

1. BASIC INFORMATION

Course	Human Resources management
Degree program	Bachelors Degree in Tourism and Leisure Management
School	Social Science
Year	3rd
ECTS	6
Credit type	Basic
Language(s)	English
Delivery mode	Campus based
Semester	1st
Academic year	2025-26
Coordinating professor	María Sánchez de Mora
Professor	María Sánchez de Mora

2. PRESENTATION

Human Resources management is a subject that attempts to show a general vision of the importance of human values inside a touristic organization and the developing of competences as a key factor in this development.

This subject aims to introduce the human resources management and the organizational behavior of companies in the tourism sector.

The proposed itinerary pretends to achieve an exhaustive analysis of the importance of human capital in the management and success of tourism companies.

The student will be able to:

- Understand the basic concepts about human resources in the company.
- Identify the main functions of human resources management such as work organization, planning, recruitment and selection, compensation and benefits, as well as talent and diversity management.
- Prepare a general human resources management plan linked to the strategic vision of the organization.

The new mission of People Management is to make work a place where people can achieve their personal objectives at the same time as helping the company to comply with its own mission and this subject seeks to empower self-discovery and the necessary personal skills that every professional should possess.

In compliance with the provisions of Organic Law 10/2022, of 6 September, on comprehensive guarantees of sexual freedom, this subject includes specific training aimed at preventing sexual violence and promoting sexual freedom as a fundamental right. This training is integrated across the board through competency CB3: Students should have the ability to gather and interpret relevant data (normally within their area of study) to make judgements that include reflection on relevant social, scientific or ethical issues.

Thus, the need to educate on respect for human rights, gender equality and diversity in all its expressions is addressed.

This training not only responds to the current regulatory framework, but also actively contributes to the construction of academic and professional environments that are safer, more inclusive and more respectful of the rights of all individuals, in line with the Sustainable Development Goals, in particular SDG 5 (gender equality) and SDG 16 (peace, justice and strong institutions).

3. COMPETENCIES AND LEARNING OUTCOMES

Basic and General Competences:

- CB3 - That students have the ability to gather and interpret relevant data (usually within their study area) to make judgments that include a reflection on relevant issues of a social, scientific or ethical nature
- CB4 - That students can transmit information, ideas, problems and solutions to both specialized and non-specialized audiences
- CB5 - That students have developed those learning skills necessary to undertake further studies with a high degree of autonomy

Transversal competencies:

- CT03 - Teamwork: Ability to integrate and actively collaborate with other people, areas and / or organizations to achieve common objectives.
- CT04 - Written communication / Oral communication: Ability to transmit and receive data, ideas, opinions and attitudes to achieve understanding and action, being oral that which is done through words and gestures and, in writing, through writing and / or graphic supports.
- CT06 - Adaptation to change: Being able to accept, assess and integrate different positions, adapting one's own approach as the situation requires, as well as working effectively in ambiguous situations.
- CT07 - Leadership: Being able to guide, motivate and guide other people, recognizing their capacities and skills to effectively manage their development and common interests.
- CT08 - Entrepreneurial spirit: Ability to assume and carry out activities that generate new opportunities, anticipate problems or imply improvements.

Specific

competencies:

- CE8 - Ability to perform measurement techniques to interpret data and analyze the impacts generated by tourist and leisure activities.
- CE19 - Ability to develop a plan to direct and manage (management) a company in the tourism and leisure sector.

Learning outcomes:

The student will be able to:

- LO1- Understand the basic concepts about human resources in the company.
- LO2-Identify the main functions of human resources management such as work organization, planning, recruitment and selection, compensation and benefits, as well as talent and diversity management.
- LO3-Prepare a general human resources management plan linked to the strategic vision of the organization.

The following table shows the relationship between the competencies developed during the course and the learning outcomes pursued:

Competencies	Learning outcomes
CB3, CB4, CB5	LO1- Understand the basic concepts about human resources in the company.
CT03, CT04, CT06, CT07, CT08	LO2-Identify the main functions of human resources management such as work organization, planning, recruitment and selection, compensation and benefits, as well as talent and diversity management.
CE8, CE19	LO3-Prepare a general human resources management plan linked to the strategic vision of the organization.

4. CONTENT

Content is organized in six main blocks:

1. The internal environment of the company.
2. Psychology of organizations and Human Capital.
3. Strategic planning of Human Resources.
4. New employee boarding processes. Recruitment and selection.
5. Professional development and continuous education of Human Resources.
6. Compensation and Benefits Systems.

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Case study
- Problem-based learning
- Project-based learning
- Cooperative learning
- Real companies visit

6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

Campus-based mode:

Learning activity	Number of hours
Debates and discussions	15
Analysis of materials and revisions	30

Case studies, problem solving, project development and role play	35
Tutoring	6
Independent work	54
Assesment	10
TOTAL	150

7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

Campus-based mode:

Assessment system	Weight
Knowledge test	30%
Case studies analysis and problem solving	20%
Reports, briefs	25%
Self-evaluation and diary	10%
Oral expositions	15%
TOTAL	100%

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

7.1. First exam period

To pass the course in the first exam period, you must obtain a final course grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 5.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

7.2. Second exam period

To pass the course in the second exam period, you must obtain a final grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 5.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

The student must deliver the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not delivered in the first place.

Class attendance is mandatory and must be in person. Students who exceed 30% of unjustified absences (i.e., attendance below 70%) will automatically lose the right to continuous assessment. In this course, the practical component represents a significant percentage of the final grade; therefore, students are strongly advised to avoid missing any in-person class without a duly justified reason.

8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Week	Contents	Learning activities /Assessables	Weight of evaluable activity	Group or Individual	Corresponds with pillars of the UE academic model
1st week of October	First case study Westin Hotel	Case studies	10%	Group	Professional environments and data driven
1st or 2nd week November	Second case study Public company	Case studies	10%	Group	Professional environments and data driven
1st, and 2nd week december	Transdisciplinary activity	Reports/Brief	25%	group	Transdisciplinary activity
3rd week December	Transdisciplinary activity oral expositions	Oral expositions	15%	group	
Exam period	Knowledge test	Knowledge test	30%	individual	-
Last week of classes	Self evaluation diary	Diary	10%	individual	-

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

9. BIBLIOGRAPHY

The recommended bibliography is:

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- IRF Webinar: Rewards & Recognition: Using Your Program to Engage Remote Teams. <https://theirf.org/research/irf-webinar-rewards-recognition-using-your-program-to-engage-remote-teams/2764/>
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- Libro Blanco de los Recursos humanos en España.(2006) Exceltur. https://www.exceltur.org/wp-content/uploads/2015/01/LIBRO_BLANCO_RRHH.pdf

EDUCATIONAL GUIDANCE DIVERSITY AND INCLUSION UNIT

From the Educational Guidance, Diversity and Inclusion Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

orientacioneducativa.uev@universidadeuropea.es

ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.