CURRICULAR UNIT FILE

Academic year 2023/2024 **Course** Erasmus

Code	Scientific Area	ECTS	Mandatory / Optional	Semester	Curricular year
ERA038	HRM	3	Optional	1S	1

Human Resources Management

Distribution of Contact Hours by typology of education							
Total	Theoretical	Theoretical / practical	Practical and Laboratory	Field work	Seminar	Tutorial	Traineeship
30	0	30	0	0	0	0	0

Responsible teaching staff member and lecturing load in the curricular unit		Email
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Learning outcomes of the curricular unit (knowledge, skills and competences to be developed by the students)

Human Resource Management (HRM) is the process of employing people, training them, compensating them, developing policies relating to them, and developing strategies to retain them. As a field, HRM has undergone many changes over the last decades, giving it an even more important role in today's organizations.

The overall objective of this unit is to allow students to understand the HRM in the overall context of management and the importance of human and social dimension as a key variable to organizations success.

After completing this unit, the students should be able to:

- Explain the nature, the responsibilities, and the key fields of action in HRM;
- Justify HRM as a shared responsibility;
- Identify and explain some of the megatrends that determine future challenges in HRM;
- Define and discuss some of the major HRM activities and practices to acquire, reward, develop, and retain human resources and discuss their role in accomplishing an organization's strategic plan;
- Discuss the importance of HR planning in organizations and describe the critical linkages between strategic planning and HR planning;
- Discuss how to develop an effective recruiting program and describe the recruiting process;
- Discuss how can an organization position and present itself as an attractive place to work through building an employer brand and how can they retain promising and talented candidates;
- Define the steps in the selection process, explain how an organization can determine a candidate 's future performance, and which selection criteria and methods can be used to make selection more effective;
- Explain the types of performance issues that occur in the workplace and understand how to develop a process for handling them;
- Explain which components make up total reward and based on which factors are these components determined and discuss in which conditions does money impact motivation for performance;
- Explain and give examples of the types of training that can be offered within an organization and discuss how to ensure that employees transfer what they have learned during training into real life;
- Discuss how do modern media and working conditions influence the way people learn in an organization;
- Understand the uses and applications of a career development program and what are the required conditions for employees to leverage their talent as part of their long-term career;
- Explain the terminology related to international HRM and the impact of culture on HRM practices;
- Discuss how new technologies of information and communication influence HRM.

Syllabus

1. Human Resource Management, the framework
    1.1. The nature and key fields of action in HRM
    1.2. The major challenges facing HRM
    1.3. HRM policies, activities, and functions
2. Acquiring Human Resources
    2.1. Human resource planning
    2.2. Recruitment and selection
3. Rewarding Human Resources
    3.1. Performance management and evaluation
    3.2. Compensation
4. Developing Human Resources
    4.1. Training and development

    4.2. Career planning and development
5. International HRM
6. HRM and new technologies of information and communication

Demonstration of the syllabus coherence with the curricular unit's learning objectives

In the rational, to which the programmatic contents of the curricular unit are obeyed, it was sought that the students, after understanding the socio-economic and strategic framework of the human resources function, were equipped with the techniques proper to the function that allow the achievement of organizational objectives alongside the management of people's motivation and the capacity for innovation and development that they denote in a context that bet on knowledge and recognize them as a vital asset to organizational success.

Teaching methodologies (including evaluation)

The teaching methodology involves expositive and interrogative methods, as well as case studies.
The evaluation can be made according to the following 2 models:
I – Semester assessment according to the continuous evaluation regime (Regulations for the Assessment of Knowledge, ESGTS), composed by:

- Individuals and Group Works, held during the semester about topics to indicate, with a weighting, respectively, of 60% and 40% on the final grade.

To be approved, students must obtain a score equal to, or greater than, ten (10) values, and cannot, in each of the assessments, have a score of less than eight (8) values. In addition, it is mandatory to attend 2/3 (66.7%) of all the classes.

II – Individual assessment, composed only by a written test. The students are considered approved if the grade obtained is equal to, or greater than, ten (10) values.

Demonstration of the coherence between the teaching methodologies and the learning outcomes

Anchoring the acquisition of skills in the three dimensions of knowledge (knowing that, knowing how, and knowing for), it is considered important that the learning methodology is based on the use of various tools of appropriation and realization that allow students to enrich themselves by vicarious learning, reflection by analysis and debate, and transfer of knowledge by simulation. Thus, it is intended that students can understand the HRM as a discipline of business sciences; be able to characterize and use HRM policies and techniques and, finally, be competent in understanding the importance of the human factor for business success.

Bibliography (Mandatory resources):

Armstrong, M. & Taylor, S. (2020). Armstrong's Handbook of Human Resource Management Practice (15th ed.). London: Kogan Page.

Beardwell, J., & Thompson, A. (2017). Human Resource Management: A contemporary approach (8th ed.). Harlow, England: Pearson Education Limited.

Jackson, S.E., Schuler, R.S., & Werner, S. (2011). Managing Human Resources (11th ed.). Mason, USA: South-Western College Pub.

Martory, B. & Crozet, D. (2016). Gestion des ressources humaines – pilotage social et performances (éd.9iéme). Paris: Dunod, Collection Management Sup.

Note: and scientific papers according to the issues under analysis.