

**COURSE DATA****DATA SUBJECT****Code:** 42741**Name:** Training and career development**Cycle:** Master's Degree**ECTS Credits:** 3**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
2126 - Master's Degree in Human Resources Management	Facultat de Ciències Socials	1	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
2126 - Master's Degree in Human Resources Management	Functions of human resources management	COMPULSORY

COORDINATION

RAMOS LOPEZ JOSE

REVUELTO TABOADA LORENZO

SUMMARY

This subject aims to qualify students to plan, design, elaborate, implement and assess job training actions and programs, as well as instruments and strategies to manage and develop professional careers in labor organizations.

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 additional requirements needed

COMPETENCES / LEARNING OUTCOMES



2126 - Master's Degree in Human Resources Management

Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.

Students should be able to design and evaluate training plans and potential assessment processes.

Students should be able to design and manage induction programmes for new staff and to design and implement equal opportunities programmes, promoting quality of life and professional development at work.

Students should be able to design organisational charts and functions manuals, and to make proposals for organisational improvement.

Students should be able to design staff establishment plans.

Students should be able to initiate, lead, promote and facilitate interactions, as well as to manage groups of people.

Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.

Students should be able to plan, implement, develop and evaluate human resources management in accordance with scientific models and procedures and in compliance with the ethical criteria of the profession.

Students should be able to prepare reports and make oral presentations related to human resources management.

Students should be prepared for lifelong learning and self-development. The individual develops the ability to incorporate new knowledge, skills and professional competences.

Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.

Students should demonstrate self-directed learning skills for continued academic growth.

Students should have assertive communication and negotiation skills. This means being able to carry out negotiations related to the direction and management of human resources, and being able to carry out a mediation activity that facilitates an adequate management of human resources.

Students should know the fundamental characteristics of the labour market in Spain, its trends and structural changes.

DESCRIPTION OF CONTENTS



1. Job Training

- Planning and design of job training actions and programs.
- Training of trainers.
- Implementation of job training actions and programs.
- Assessment of job training.
- Psychosocial aspects of training.
- Training on personnel management in virtual environments.
- Continuous professional development.

2. Work socializations and career management and development

- Work Socialization. Onboarding plan.
- Introduction to potential appraisal.
- Career patterns and counseling.
- Tutoring, coaching and mentoring.
- Vertical and horizontal careers.
- Expatriates, reverse expats and international careers.
- Development of professional competencies.
- Exit from organizations and disengagement options.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Tutorials	6,00
Theory	18,00
Classroom practices	6,00
Total hours	30,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	15,00
Independent study and work	5,00
Preparation of lessons	10,00
Preparation for assessment activities	0,00
Resolution of case studies	15,00
Total hours	45,00

TEACHING METHODOLOGY



-Oral presentations, professor's speeches with active participation from students.

-Seminars and activities supervised by professors (case studies, practices, exercises, debates, groups dynamics, role-playing, external activities, use of computer software, etc.)

EVALUATION

To pass this subject, students should:

- Assist and participate.
- Deliver the case studies and assignments required by professors, achieving the specifications of each one.

Final marks will be the mean value of the assignments required (80%) and active involvement (20%).

- There will be two blocks of works, one for each block of content.
- An average of the marks of the two blocks will be taken as long as the mark of each block is at least a 4 out of 10. Both in the first and second call.

In second call it will not be possible to improve the mark of active participation, that it is not recoverable. To pass the subject in the second call, the mark can be improved by improving the works done or making other substitutes proposed by the teaching staff.

The course grade will be subject to the provisions of the Grading Regulations of the University of Valencia (ACGUV 12/2004) (<http://www.uv.es/graus/normatives/Reglamentqualificacions.pdf>)

In the event of fraudulent practices, copying or plagiarism, the provisions of the Protocol for action against fraudulent practices of the University of Valencia (ACGUV 123/2020) will be followed: <https://www.uv.es/sgeneral/protocols/c83.pdf>

Use of Artificial Intelligence

It is reminded that any form of fraud resulting from plagiarism or the use of documentation without proper source citation must be avoided. According to Law 3/2022, of February 24, on university coexistence, fraud also includes the use of artificial intelligence applications without explicitly stating that they have been used and without explaining which prompts or instructions were applied to obtain the results.

REFERENCES

Basic references



Bonache, J. y Cabrera, A. (dir.) (2002): Dirección estratégica de las personas. Prentice Hall.

Gómez Mejía, L.R., Balkin, O.B. y Cardy, R.L. (2005): Gestión de recursos Humanos. Prentice Hall.

Gordon, M. E. (2011). The dialectics of the exit interview: A fresh look at conversations about organizational disengagement. *Management Communication Quarterly*, 25(1), 59-86.

Lavigna, B. (2009). Getting onboard: Integrating and engaging new employees. *Government Finance Review*, 25(3), 65-70.

