

## 1. OVERVIEW

Subject Area	Workshop: HR Decision-Making
Degree	Bachelor's Degree in Business Analytics
School/Faculty	Social and Communication Sciences
Ac. Year	Third
ECTS	6
Type	Compulsory
Language(s)	Spanish/English
Delivery Mode	On campus
Term	Second semester (6th)
Academic Year	2024-2025
Coordinating professor	Juan Manuel Roca

## 2. INTRODUCTION

Students of the Business Analytics Degree offered by Universidad Europea are required to study the subject of HR Decision-Making.

As part of this subject, students will gain a practical insight into the human resources department or division and the role it plays in modern organisations. Since graduates of this degree course will, at different stages of their professional careers, either appraise or be appraised in the context of recruitment process, performance reviews, etc., their professional development will be permanently and closely tied to the content of this subject.

## 3. SKILLS AND LEARNING OUTCOMES

### Key Skills:

- **CB2:** Students can apply their knowledge to their work professionally and possess the necessary skills, usually demonstrated by forming and defending opinions, as well as resolving problems within their study area.
- **CB3:** Students will develop an ability to gather and interpret relevant data (usually within their study area) to form opinions which include reflecting on relevant social, scientific or ethical matters.
- **CB4:** Students will be able to present information, ideas, problems and solutions to both specialist and non-specialist audiences.

**Transversal skills (CT, by the acronym in Spanish):**

- **CT2:** Independent learning: skills for choosing strategies to search, analyse, evaluate and manage information from different sources, as well as to independently learn and put into practice what has been learnt.

**Specific skills (CE, by the acronym in Spanish):**

- **CE06:** Ability to identify and understand the HR department of a business, implement various tools at hand to manage the department, and recognise the primary methods it uses to liaise with other departments.
- **CE18:** Ability to solve complex problems in situations that require information from different functional departments of the business.
- **CE19:** Ability to make business decisions based on objective data.
- **CE20:** Ability to develop a strategy for the purpose of studying business variables and indicators.
- **CE23:** Ability to select, configure and analyse metrics related to sources of information according to the field in question (marketing, finance, etc.)
- **CE24:** Ability to identify information needs, depending on the stated objectives of the task in question.
- **CE29:** Ability to ask the right questions in relation to the anticipated objective of knowledge, with a view to formulating and adding suitable "queries" to the data storage system.

**Learning outcomes (RA, by the acronym in Spanish):**

- **RA1:** Understand the new organisational models.
- **RA2:** Identify new methodologies to select the ones most suited to the type of business in question.
- **RA3:** Monitor new trends in organisational models.
- **RA4:** Identify and apply operating methodologies to new-era organisations.

The following table shows how the skills developed in the course match up with the intended learning outcomes:

Skills	Learning outcomes
CB2, CB3, CT2, CE06, CE18 and CE19.	<b>RA1:</b> Students will recognise and be able to apply the new organisational models used by modern organisations to real-life scenarios.
CB3, CB4, CT2, CE10, CE23.	<b>RA2:</b> Learn to identify methodologies in order to select the ones most suited to the type of business in question.
CB3, CB4, CT2, CE10, CE23.	<b>RA3:</b> Learn to monitor new trends in organisational models.
CB4, CT2, CE6, CE18,	<b>RA4:</b> Identify and apply new operating methodologies to new-era corporations.

## 4. CONTENTS

- Topic 1: Organisation Models and their New Trends.
- Topic 2: HR Forecast Plan.
- Topic 3: Analysis, Description and Assessment of Functional Roles.
- Topic 4: Qualitative Assessment of Functional Roles.
- Topic 5: Quantitative Assessment of Functional Roles.
- Topic 6: Assessment by Factors and Grades.
- Topic 7: Description of Role/Suitable Applicants.
- Topic 8: Developing Psychometric and Professional Assessment Methodologies.

## 5. TEACHING/LEARNING METHODS

The types of teaching/learning methods are as follows:

- Lecture/online conference
- Problem-based learning
- Learning based on workshop teaching

## 6. LEARNING ACTIVITIES

The types of learning activities, plus the amount of time spent on each activity, are as follows:

Type of learning activity	Number of hours
Lectures	10
Asynchronous lectures	10
Case study analysis	20
Problem-solving	10
Oral presentations	10
Written reports and essays	25
Independent assignment	25
Workshop and/or laboratory assignments	40
<b>TOTAL</b>	<b>150 h</b>

## 7. ASSESSMENT

The assessment methods, plus their weighting in the final grade for the course, are as follows:

Assessment system	Weighting
On-campus knowledge tests	20%
Oral presentations	15%
Case study/problem scenario	50%
Laboratory work	15%

On the Virtual Campus, when you open the subject area, you can see all the details of your assessment activities, including the deadlines and assessment procedures for each activity.

### 7.1. Ordinary exam period

To pass the course in the ordinary examination period you must obtain a grade of 5.0 or more out of 10.0 in the final grade (weighted average) for the subject area.

In any case, you must achieve a grade greater than or equal to 4.0 in the final assessment so this can be used for the average with the other activities.

### 7.2. Extraordinary exam period (resits)

To pass the course in the ordinary examination period you must obtain a grade of 5.0 or more out of 10.0 in the final grade (weighted average) for the subject area.

In any case, you must achieve a grade greater than or equal to 4.0 in the final assessment so this can be used for the average with the other activities.

Activities not passed in the ordinary exam period, or those not delivered, must now be delivered after having received the relevant corrections to them by the lecturer.

## 8. TIMELINE

The timeline with delivery dates of assessable activities in the subject area is indicated in this section:

Assessable activities	Date
Design of professional profiles	First fortnight (adjustable)
Development of a job description by factors	Second fortnight (adjustable)
Presentation of a job evaluation in class	Third fortnight (adjustable)
Written reports	Fourth fortnight (adjustable)
On-campus knowledge test	End of semester

The timeline may be subject to modifications for logistical reasons of the activities. Students will be informed of any changes in due time and course.

## 9. BIBLIOGRAPHY

The recommended bibliography is indicated below:

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- IVANCEVICH, J., KONOPASKE, R. (2013). Human Resource Management (12th ed.). NY: McGraw-Hill.
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- WREN, DANIEL A. (2008). Historia de la gestión. Barcelona, ediciones del Belloch.

## 10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

The Educational Guidance and Diversity Unit (ODI in Spanish) offers support throughout your time at university to help you with your academic achievement. Other cornerstones of our educational policy are the inclusion of students with special educational needs, universal access in all our university campuses and equal opportunities.

This ODI unit offers students:

1. Support and monitoring through counselling and personalised student plans for those who need to improve their academic performance.
2. Curricular adaptations to uphold diversity, with assistance for those students who require specific educational support, leading to equal opportunities without significant changes to methodology or evaluation.
3. We offer students a range of extracurricular educational resources to reinforce skills which will enhance their personal and professional development.
4. Career guidance by giving tools and advice to any students who have doubts about their career or think that they have chosen the wrong degree.

Students who need educational support can contact us at:

[orientacioneducativa@universidadeuropea.es](mailto:orientacioneducativa@universidadeuropea.es)

## 11. SATISFACTION SURVEYS

Your opinion matters!

Universidad Europea encourages you to complete our satisfaction surveys to identify strengths and areas for improvement for staff, degree courses and the learning process.

These surveys will be available in the surveys area of your virtual campus or by email.

Your opinion is essential to improve the quality of the degree.

Many thanks for taking part.