

Bachelor Degree in Tourism and Hospitality Management

Academic Year: 2020-2021

Teaching guide

Area: Business II: Business Organization

Subject: Human Resources Management

Period: Semester 3

Lecturers:

Dr. Itziar Ramírez García

Publication for the exclusive use of the School of Tourism and Hospitality Management Sant Ignasi (Ramon Lull University).

Total or partial reproduction is prohibited.

MODULE: BUSINESS FOUNDATIONS

AREA: BUSINESS II: BUSINESS ORGANIZATION

SUBJECT: HUMAN RESOURCES MANAGEMENT

CODE: OB3EMP-II-II

LANGUAGE: ENGLISH

YEAR: 2

PERIOD: SEMESTER 3

CREDITS: 4 ECTS

1. Subject objectives

This module explores effective approaches to strategic human resources management and the implications for organizational success.

It also provides the student with the ability to critically appreciate techniques and models underpinning the human resources processes at corporate level.

Main objectives include:

- Align HR actions and policies with organizational goals.
- Analyze the role of the HR function in organizations and generate the specialist knowledge required by people management in order to implement appropriate HR solutions.
- Provide students with a framework for the diagnosis, analysis, solution and implementation of human resources practices.

2. Competencies developed

Basic

B01 - Be able to acquire, understand and structure knowledge.

B02 - Be able to apply knowledge.

B03 - Be able to search for and manage information in order to solve problems, transmit reflective judgements and/or make decisions.

General

G01 - A commitment to ethics: be able to act in consequence and with basic ethical and social principles and values

G04 - Knowledge of yourself: be able to read your emotions and judge their impact, and be able to

control them and your negative emotions. Understand your strong points and your limitations and apply these to the professional environment.

G06 - Interpersonal Empathy/Comprehension: understands other people's emotions, understands their points of view and is genuinely interested in their concerns.

G10 - Orientation towards others/the client: implies the desire to help or serve others/the client, to discover and satisfy their needs.

G13 - Personal development: potentialize other's abilities through 'feedback' and 'coaching'. Implies constant effort to improve learning in others from an appropriate analysis of their needs and the needs of the organization, as well as empowering others to work as a team effectively.

Specific

E11 - Plan and manage human resources in tourism organizations.

E13 - Lead and manage the various types of tourism organizations.

3. Content

Session 1: Teaching guide, evaluation, introduction.

Session 2: Strategic Human Resources Management.

Session 3: Contracts of Employment.

Session 4: Convenio Hospitality Industry.

Session 5: Recruitment.

Session 6: Selection .

Session 7: Learning and development.

Session 8: Learning Styles Questionnaire.

Session 9: Talent Management.

Session 10: Total Reward Management.

Session 11: Psychological Contract.

Session 12: Conflict at work.

Session 13: Disciplinary procedures.

4. Teaching methodology

Debates.

Finding information and preparation and organization of material. Independent study is very important. This is the time that you spend learning outside the classroom. It is likely to include readings, revisions and so on.

Practical Exercises.

Case Studies.

Student Presentations (individual or group).

Plenary Lectures.

Working individually or in groups.

Readings. Each session will be supported by your own reading, on Moodle you will find some recommended readings but you should get out of your comfort zone and explore academic articles related to the topic.

5. Assessment activities

Regular examination call

- **Reward Management - Delivery date 14.05.2021**

Academic Work (Group - 65%)

Evaluated competences: B01,B02,B03,G01,G04, G06,G10,G13,E11,E13

- **Create a Recruitment Day Submissions and Presentations 11/03/2021**

Academic Work (Group - 35%)

Evaluated competences: B01,B02,B03,G01,G04, G06,G10,G13,E11,E13

The grades of the assessments will be averaged only if all items are marked 5.0 or higher. See assignment guidelines for complete details.

If the students fails to attend on the day of the assessment activities, the student will be graded with a 0 and resit conditions will apply.