McNulty, Y., & Vance, C. M. (2017). Dynamic global careers: A new conceptualization of expatriate career paths. *Personnel Review*, 46(2), 205-221.

Revuelto, L. (2016). Apuntes sobre Desarrollo directivo y coaching.

Rodríguez, J.L. y Medrano, G. (1993). La formación en las organizaciones. Madrid: Eudema.

Sastre, M. A. y Aguilar (2003): Dirección de recursos humanos. Un enfoque estratégico. McGraw-Hill.

Complementary references

Alles, M. A. (2009a) Diccionario de Competencias. La Trilogía Volúmenes 1, 2 y 3. 1a edición, Buenos Aires: Granica

Baron, L., & Morin, L. (2010). The impact of executive coaching on self-efficacy related to management soft skills. *Leadership & Organization Development Journal*, 31(1), 18-38.

Bee, F and Bee, R. (1994). Training needs analysis and evaluation. Institute of Personnel Psychology, London.

Buckley, R. y Caple, J. (1991). La formación. Teoría y práctica.

Cable, D. M., Gino, F., & Staats, B. R. (2013). Reinventing Employee Onboarding. *MIT Sloan Management Review*, 54(3), 22-28.

Caldwell, B. G., & Caldwell, C. (2016). Ten classic onboarding errors: violations of the HRM-employee relationship. *Business and Management Research*, 5(4), 47-55.

Cohen, N. H. (2004). Mentoring. Madrid: Editorial Universitaria Ramón Areces.



- Del Pozo, P. (1993). *Formación de formadores*. Madrid: Eudema.
- Fernández- Ríos, M. y Sánchez, J. C. (1997). *Valoración de Puestos de Trabajo*. Madrid: Díaz de Santos.
- Gan, F. y Soto, R. (2007): *Carrera profesional: claves, competencias y vitaminas*. Madrid: Díaz de Santos.
- Gil Flores, J. (2007): *¿La evaluación de competencias laborales?.* Facultad de Educación. UNED. *Educación XXI*, 10, pp. 83-107.
- Goldstein, I.L. (1991). *Training in work organizations*. In M.D. Dunnette and L.M. Hough (Eds.): *Handbook of Industrial and Organizational Psychology*. Vol 2. Consulting Psychologists Press, Inc. California. p. 507-620.
- Goldstein, I.L. (1993). *Training in organizations. Needs assessment, development and evaluation*. (3rd ed). Brooks/Coole, Pacific Grove, CA.
- Haccoun, R.R. and Saks, A.M. (1997): *Training in the 21st Century: Some lessons from the last one*. *Canadian Psychology*, 39, 33-51.
- Kahle-Piasecki, L. (2011). *Making a mentoring relationship work: What is required for organizational success*. *Journal of Applied Business and Economics*, 12(1), 46-56.
- Knight, R. (2016, January 15). *The Right Way to Off-Board a Departing Employee*. Harvard Business Review Online.
- Kraiger K. (2003). *Perspectivas on training and development*. En W. C. Borman, D. R. Illgen y R. J. Klimoski (Eds.), *Handbook of Psychology*, Vol. 12, *Industrial and Organizational Psychology*. Hoboken, NJ: John Wiley & Sons.
- Launer, V. (2011): *Coaching: Un Camino hacia Nuestros Éxitos*. Madrid: Pirámide, Colección Empresa y Gestión.
- Lewis, S., & Arnold, J. (2012). *Organisational career management in the UK retail buying and merchandising community*. *International Journal of Retail & Distribution Management*, 40(6), 451-470.
- Luecke, Richard (2005): *Coaching y Mentoring*. Barcelona: Deusto, Colección Harvard Business Essentials.
- Martín, A. (2007). *El plan de acogida como instrumento de eficiencia*. *Capital Humano* (206), 74-80.
- Osca, A. (2006). *Selección, evaluación y desarrollo de los recursos humanos*. Madrid, Sanz y Torres.
- Rollag, K., Parise, S., & Cross, R. (2005). *Getting new hires up to speed quickly*. *MIT Sloan Management Review*, 46(2), 35-41.



Salas, E. y Cannon-Bowers, J.A. (2001). The science of training: a decade of progress. *Annual Review of Psychology*, 52, 471-499.

Smith, B.J. y Delahaye, B.L. (1987). *How to be an effective trainer*. New York: John Wiley & Sons.

Stahl, G. K., Miller, E. L., & Tung, R. L. (2002). Toward the boundaryless career: A closer look at the expatriate career concept and the perceived implications of an international assignment. *Journal of World Business*, 37(3), 216-227.

Valderrama, B. (2009): *Desarrollo de Competencias de Mentoring y Coaching*. Madrid: Pearson.

Whetten, D. A.; Cameron, K. S. (2008). *Desarrollo de habilidades directivas*. 8ª ed. México: Pearson Education.