



| Teaching Guide | | | | |
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| Identifying Data | | | | 2021/22 |
| Subject (*) | Labour Economics | Code | 660G01027 | |
| Study programme | Grao en Relacións Laborais e Recursos Humanos (Coruña) | | | |
| Descriptors | | | | |
| Cycle | Period | Year | Type | Credits |
| Graduate | 2nd four-month period | Third | Obligatory | 6 |
| Language | Spanish | | | |
| Teaching method | Face-to-face | | | |
| Prerequisites | | | | |
| Department | Economía | | | |
| Coordinador | Escourido Calvo, Manuel | E-mail | manuel.escourido@udc.es | |
| Lecturers | Escourido Calvo, Manuel | E-mail | manuel.escourido@udc.es | |
| Web | www.erlac.es | | | |
| General description | <p>Subject aimed at acquiring skills in the areas of:</p> <p>Economy, labor market: relationships, theories and institutions. Evolution of the regulatory framework governing labor relations. Socio-labor policies. Select and manage economic and labor market information and documentation.</p> | | | |
| Contingency plan | <p>1. Modifications to the contents: NO.</p> <p>2. Modifications to the Methodologies:</p> <p>*Teaching methodologies that are maintained</p> <p>*Teaching methodologies that are modified</p> <p>3. Mechanisms for personalized attention to students</p> <p>4. Modifications in the evaluation</p> <p>*Evaluation observations:</p> <p>5. Modifications to the bibliography or webgraphy</p> | | | |

| Study programme competences | |
|-----------------------------|---|
| Code | Study programme competences |
| A1 | Marco normativo regulador das relacións laborais. |
| A2 | Marco normativo regulador da Seguridade Social e da protección social complementaria. |
| A5 | Políticas sociolaborais. |
| A6 | Economía e mercado de traballo. |
| A11 | Teoría e sistemas de relacións laborais. |
| A16 | Asesorar e/ou xestionar en materia de emprego e contratación laboral. |
| A18 | Interpretar datos e indicadores socioeconómicos. |
| A19 | Identificar as fontes de información económica e o seu contido. |
| A21 | Realizar análises e diagnósticos, prestar apoio e tomar decisións en materia de estrutura organizativa, organización do traballo, estudo de métodos e estudo de tempos de traballo. |
| A26 | Aplicar técnicas cuantitativas e cualitativas de investigación social ao ámbito laboral. |



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| A32 | Comprender a relación entre procesos sociais e a dinámica das relacións laborais. |
| A33 | Comprender o carácter dinámico e cambiante das relacións laborais no ámbito nacional e internacional. |
| A35 | Análise crítico das decisións emanadas dos axentes que participan nas relacións laborais. |
| B1 | Resolución de problemas. |
| B2 | Capacidade de análise e síntese. |
| B3 | Capacidade de organización e planificación. |
| B4 | Capacidade de xestión da información. |
| B8 | Razoamento crítico. |
| B9 | Traballo en equipos. |
| B10 | Recoñecemento á diversidade e á multiculturalidade. |
| B20 | Que os estudantes teñan a capacidade de reunir e interpretar datos relevantes (normalmente dentro da súa área de estudo) para emitir xuízos que inclúan unha reflexión sobre temas relevantes de índole social, científica ou ética. |
| B21 | Que os estudantes poidan transmitir información, ideas, problemas e solucións a un público tanto especializado como non especializado. |
| B22 | Que os estudantes desenvolvesen aquelas habilidades de aprendizaxe necesarias para emprender estudos posteriores cun alto grao de autonomía. |
| C1 | Expresarse correctamente, tanto de forma oral coma escrita, nas linguas oficiais da comunidade autónoma. |
| C2 | Dominar a expresión e a comprensión de forma oral e escrita dun idioma estranxeiro. |
| C3 | Utilizar as ferramentas básicas das tecnoloxías da información e as comunicacións (TIC) necesarias para o exercicio da súa profesión e para a aprendizaxe ao longo da súa vida. |
| C5 | Entender a importancia da cultura emprendedora e coñecer os medios ao alcance das persoas emprendedoras. |
| C6 | Valorar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben enfrontarse. |
| C7 | Asumir como profesional e cidadán a importancia da aprendizaxe ao longo da vida. |
| C8 | Valorar a importancia que ten a investigación, a innovación e o desenvolvemento tecnolóxico no avance socioeconómico e cultural da sociedade. |

| Learning outcomes | | | |
|---|-----------------------------|-----|----|
| Learning outcomes | Study programme competences | | |
| Understanding of the operation, interpretation and policies to be implemented in the different types of labor market. | A1 | B1 | C1 |
| Anticipation of socio-labor policies and their effects. Knowledge of the role of the different actors of the labor market (company, workers, unions, governments, institutions, etc.) | A2 | B2 | C2 |
| | A5 | B3 | C3 |
| | A6 | B4 | C5 |
| | A11 | B8 | C6 |
| | A16 | B9 | C7 |
| | A18 | B10 | C8 |
| | A19 | B20 | |
| | A21 | B21 | |
| | A26 | B22 | |
| | A32 | | |
| | A33 | | |
| A35 | | | |