Assessments should be uploaded on the Moodle on time. Those assessments that are not uploaded on time will be graded with a 0, and the resit conditions apply.

For all assessments the HTSI referencing guidelines, cover page, format and lay-out instructions should be used appropriately.

Late submission: permission to submit an assessment late may be granted by the lecturer. Permission is dependent upon valid reasons and may be refused. Valid reasons are, for example, an extended illness or unforeseen personal difficulties. If a late submission is approved, you will be given written confirmation of the alternative submission date. The maximum extension to any submission deadline is normally 2 weeks.

Unless the reason for lateness makes this impossible, permission for late submission must be sought at

least 4 days in advance of the submission deadline. Where late submission is requested on medical grounds, a medical certificate must be provided.

Resit examination call

- **Reward Management Assignment**

Academic Work (Individual - 65%)

Evaluated competences: B01,B02,B03,G01,G04,G06,G10,G13,E11,E13

- **Create a Recruitment Day**

Academic Work (Individual - 35%)

Evaluated competences: B01,B02,B03,G01,G04, G06,G10,G13,E11,E13

IMPORTANT INFORMATION: At the resit examination call, the grades corresponding to the submitted assessments with a grade of 5.0 or above will be accounted for, though the MAXIMUM GRADE grade for assessments submitted at the resit is a 5.0.

Lecturer will select companies for the retake assignments.

Repeating students without attendance: regular examination call

- **Create a Recruitment Day (Mar, 11/2021)**

Academic Work (Individual - 35%)

Evaluated competences: B01,B02,B03,G01,G04, G06,G10,G13,E11,E13

- **Reward Management Assignment (May, 14/2021)**

Academic Work (Individual - 65%)

Evaluated competences: B01,B02,B03,G01,G04,G06,G10,G13,E11,E13

The grades of the assessments will be averaged only if all items are marked 5.0 or higher.

If the students fails to assist on the day of the assessment activities, the student will be graded with a 0 and resit conditions will apply.

Assessments should be uploaded on the Moodle on time. Those assessments that are not uploaded on time will be graded with a 0, and the resit conditions apply.

For all assessments the HTSI referencing guidelines, cover page, format and lay-out instructions should

be used appropriately.

Late submission: permission to submit an assessment late may be granted by the lecturer. Permission is dependent upon valid reasons and may be refused. Valid reasons are, for example, an extended illness or unforeseen personal difficulties. If a late submission is approved, you will be given written confirmation of the alternative submission date. The maximum extension to any submission deadline is normally 2 weeks.

Unless the reason for lateness makes this impossible, permission for late submission must be sought at least 4 days in advance of the submission deadline. Where late submission is requested on medical grounds, a medical certificate must be provided.

Repeating students without attendance: resit examination call

• Reward Management Assignment

Academic Work (Individual - 65%)

Evaluated competences: B01,B02,B03,G01,G04,G06,G10,G13,E11,E13

• Create a Recruitment Day

Academic Work (Individual - 35%)

Evaluated competences: B01,B02,B03,G01,G04, G06,G10,G13,E11,E13

IMPORTANT INFORMATION: At the resit examination call, the grades corresponding to the submitted assessments with a grade of 5.0 or above will be accounted for, though the MAXIMUM GRADE grade for assessments submitted at the resit is a 5.0.

Lecturer will select companies for the retake assignments.

Follow-up meetings

Week 1 (Feb, 12/2021), 14.30

Week 7 (Mar, 26/2021), 14.30

Week 13 (May, 07/2021), 14.30

6. Bibliography

Mandatory readings

Muller-Camen, M., Croucher, R. and Leigh, S. (2008) Human Resources Management: A case study approach. London: CIPD. See chapters/pages All

Kotter, J. (2007), Leading change: why transformation efforts fail, Harvard Business Review, January, 96-103.

