



COURSE DATA

DATA SUBJECT

Code: 35858
Name: Strategic management of human resources
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
1313 - Degree in Business Management and Administration	Facultat d'Economia	4	Second quarter
1313 - Degree in Business Management and Administration	Facultat d'Economia	3	Second quarter
1330 - Degree in Business Management and Administration (Ontinyent)	Facultat d'Economia	3	Second quarter
1330 - Degree in Business Management and Administration (Ontinyent)	Facultat d'Economia	4	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1313 - Degree in Business Management and Administration	Compulsory subjects in the pathway: business creation and management	ELECTIVES
1313 - Degree in Business Management and Administration	Compulsory subjects in the pathway: business creation and management	ELECTIVES
1330 - Degree in Business Management and Administration (Ontinyent)	Strategy and management of the human resources	ELECTIVES
1330 - Degree in Business Management and Administration (Ontinyent)	Strategy and management of the human resources	ELECTIVES

COORDINATION

LUNA AROCAS ROBERTO

SUMMARY

This course focuses on reviewing the main practices developed by the human resource management (HRM) function, although having in mind a strategic point of view. The different topics are grouped in two parts. The first part deals with the formulation of HRM strategy. The second part revolves around the implementation of the HRM strategy through the fundamental policies and practices that are typical of this function.



PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

No prior requirements.

COMPETENCES / LEARNING OUTCOMES

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Be able to adapt to new situations.

Be able to analyse and search for information from different sources.

Be able to apply economic principles for the diagnosis and resolution of social problems such as immigration, discrimination and others that affect society and the market.

Be able to contribute positively to raising awareness of environmental and social issues and to overcoming all forms of discrimination, as essential factors for economic development and poverty alleviation.

Be able to coordinate activities.

Be able to define, solve and present complex problems systemically.

Be able to design human resources strategies according to the needs of the company and the surrounding conditions, and to implement them effectively.

Be able to learn autonomously.

Be able to make decisions.

Be able to negotiate and reconcile interests effectively.

Be able to relate the different elements that interact in the decisions of individuals.

Be able to solve problems.

Be able to transmit and communicate complex ideas and approaches to both specialised and lay audiences.

Be able to use English in a professional environment.

Be able to use ICTs in the field of study.

Be able to work in a team.

Demonstrate capacity for analysis and synthesis.



Have critical and self-critical capacity.

Have initiative and entrepreneurial spirit.

Have interpersonal skills.

Have organisation and planning skills.

Know the basic techniques, methods and instruments linked to behaviour analysis.

Know the functions, techniques, models and tools of human resources management and know how to apply them properly.

Manage time effectively.

Show commitment to ethics and social responsibility.

Show creativity.

Show leadership and skills for mobilising the capacities of others.

DESCRIPTION OF CONTENTS

1. The role of Human Resource Management (HRM) in business strategy

- 1.1. Key HRM concepts.
- 1.2. Key HRM challenges.
- 1.3. Evolution of thinking on the HR function.
- 1.4. Evolution of the role of the HR function.
- 1.5. The need of a strategic approach to HRM.

2. The strategy process applied to HRM

- 2.1. HRM best practices.
- 2.2. The strategy process.
- 2.3. HR strategy development (i): Fit with organizational strategies.
- 2.4. HR strategy development (i): Fit with the environment, organizational characteristics, and organizational capabilities.
- 2.5. The three dimensions of HR strategy development.
- 2.6. Types of HR strategies.
- 2.7. Strategic HR processes framework.



3. Human resource information and control systems

- 3.1. Human resource information systems.
- 3.2. Human resource audit.
- 3.3. The balanced scorecard.
- 3.4. Smart talent management: Knowledge management + Talent management.

4. Organizational design and HRM strategy

- 4.1. Organizational structure and design.
- 4.2. Types of organizational structures.
- 4.3. Job design.
- 4.4. Job analysis.
- 4.5. Job description.
- 4.6. Staff planning.

5. Appraising and managing human resources performance

- 5.1. Competency Management.
- 5.2. The appraisal process.
- 5.3. Identifying performance dimensions.
- 5.4. Measuring performance.
- 5.5. Managing performance.