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| <p>Economy and labor market. Advise and / or manage employment and employment. Interpret socioeconomic data and indicators. Identify the sources of economic information and their content. Problem solving. Ability to analyze and synthesize. Critically evaluate the knowledge, technology, and information available to solve the problems you face.</p> | A1 | B1 | C1 |
| | A2 | B2 | C2 |
| | A5 | B3 | C3 |
| | A6 | B4 | C5 |
| | A11 | B8 | C6 |
| | A16 | B9 | C7 |
| | A18 | B10 | C8 |
| | A19 | B20 | |
| | A21 | B21 | |
| | A26 | B22 | |
| | A32 | | |
| | A33 | | |
| | A35 | | |

| Contents | |
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| Topic | Sub-topic |
| UNIT 1.- WORK, EMPLOYMENT AND ECONOMIC GLOBALIZATION. | <ul style="list-style-type: none"> - The functioning of the labor markets. - "Work" as "singular merchandise". - Job Demand and Job Offer. - Labor and economic globalization. |
| UNIT 2.- CONCEPTS, DEFINITIONS AND STATISTICS OF THE LABOR MARKET. | <ul style="list-style-type: none"> - Introduction. Labor economics as a discipline. - Labor concepts and basic statistics. - Labor market indicators. - Sources of information for the study of labor markets. |
| UNIT 3.- THEORETICAL APPROACHES FOR LABOR MARKET ANALYSIS. SUPPLY, DEMAND AND SALARIES. - | <ul style="list-style-type: none"> - The traditional approaches: Neoclassical, Keynesian, Marxist and Institutional. - Recent approaches: Institutionalists, Chicago and Cambridge Schools, Matching Model, Transitional Markets, etc. - Supply, Demand and Salary from a theoretical perspective. |
| UNIT 4.- QUALIFICATION OF THE JOB OFFER. HUMAN CAPITAL. | <ul style="list-style-type: none"> - Education and employment in economic theory. - Labor market theories and labor policy. - Education and employment in Europe, Spain and Galicia. |
| UNIT 5.- LABOR INSTITUTIONS. | <ul style="list-style-type: none"> - The Labor Institutions: origin and typology. - The Labor Institutions in Europe and Spain. |
| UNIT 6.- THE LABOR MARKET AND ACTIVE EMPLOYMENT POLICIES. | <ul style="list-style-type: none"> - Labor policies: economic fundamentals. - Active employment policies: definition and characteristics. - Strategy and application of active employment policies: EU and Spain. |
| UNIT 7. - THE LABOR MARKET AND PASSIVE EMPLOYMENT POLICIES. | <ul style="list-style-type: none"> - History of unemployment protection. - Theoretical vision of unemployment benefit. - Passive employment policies: definition and characteristics. - Passive employment policies: EU and Spain. |
| UNIT 8.- STRUCTURAL REFORMS IN LABOR REGULATION AND FLEXIBILITY IN THE COMPANY. | <ul style="list-style-type: none"> - Labor flexibility: concept, theories and applications. - Numerical flexibility vs. functional flexibility. - Labor Reforms: the Spanish experience. |
| UNIT 9. THE DYNAMICS OF THE LABOR MARKET IN SPAIN. | <ul style="list-style-type: none"> - Structure and dynamics of the labor market in Spain. - Fundamental imbalances in the Spanish labor market. - Wages and collective bargaining in Spain. - Indications for a diagnosis of the functioning of the labor market in Spain |



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| UNIT 10. THE FUTURE OF WORK. | <ul style="list-style-type: none"> - Work in the global and cybernetic economy. - Work and its new dimensions. - Reconfiguration of the Welfare State. - Organizational transformations and labor fragmentation. - Work, consumption and well-being: a debate. |
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| Planning | | | | |
|--------------------------------|--|----------------------|-------------------------------|-------------|
| Methodologies / tests | Competencies | Ordinary class hours | Student's personal work hours | Total hours |
| Guest lecture / keynote speech | A35 A33 A32 A26 A21 A19 A18 A16 A11 A6 A5 A2 A1 B8 | 17 | 34 | 51 |
| Supervised projects | B1 B2 B3 B4 B8 B9 B10 B20 B21 B22 C1 C2 C3 C5 C6 C7 C8 | 25 | 50 | 75 |
| Objective test | A18 A21 A26 A32 A33 | 2 | 18 | 20 |
| Personalized attention | | 4 | 0 | 4 |

