

**COURSE DATA****DATA SUBJECT**

**Code:** 42753  
**Name:** Competency-based and value-based management  
**Cycle:** Master's Degree  
**ECTS Credits:** 3  
**Academic year:** 2025-26

**STUDY (S)**

Degree	Center	Acad. year	Period
2126 - Master's Degree in Human Resources Management	Facultat de Ciències Socials	2	First quarter

**SUBJECT-MATTER**

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

**COORDINATION**

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**SUMMARY**

This subject tries to show and to provide students comprehensive Human Resources Management systems, particularly in the case of the Management Skills; and based on the definition and management of the corporate culture of companies, in the case of Management by Values.

The management of competences is analyzed from a strategic perspective, and seeks the alignment of HR policies with the strategy of organizations to achieve competitive advantage through people.

System Management by Values works from the concept of corporate culture, the necessary alignment between culture and business strategy, and the probable need for organizational change management. It is therefore a Strategic Management system that proposes to align the values of the organization and of the people in order to achieve competitive advantage through the management of a fundamental element of culture, the values that compose it. Students will learn to define, identify and assess values, and to identify mechanisms and tools for managing cultural change, primarily through the concepts of leadership, communication and HR policies

**PREVIOUS KNOWLEDGE****RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**

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



## OTHER REQUIREMENTS

The basic previous knowledge should be: Strategic Management, Strategic HR Management, HR policy development, basic knowledge on the definition and identification of Professional Competencies

## COMPETENCES / LEARNING OUTCOMES

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

Students should be able to adapt to change and be creative. In this sense, they should develop the ability to modify predictable and habitual behaviour in order to adapt to the demands of different situations without substantially modifying the final objectives of the work processes (incorporating new data from the environment).

Students should be able to design and conduct interviews to support human resources management functions.

Students should be able to establish mechanisms to guide and motivate workers.

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 lead people and teams to achieve the objectives of human resources management. In this sense, they should develop a certain level of relational sensitivity and empathy.

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

Students should be able to self-organise, which means systematically planning and setting realistic time schedules for the different tasks in their personal agenda, prioritising their activities, attending to criteria of urgency and importance, using explicit tools and procedures to control the level of performance and optimising time.

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 develop a certain tolerance for uncertainty.



Students should have the ability to communicate, influence and be effective in interpersonal relationships.

Students should understand and be able to develop leadership processes in human resources management by promoting systems of participation in the organisation and developing an appropriate internal communication policy.

Students should understand and manage cultural and ethnic diversity in organisations.

## DESCRIPTION OF CONTENTS

### 1. 1. Integrative systems of Human Resource Management

Create competitive advantages through the HR function: alignment with corporate strategy.

The concept of professional competence.

Identification, description and type of skills.

Professional competencies as the core in the deployment, monitoring and evaluation of the strategy and HR policies.

### 2. 2. Management with values: corporate culture as a competitive argument

Strategic Management and Culture.

Definition of Culture.

Definition and identification of values.

Value Management.

Mechanisms of cultural change: leadership, communication and HR policies

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Tutorials	6,00
Theory	16,00
Classroom practices	8,00
<b>Total hours</b>	<b>30,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	35,00
Independent study and work	10,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00



## TEACHING METHODOLOGY

The teaching methodology will be:

Expository and Participatory Master Class, trying to provide new knowledge and clarify the existing one within an overall framework of management systems.

Various group activities (group dynamics to practical case analysis and development of group work) for the sharing of opinions and suggestions will be designed, while students are invited to participate with their individual opinions.

## EVALUATION

- Class attendance, contributions during classes. Participation and involvement of students. (10% of the final grade). Due to its nature of continuous evaluation, this activity is not recoverable in any call
- Carrying out individual work (40% of the final grade). Recoverable on second call.
- Exam - end-of-year group project (40% of the final grade). Recoverable on second call.
- Presentation and oral defense of the group work at the end of the course (10% of the final grade). Due to its nature of continuous evaluation, this activity is not recoverable in any call.

For the final evaluation, it is essential to present all the works and pass with more than a five (on a 10-point scale) all the works carried out, including the exam or end-of-course group project.

In the event of a tie, when awarding the honors, the student who has had a more active participation in the classroom, and who has submitted the suggested volunteer practices and activities, will receive the tuition.

The existence of plagiarism in any of the works or reports carried out will suppose a failure of the subject.

In the second call, the classification of non-recoverable activities is maintained.

The student can pass the subject in second call from the presentation of the works (and discussion in tutoring with the teacher).

## REFERENCES

- Levy-Leboyer, C., & Prieto, J. M. (2001). Gestión de las competencias: cómo analizarlas, cómo



evaluarlas, cómo desarrollarlas. Gestión 2000.

- Gómez, L. R., Balkin, D. B., & Cardy, R. L. (2005). Gestión de recursos humanos. Pearson. 5ª Edición.
- García, S., & Dolan, S. (1997). La dirección por valores. España: Editorial Mc GrawHill.
- Garcia-Tenorio Ronda, Jesús y Sabater Sánchez, Ramón (Coordinadores) (2004). Fundamentos de Dirección y Gestión de Recursos Humanos. Ediciones Paraninfo.
- Bonache, J., & Cabrera, Á. (2006). Dirección de personas. Pearson Educación.
- Federico Gan y otros, (2006). Manual de programas de Desarrollo de RRHH. Apóstrofe.
- Fernández López, I. (2005). Gestión por competencias: Un modelo estratégico para la dirección de recursos humanos. Pearson.