Recommended readings

Foot, M. and Hook, C. (2005) *Introducing Human Resource Management Organizational Behaviour*. Essex: Prentice Hall.

www.acas.org.uk

Bailey, C., Madden, A., Alfes, K. and Fletcher, L. (2017), The Meaning, Antecedents and Outcomes of Employee Engagement: A Narrative Synthesis. *International Journal of Management Reviews*, 19: 31?53. doi:10.1111/ijmr.12077

Caldwell, R. (2004), Rhetoric, facts and self-fulfilling prophecies: exploring practitioners' perceptions of progress in implementing HRM. *Industrial Relations Journal*, 35: 196?215. doi:10.1111/j.1468-

Francis, H. and Keegan, A. (2006), The changing face of HRM: in search of balance. *Human Resource Management Journal*, 16: 231?249. doi:10.1111/j.1748-8583.2006.00016.x

Wood, S. (1999), Human resource management and performance. *International Journal of Management Reviews*, 1: 367?413. doi:10.1111/1468-2370.00020

Cooke, F; Shani,D;wang, J. (2014) Talent Management in China and India: A comparison of management perceptions and human resources practices. <https://doi.org/10.1016/j.jwb.2013.11.006>

Harter, J.K., Schmidt, F.L., & Killham, E.A. (2003). Employee engagement, satisfaction, and business-unit-level outcomes: A meta-analysis (Technical paper). Omaha, NE: Gallup

Baum, T (2015) Human resources in tourism: Still waiting for change? ? A 2015 reprise. *Tourism Management* Volume 50, October 2015, Pages 204-212 <https://doi.org/10.1016/j.tourman.2015.02.001>

Haiyan Kong, Sujuan Wang, Xingxing Fu, (2015) "Meeting career expectation: can it enhance job satisfaction of Generation Y?", *International Journal of Contemporary Hospitality Management*, Vol.27 Issue: 1, pp.147-168, <https://doi.org/10.1108/IJCHM-08-2013-0353>

Houtenville,A; Valentini, K. (2011) People with Disabilities: Employers' Perspectives on Recruitment Practices, Strategies, and Challenges in Leisure and Hospitality. *Cornell Hospitality Quarterly* Vol 53, Issue 1, pp. 40 - 52 [10.1177/1938965511424151](https://doi.org/10.1177/1938965511424151)

7. Lecturer/s

Dr. Itziar Ramírez García (Head lecturer) - itziar.ramirez@htsi.url.edu

Contact hour: By appointment via e-mail

<https://www.linkedin.com/in/itziarramirez/>

Itziar Ramírez originally from Barcelona, Spain, has more than 12 years of experience in the Hospitality Industry particularly in the field of human resource management. She has worked with multicultural teams in Barcelona, Hong Kong and London and participated in challenging projects such as the opening of the tallest hotel in Europe, the Shangri-La Hotel at the Shard. Currently she is a lecturer and professional developer at the School of Tourism and Hospitality Management Sant Ignasi. From an academic point of view, she holds a master's degree in Human Resource Management and is about to defend her PhD Thesis on Organisational Psychology. She is member of the Chartered Institute of

Personnel and Development and works as an external consultant for a luxury hospitality recruitment company

8. Observations

In the event of a health emergency, the faculty will resume the academic activity as follows:

- [-] The academic board will notify students and lecturers about the change to remote mode, its timeframe and the appropriate recommendations.
- [-] The face-to-face activity will be transferred to the remote environment through the virtual classroom and the HTSI videoconferencing tools accessible with the students' credentials.
- [-] The academic activity will be maintained in the established schedules and calendars, being able to adapt in other timetables to facilitate the development of the meetings and tutoring activities.
- [-] The contents and activities will be maintained as planned. In the case of visits or sessions with professionals in the classroom, these could be re-planned or adapted by other similar ones depending on the circumstances.
- [-] The weight of the evaluation activities is maintained. The delivery dates can be modified if the confinement conditions influence the development of the activity (for example, data collection, interviews ...) so as not to harm the student.