(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

| Methodologies | |
|--------------------------------|---|
| Methodologies | Description |
| Guest lecture / keynote speech | Oral presentation complemented with the use of audiovisual media and the introduction of some questions addressed to students, in order to transmit knowledge and facilitate learning. |
| Supervised projects | Students will carry out various group assignments related to the subject. Student will deliver the work on a date prior to the first opportunity exam, which will be indicated at the beginning of the course. This work is based on theoretical-practical activities in the classroom. |
| Objective test | Written test used for the evaluation of learning that can combine different types of questions: multiple choice with error penalty (ask a question in the form of a direct question or incomplete statement with several options or answer alternatives of which only one is valid), essay (questions of a certain length in writing in which it is valued that the expected answer is given, combined with the ability to reason (argue, relate, etc.). It can also be constructed with a single type of any of these questions. |

| Personalized attention | |
|---|--|
| Methodologies | Description |
| Supervised projects Guest lecture / keynote speech | Aimed at reinforcing certain aspects of students' autonomous learning by monitoring and supervising different programmed activities. The tutorials are individual, so prior contact with the teacher is necessary to reserve the corresponding time slot. |

| Assessment | | | |
|--------------------------------|--|---|---------------|
| Methodologies | Competencies | Description | Qualification |
| Supervised projects | B1 B2 B3 B4 B8 B9 B10 B20 B21 B22 C1 C2 C3 C5 C6 C7 C8 | Students will carry out various group assignments related to the subject. Student will deliver the work on a date prior to the first opportunity exam, which will be indicated at the beginning of the course. This work is based on theoretical-practical activities in the classroom. | 40 |
| Guest lecture / keynote speech | A35 A33 A32 A26 A21 A19 A18 A16 A11 A6 A5 A2 A1 B8 | Attendance and participation in the theoretical sessions. | 10 |



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|----------------|------------------------|---|----|
| Objective test | A18 A21 A26 A32 A33 | Written test used for the evaluation of learning that can combine different types of questions: multiple choice with error penalty (ask a question in the form of a direct question or incomplete statement with several options or answer alternatives of which only one is valid), essay (questions of a certain length in writing in which it is valued that the expected answer is given, combined with the ability to reason (argue, relate, etc.). It can also be constructed with a single type of any of these questions. | 50 |
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Assessment comments

1st Opportunity Evaluation. In the development of the practical part (teamwork / project) (mark of 40%), the following will be evaluated: application of the theoretical bases, quality of presentation, precision and clarity of presentation and quality of the answers, primary and secondary sources used and bibliographic review. For the evaluation of the theoretical part, a multiple choice test (multiple object test) (mark of 50%) with several answer alternatives will be used, where errors will reduce the score to avoid the "lottery effect". The formula is $NOTE = (\text{correct answers} \times 1) - (\text{errors} / k - 1)$, with $k =$ number of answer options. Net points earned are transferred to a rating on a scale of 0 to 10. Part-time dedication and academic exemption (attendance exemption): in the case of students with part-time dedication and academic exemption of attendance exemption, the Moodle and MS Teams platforms will be used, as well as email as the main communication vehicle. content management, tutorials and homework delivery. At the beginning of the course, a specific calendar of dates compatible with their dedication will be agreed, but they will have the same obligation to carry out activities and attend any type of evaluation test as full-time students. Except for the dates approved by the Faculty Council in which the objective test corresponds, for the rest of the tests a specific calendar of dates compatible with their dedication will be agreed at the beginning of the course. The evaluation process for the 2nd opportunity is exactly the same as for the 1st opportunity: the practical grade (obtained in the work / project) is saved and @alumn @ will take a new multiple choice exam, with identical characteristics to those described above. In the event of an extraordinary call, the evaluation will only be with multiple choice tests (multiple choice test) (mark 100%) with several answer alternatives, where errors will subtract score based on the formula $NET\ POINTS = (\text{correct answers} \times 1) - (\text{errors} / k - 1)$ with $k =$ number of answer options. Net points earned are transferred to qualification on a scale of 0 to 10. The student who, being enrolled, has not participated in the different evaluation activities (continuous/practical and/or exam/test) established for the academic year will be considered as ?Not presented? (NP). PLAGIARISM / COPY. The fraudulent performance of the tests or evaluation activities will directly imply the qualification of failure (0) in the matter in the corresponding call, thus invalidating any qualification obtained in all the evaluation activities for the extraordinary call.

