1. BASIC INFORMATION

Course	PEOPLE MANAGEMENT
Degree program	DEGREE IN MARKETING
School	SOCIAL SCIENCES FACULTY
Year	SECOND
ECTS	3 ECTS
Credit type	COMPULSORY
Language(s)	ENGLISH
Delivery mode	ON SITE
Semester	1st SEMESTER
Academic year	2025 - 2026
Coordinating professor	PAUS MOSCARDÓ, Cristóbal
Professor	CEYLAN, Canan

2. PRESENTATION

The general purpose of the subject "People Management" is to introduce students to the analysis and study of concepts related to the functions of Human Resources departments and their elements, structure and fields of action.

In this sense, it will be important to know both the background of these departments, as well as the aspects related to work organization, HR planning, recruitment and selection, compensation and benefits, job valuation, and performance appraisal, and other important aspects related to HR management.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:

• CB3 - That students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include reflection on relevant social, scientific or ethical issues

Cross-curricular competencies:

• CT4 - Capacity for analysis and synthesis: being able to break down complex situations into their constituent parts; also evaluate other alternatives and perspectives to find optimal solutions. Synthesis seeks to reduce complexity in order to better understand it and/or solve problems.
• CT5 - Ability to apply knowledge to practice, to use the knowledge acquired in academia in situations as close as possible to the reality of the profession for which they are being formed.

Specific competencies:
• CE08 - Ability to interpret the arguments contained in the briefings and produce marketing actions aimed at covering and satisfying the needs of the target audience.

• CE10 - Ability to apply marketing-oriented techniques that allow the company to undertake and lead in a manner that respects democratic values.
• CE17 - Ability to organize work in such a way that the established milestones are met, correctly estimating the development times of the actions proposed in the marketing plan.

Learning outcomes:

• LO1: Acquire the ability to understand the basic concepts of human resources in the company
• LO2: The student will understand 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: The student will learn how to develop an overall 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
CB2;CB3;CB5;CB7	LO1: Acquire the ability to understand the basic concepts of human resources in the company
CB2;CB3;CB5;CB7	LO2: The student will understand 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.
CB2;CB3;CB5;CB7	LO3: The student will learn to develop an overall general human resources management plan linked to the strategic vision of the organization.

4. CONTENT

Topic 1: Work design and organization
Topic 2: HR Planning
     • Job Analysis
Topic 3: Recruitment and selection
     • Sources and methods
     • Integration
Topic 4: The processes of professional development and training of Human Resources
     • Performance appraisal
     • Management by objectives
Topic 5: Compensation and Benefits Systems
     • Job evaluation
     • Remuneration policy

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:
     • Case method
     • Cooperative learning

• Masterclass

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
LA1: Master classes	25
LA2: Autonomous work	15
LA3: Team based activities	10
LA4: Case analysis and problem solving	10
LA5: Knowledge tests	5
LA6: Tutoring	10
TOTAL	**75h**

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 tests: Evaluation criteria are set out in each particular test through the Virtual Campus	40%
Performance observation: Presentation of reports or memos in a group or individual way in class. Evaluation criteria are inserted below	30%
Case/Problem: Case study activities with resolution based on interpretation of explanations. (Rubrics and criteria exhibited on the Virtual Campus for each activity)	30%

When you access the course on the Virtual Campus, 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 **greater than or equal to 5 in the final exam** so that it can be averaged with the rest of the activities. In case of not reaching this qualification, the student must take new test/s of knowledge in an extraordinary call,

qualifying the subject in the ordinary call as FAILED, although the grades corresponding to other assessment systems (work, activities, etc.) may be kept so that they are averaged in the final evaluation of the subject in the EXTRAORDINARY session.

A student who does not match or exceed 50% of the subject, or does not achieve a score of **5 or above out of 10** in the knowledge tests, will be classified in the ordinary call as "suspense", since the continuous evaluation will prevent the student from being considered as not presented. Consequently, it must be submitted to the extraordinary call set out at the time.

If the subject is graded as a suspense in ORDINARY for non-compliance with the attendance percentages, the teacher will indicate to the student which tests, assignments or activities must be taken as a complement in order to pass the subject.

Attendance: For students who take face-to-face teaching, it is mandatory to justify **at least 50% attendance at classes**, as a necessary part of the evaluation process and to comply with the student's right to receive advice, attendance and academic follow-up by the teacher. For this purpose, students must use the technological system that the University makes available to them, or the control system determined by the teacher, to accredit their daily attendance at each of their classes. These systems will also serve to ensure objective information about the student's active role in the classroom. The lack of accreditation by the means proposed by the university of at least 50% attendance, **will allow the teacher** to qualify the subject as suspense in the ordinary call.

7.2. Second exam period

To pass the course in the second exam period, you must obtain a final grade of at least 5,0 out of 10,0 (weighted average).

In any case, you will need to obtain a grade **greater than or equal to 5 in the final exam** so that it can be averaged with the rest of the activities.

Activities that were not successfully completed in the first exam period, must be submitted, after having received the corresponding corrections from the professor, or those that were not delivered.

7. SCHEDULE

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

Assessable activities	Deadline
Activity 1.1.: Writing job description	Week 3
Activity 2.1.: CV review	Week 5
Activity 3.1.: Case study	Week 6
Activity 4.1.: Performance Appraisal	Week 8
Activity 5.1.: Case study	Week 9
Activity 6.1.: Final Project: HR Planning (Presentations and oral exhibition)	Week 12-13

This schedule may be subject to modifications for activity logistics reasons.

All or some of these activities may be carried out, **or one or several global activities may be carried out in a practice that includes several topics.** Any modification will be notified to the student in a timely manner.

8. BIBLIOGRAPHY

The recommended Bibliography is:

Verhulst, S. L., & DeCenzo, D. A. (2024). *Fundamentals of Human Resource Management. (*15th Ed.), Wiley.

Stredwick, J. (2015). *An introduction to human resource management*. (Ed. Electronic reproduction). Ann Arbor, MI : ProQuest.

Nkomo, S., Fottler, M., & D. and McAfee, R. B. (2011). *Human resource management applications: cases, exercises, incidents, and skill builders.* Cengage Learning.

Mayo M. (2016). *Human resources or human capital? Managing people as assets.* Routledge.

Mishra, T. (2024). *A mathematical approaches to human resources.* Cambridge Scholars Publishing.

Martin, J. (2010). *Key concepts in human resource management.* SAGE.

*Human Resource Management (*2016). Creative Commons. Retrieved 2024, from
https://open.lib.umn.edu/humanresourcemanagement/

Portolese Dias, L. (2012). *Human Relations.* Creative Commons. Retrieved 2024, from
https://open.umn.edu/opentextbooks/textbooks/human-relations

Urich, A. (2017). *Methods for Stress Management.* Retrieved 2024, from
https://open.umn.edu/opentextbooks/textbooks/methods-for-stress-management

Supplementary reading and resources will be provided by the lecturer during the course.

9. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity 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

10. 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.

11. PLAGIARISM REGULATIONS

According to the disciplinary regulations for students at the European University:

- Plagiarism, in whole or in part, of intellectual works of any kind is considered a very serious offence.
- Very serious offence relating to plagiarism and the use of fraudulent means to pass assessment tests will result in the loss of the corresponding call, as well as the reflection of the offence and its reason in the academic record.