

1. BASIC INFORMATION

Course	Human Resources
Degree program	Bachelor's Degree in Sport Management
School	Exercise and Sport Sciences
Year	3º
ECTS	6
Credit type	Compulsory
Language(s)	Spanish/English
Delivery mode	On campus/Online
Semester	S5
Academic year	2024/2025
Coordinating professor	Marta Abanades

2. PRESENTATION

The subject area "Human Resources Management" follows the philosophy that people are the differentiating factor at any organisation and, as such, they should be managed as the most valuable company asset. The aim of the subject area is for students to learn about and understand the most recent and innovative trends and techniques in modern human resources management, specifically in the field of sports.

These trends are shaped by the demands of an environment that is constantly changing, due to the competitiveness of our global world and the challenges of applying new technologies to company processes, and by the need to manage workforce diversity and highly qualified employees. Students will study the top skills that are required for managerial roles (flexibility, effective communication and the ability to make decisions based on the effective management of knowledge), and they will analyse how these skills are implemented in HR departments, with specific needs according to different sectors, to respond to challenges that arise in traditional areas such as selection, development and remuneration.

3. LEARNING OUTCOMES

Knowledge

KN02. Describes the design of an entrepreneurship and business development process, from its conceptualization to its implementation and evaluation, taking into account the individual

and contextual characteristics of the company, as well as the historical, technical and ethical principles.

Skills

SK09. Shows ethical behavior and social commitment in performance of professional activities, as well as sensitivity to inequality and diversity.

Competences

CP03. Direct and coordinate teams, both individual and group, in the development of tasks, protocols, processes, and activities related to good exercise practices and physical activity.

CP05. Organize, direct, plan and coordinate the human resources of the different sports entities, including stress evaluation, organizational charts and other professional structures in conjunction with current regulations.

CP10. Value and apply principles of social responsibility in the company, such as environmental management and human rights and the principle of equality, aiming at compliance with current legislation and identifying it as a source of business success opportunities for image reinforcement and the production process in the company.

CP15. Develop business action plans to improve processes that involve material, human or economic resources.

4. CONTENT

The subject area is divided into 5 general blocks (Units).

Unit 1: Human resources management in a digital society.

- 1.1. Strategic management and human resources management.
- 1.2. Diversity management. Application at sports companies
- 1.3. Quality of life and time management: the importance of flexi working
- 1.4. Social responsibility: from hierarchical order to commercial order.

Unit 2: Organisational design in VUCA environments

- 2.1. Workforce planning: decision-making and information systems
- 2.2. The job position: content and meaning
- 2.3. Internal communication and the growth of emotional management
- 2.4. Corporate culture and management style

Unit 3: Recruitment

- 3.1. The impact of technology on recruitment processes
- 3.2. The recruitment process.
- 3.3. The selection process.
- 3.4. Induction plans in the sports sector

Unit 4: Development and training in the context of continuous learning

- 4.1. Employment training in Spain: recent developments
- 4.2. Professional coaching: a mix of training and emotional management
- 4.3. Performance appraisal systems.
- 4.4. Professional career planning.

Unit 5: The compensation process

- 5.1. Remuneration policy design
- 5.2. Motivation and teamwork: managing expectations and different profiles
- 5.3. From leader to leadership: recent developments and the contemporary model
- 5.4. Voluntary rotation: the importance of the exit interview

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methods are as follows:

- Lecture/Webconference
- Case method
- Cooperative learning
- Problem-based learning

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
Master classes	22
Reading content topics	12
Problem solving and practical exercises	15
Case analysis	15
Design of strategies, procedures and intervention plans	25
External visits	5
Tutorials	4

Independent work	22
Simulation exercises/Role playing	10
In-person knowledge tests	5
Individual or group work	15
TOTAL	150

Online mode:

Learning activity	Number of hours
Synchronous virtual classes	22
Reading content topics	12
Problem solving	15
Case analysis	15
Preparation of reports and writings	5
Design of strategies, procedures and intervention plans	25
Virtual tutoring	4
Independent work	22
Simulation exercises/role playing	10
Virtual evaluation tests	5
Individual and/or group work	15
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 tests	30-50%
Problem solving and practical exercises	20-30%
Design and development of practical activities	30-40%

Online mode:

Assessment system	Weight
Virtual knowledge tests	60-60%
Case analysis	10-30%
Design and development of practical activities	20-20%

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.

8. SCHEDULE

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

Assessable activities	Deadline
Activity 1. Resolution of exercise	Week 3-4
Activity 2. Practical workshop/Resolution of practical exercise	Week 5-6
Activity 3. Practical workshop/Resolution of practical exercise	Week 7-8

Activity 4. Resolution of practical exercise-simulation exercise	Week 9-10
Activity 5. Resolution of practical exercise-simulation exercise	Week 11-12
Activity 6. Individual work/topic presentation	Week 13-14
Activity 7. Final exercise	Week 15

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 main reference work for this subject is:

- Moldes Farelo, R. (2012) *De la gestión de recursos humanos a la dirección de personas. Tendencias contemporáneas y casos prácticos*. Valencia, Tirant Lo Blanch.

The recommended Bibliography is:

- Alcalá M. A. (coord.) (2001) *La entrevista de selección*, Madrid, Dossat.
- Almenara Aloy, J. (2005) *La comunicación interna en la empresa*, Barcelona, UOC.
- Alonso Raya, A.; Mtnz Heres, G. (2009) *La gestión de la diversidad en la empresa*
- Aragón Sánchez, A. (2005) *La gestión estratégica de los recursos humanos*, Madrid, Pearson Prentice-Hall.
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- Boltanski, L. y Chiapello E. (2002) *El nuevo espíritu del capitalismo*, Barcelona, Akal.
- Bonache J. (2009) *Retención y ruptura laboral en Evidencias y perspectivas para el siglo XXI*, Madrid, Pearson.
- Bonache, J. y Cabrera, A. (Dres.) (2009) *Dirección de personas. Evidencias y perspectivas para el siglo XXI*, Madrid, Pearson.
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- De Ramos, M. F.; Hernández M. C. (2000); *Outplacement: principios de éxito y reorientación laboral*, Madrid, Griker & Asociados.
- Dolan et Al. (2007) *La Gestión de los recursos humanos*, Madrid, McGrawHill,
- García Jiménez, J. (1998) *La comunicación interna*, Madrid, Díaz de Santos.
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- Poelmans S.; Behan B.; (2009) *La gestión del equilibrio entre el trabajo y la familia*, en *Dirección de Personas, Evidencias y perspectivas para el siglo para el siglo XXI*, Bonache, J. y Cabrera A. (Dres.) Madrid, Pearson Educación.
- Porret Gelabert, M. (2010) *Gestión de Personas*, Madrid, Esic.
- Salmon, C. (2009). *Storytelling la máquina de fabricar historias y formatear las mente,s* Barcelona, Península.
- Villa, J. Pablo; Caperán, J. Ángel; (2010) *Manual de coaching. Cómo mejorar el rendimiento de las personas*, Barcelona, Profit.
- Wren, D. (2008) *Historia de la gestión*, ediciones Belloch, Barcelona.
- VV.AA. (2010) *Punto y seguido: cómo gestionar el desempleo y crear nuevas oportunidades profesionales*, Madrid, Empresa Activa.

10. 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@universidadeuropea.es

11. 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.