Sources of information

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| Basic | <ul style="list-style-type: none">- McConell, C., Brue, S. y Macpherson, D.A. (2007). Economía Laboral. Madrid, McGraw Hill- Palacio, J.I. y Álvarez, C. (2004). El mercado de trabajo: análisis y políticas. Madrid, Akal- Ruesga, S.M. et al. (2014). Economía del Trabajo y Política Laboral. Madrid, Pirámide Bibliografía básica que se adapta perfectamente al programa de la asignatura. |
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| Complementary | <ul style="list-style-type: none"> - Fujii, G. (Coordinador) (2004). El trabajo en un mundo globalizado. Madrid, Pirámide - Lasierra, J.M., Murayama, C., Ruesga, S.M. (Coord.) (2002). Economía del trabajo y política laboral. Madrid, Pirámide - Alonso, A. y P. Bouso (1996). Introducción práctica a la economía laboral. Pontevedra, Ilustre Colegio de Graduados Sociales - Toharia, L., C. Albert, I. Cebrián, C. García-Serrano, I. García-Mainar, M.A. Malo, G. Moreno y E.Vi (1998). El mercado de trabajo en España. Madrid, McGraw Hill - Recio, A. (1997). Trabajo, personas, mercados. Manual de Economía Laboral. Barcelona, Icaria - Fina, L. (2001). El reto del empleo. Madrid, McGraw Hill - Ehrenberg, R. y R. Smith (2001). Modern Labor Economics. Theory and Public Policy (7ªed.). Nueva York, Addison Wesley Longman - Ministerio de Trabajo (). www.mtas.es . - Organización Mundial del Trabajo (). www.ilo.org . - Instituto Nacional de Empleo (). www.inem.es . - Hamermesh, D. y Rees, A. (1984). Economía del trabajo y los salarios. - Toharia, L. (editor) (1983). El mercado de trabajo: teorías y aplicaciones. - Seguridad Social (). www.seg-social.es. - Gallego, J.R., Nácher, J. coords, (2001). Elementos básicos de Economía. Un análisis institucional. Valencia, Tirant lo Blanch - Becker, G. (1983). El capital humano. Madrid, Alianza - Becker, G. (1987). Tratado sobre la familia. Madrid, Alianza - Ashenfelter, O.C. y Layard, R. (comps) (1991). Manual de Economía del Trabajo, vols. I y II. Madrid, Ministerio de Trabajo y Seguridad Social - Fina, L. (2001). Mercado de trabajo y políticas de empleo. Madrid, Consejo Economico y Social - Hernández, C. y Carrasco, J.A. (2005). Ejercicios de Economía Laboral. Madrid, McGraw Hill <p>Se adjntan fuentes de información estadísticas fundamentales para acceder a los datos del mercado de trabajo y conocer cuantitativamente su estructura y funcionamiento. Son herramientas básicas para cualquier trabajo de investigación sobre el mercado laboral. El libro de Ejercicios de Economía Laboral complementa el libro básico de Teoría de McConell, Brue y Macpherson. La inevitable importancia y repercusión económica y social que tiene el mercado de trabajo hace que la información sobre el mismo se actualice y se refleje frecuentemente tanto en webs institucionales como en los distintos medios de comunicación y artículos de investigación. El seguimiento continuo de esta información permitirá al alumno tener una visión actualizada del mercado laboral.</p> |
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Recommendations

Subjects that it is recommended to have taken before

Introduction to Economics/660G01002

Business and Economics/660G01007

Subjects that are recommended to be taken simultaneously

The Spanish Economy /660G01025

Subjects that continue the syllabus

Other comments



The content of Labor Economics requires prior knowledge of micro and macroeconomic analysis, especially consumer behavior (theory of indifference curves) and producer (theory of production). It is also convenient to have a global vision of the different sectors of the Spanish economy. To help achieve an immediate sustained environment and meet the objective of "Healthy and sustainable environmental and social teaching and research", the delivery of documentary work in this area will be requested in virtual format and / or computer support (delivery will be made via moodle or email, in digital format without the need to print them). If it is necessary to make them on paper: plastics will not be used, double-sided prints will be used, recycled paper will be used, the printing of drafts will be avoided and the importance of ethical principles related to the values of sustainability in personal and professional behaviors should be taken into account. The gender perspective in the subject, in the language, in the interventions, in the identification, in modification and correction of sexist prejudices and / or gender discrimination will be applied. The full integration of students / teachers with functional diversity will be facilitated.

(*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.