6. Attraction and hiring of human resources

- 6.1. Human resource planning.
- 6.2. Recruitment, selection and socialization.
- 6.3. Talent attraction.
- 6.4. Employer branding.

7. Training and developing human resources

- 7.1. Key challenges in training.
- 7.2. Training vs. development.
- 7.3. Talent development.
- 7.4. Career development models.

8. Motivating human resources

- 8.1. Satisfaction and motivation
- 8.2. Commitment and engagement



9. Rewarding human resources and compensation

- 9.1. Compensation: key concepts.
- 9.2. Job evaluation: systems and methods.
- 9.3. Total Compensation system design: concept and model.
- 9.4. Creating a pay structure.
- 9.5. Non-quantifiable (off-pay) rewards.

10. Recent trends in strategic HRM

- 10.1. Diversity management.
- 10.2. The intra-entrepreneur: management and commitment.
- 10.3. Corporate Social Responsibility from HRM and employee welfare

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	30,00
Classroom practices	30,00
Total hours	60,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	0,00
Independent study and work	0,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	0,00

TEACHING METHODOLOGY

This course differentiates between 'theory' and 'practice' classes. Theory classes will mainly revolve around the lecturer's presentation of the contents of the different topics. However, students will be encouraged to participate actively in the theory lessons, and the lecturer may recommend students to do some prior reading or preparatory activity before some of the theory sessions.

Practice sessions will be mostly based on – though not limited to – teamwork dynamics, according to the indications that the lecturer will deliver in due course. If appropriate, the lecturer will upload onto 'aula virtual' support materials – related to theory classes and/or practice assignments to – be used by students.



All classes are of compulsory attendance.

The use of Artificial Intelligence, and any other type of similar tool, will be allowed to be applied, both to classroom work and autonomous work, as long as the student incorporates a declaration of responsible use into these tasks, indicating, in each case, the source and parts of the work affected

EVALUATION

Assessment of students' performance combines two components:

a) Practice component (40% of course grade), basically based on *continuous assessment* (CA) throughout the semester, graded by evaluating students' performance related to (individual and team) practice assignments and, if appropriate, to the amount and quality of class participation. Attendance to practice classes is compulsory and class attendance will be controlled.

b) Theory component (60% of course grade), basically based on a *final exam* to be taken at the end of the term, aimed at assessing students' knowledge of the different topics that comprise the course contents. Attendance to theory classes, although not officially compulsory, is highly recommended, since the exam will be based on contents of such classes. Students' active participation in theory classes, provided it is of a high quality, may also have some influence on the final course grade.

Each section must be passed to be eligible for the calculation of the overall average for the course. Students are then entitled to a second call for the failed theoretical section and for the recoverable continuous assessment section. Classroom participation cannot be recovered in the second call and is worth 1 point out of 4. The remaining 3 points for continuous assessment may only be recovered in the second call through a final exam on a practical case study covering the entire continuous assessment.

Following article 28 of the Regulation of linguistic uses of the University of Valencia (*ACGUV 167/2014, of September 30, modified by *ACGUV 146/2023), the statements of the exams and exercises will be presented in the language in which they are presented. has officially offered the subject

REFERENCES

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- Baron & Kreps (1999): "Strategic Human Resources. Frameworks for General Managers". John Wiley & Sons. New York.
- Fernández Guerrero (coord) (1998): Organización y Métodos de Trabajo. Civitas. Madrid.
- Herrera (2010): "Dirección de recursos humanos. Un enfoque de Administración de empresas". Ediciones Ramón Llull. Valencia
- Dolan, S.L., Valle Cabrera, R. y López Cabrales, A. (2014). La gestión de las personas y del talento. Ed. McGrawHill
- Luna-Arocas, R.(2018): "Gestión del Talento". De los recursos humanos a la dirección de personas basada en el talento (DPT).
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- Gómez-Mejía, Balkin & Cardy (2011): "Gestión de recursos humanos". Pearson - Prentice Hall
- Gómez-Mejía, L.R., Balkin, D.B., and Cardy, R.L. (2015). Managing Human Resources. Pearson.
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- Luna Arocas, R. (2024). La gestión del talento en 3 pasos. (Amazon)