the lecturer of existing knowledge which the students are required to assimilate, with techniques based on investigation, which involve the directed study of cases on the part of the student, (organised in groups) in the hours assigned to practice.

It must be warned that the course is not configured for distance education in general and most specifically regarding the course practice. All material for study made available by the lecturer (PowerPoint presentation in the virtual campus, lecture notes in the photocopying room, etc) is a support for class attendance not a substitute.

To attend surgery hours, previous appointment by email or phone is required. Because of time limitations, the lecturer will not respond to queries that have been addressed on this guide or that imply extensive explanation of the subject matter due to course non-attendance.
ASSESSMENT SYSTEM

The principal method of evaluation is the final written examination, and the student can obtain the maximum mark for the module solely through this examination, without undertaking the activities of continual evaluation. In this case, it is necessary to obtain a minimum of 5 points in the examination in order to pass. In the exam, the space to answer each question will be limited and each question will be followed by the score that will be obtained if answered correctly. Questions’ scores may vary between 0.5 points for the simplest and 2.5 points for more complex ones (indicating a sophisticated understanding of theory). The number of questions usually oscillates between 10 and 15. Numerous examples of questions of previous exams will be offered throughout the course.

The continual evaluation requires the regular attendance of the student in both the theoretical and practical classes. It is necessary to attend a minimum of 70 per cent of the practical classes (variable according to number of students’ presentations).

The practical classes in weeks 1-9 have a double purpose: a) to support the understanding of theory through the analysis of cases and their discussion directed by the lecturer, and b) to prepare the students for independent case analysis later on in the course. Therefore these are not evaluated.

Alongside regular attendance, it will be necessary to obtain a minimum of 4 points in the examination in order to pass.

The mark for continual evaluation is valid for any examination taken within the academic year. For the following year, it would be worth a maximum of one point; for years after this, it would have no value.

- Continuous assessment of group work

The principal method of continual evaluation is the oral (weeks 10-13) and written (week 13) presentation of a piece of group work on a case study which requires work outside the class. It is not possible to undertake this work individually.

Students will be informed in Week 1 of the available options and of the dates for the presentations of each case. They will have until Week 5 to choose group members and the case; it is advisable to decide quickly because cases are assigned in order of request. Alternatively, it is possible to undertake field work. Guide material for this will be given with Unit 1.

The maximum recommended number of group members is three; this number may on occasions by increased by the lecturer in order to allow all those who wish to participate in this form of evaluation to do so, given the limited number of hours available; this means the lecturer can add members to groups unilaterally.
To assign the cases, each group will give to the lecturer the names of its members, three cases in order of preference, as well as a contact telephone number in case it were necessary to add further members to the group.

In order to promote debate, each group will also have to read another case in order to ask questions to the group which presents it; these cases will be assigned in order to ensure that they do not coincide with the week of presentation of the group's own case. Groups, their case studies as well as their cases to read for debate, and dates for each, will be made public in the class in Week 6.

The written essay will be handed in either typed or printed. In the front page it will state the name of the case, the names of the members of the group the course title and the group. The following page will be the Contents Index, and the last page (unless annexes are included) will be for the list of references used (bibliographical or other). Therefore, the following will not be accepted by evaluation: hand-written essays, sent by email, lacking index or references list. Minimum extension (without annexes) is of 15 pages (in English, Arial 12, single spacing); there is no upper limit.

Students may obtain up to 2 points as the result of the evaluation of the presentation (of 20 minutes) and of the associated written essay. The mark will be the same for all the members of the group, in order to ensure commitment to the overall quality of the presentation and the written work. All the students in the group must participate in the presentation and in the written work, as well as taking part in the debate with the other group which is assigned to them; failure to fulfil any of these elements will lead to the annulation of the continual evaluation by group work unless the person or persons responsible for this failure abandon the group; such abandoning must be communicated to the lecturer.

- Continuous assessment of individual work

Individual contributions in the class of high quality will also be positively valued, up to a maximum of one additional point.