**Course descriptor**

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| Title of the course | **Human Resource Management** | | |
| Title of the Academic Programme | Management | | |
| Type of the course | Core | | |
| Prerequisites | To be able to enroll into the course, the student has to complete all course work required by the program: History, Philosophy, Sociology, Law, Economic Theory, Mathematics, Probability Theory and Math Statistics, Accounting, Management, Argumentation Theory and Academic Writing, Project Seminar, Professional Seminar, and College Health and Safety. | | |
| ECTS workload | 4 | | |
| Total indicative study hours | Directed Study | Self-directed study | Total |
| 42 | 110 | 152 |
| Course Overview | The course is designed to provide students with foundational knowledge and skills in human resource management (HRM). The goal of this course is to expose the students to the purpose, main functions, policies, and practices of HRM in today’s organizations. The course is based on the HR wheel introduced by the Association for Talent Development (ATD, formerly American Society of Training and Development, USA), which includes the following main HRM functions: (a) Human resource planning, recruitment and selection, (d) training and development, (c) performance appraisal and feedback, (d) compensation, pay, and benefits, and (e) employee and labor relation. Students will also examine the challenging roles of HR managers at different levels (i.e., first-time managers, line managers, mid-level managers, top managers/executives) and the expectations of organizational leadership to create and maintain the HRM function to enhance employee, group, and organizational performance. Students will also discuss current trends in HRM and future challenges for HRM in the global organizational context. The course combines lectures and interactive seminars to promote student critical thinking and problem-solving skills. The course assignments are based on current literature in HRM and include individual and group work. | | |
| Intended Learning Outcomes (ILO) | After the course completion, the student is expected to   * Know   + the purpose of HRM in today’s organizations   + main functions of HRM ((a) Human resource planning, recruitment and selection, (d) training and development, (c) performance appraisal and feedback, (d) compensation, pay, and benefits, and (e) employee and labor relation)   + HRM policies   + HRM practices   + HRM terminology in English * Be able to   + Appreciate the importance of HRM as a function in today’s organizations and as a field of study   + Explain what HRM does to enhance employee, group, and organizational performance   + Articulate the challenging roles of managers at different levels (i.e., first-time managers, line managers, mid-level managers, top managers/executives)   + Identify at least three future challenges for HRM in the global organizational context * Have experience   + Discussing HRM in English   + Reading and critiquing articles around HRM published in current scholarly journals and professional magazines   + Applying their knowledge to analyze cases related to HRM   + Applying their knowledge to create, critique, and/or improve HRM tools (e.g., a resume, a job ad, a performance evaluation sheet) | | |
| Indicative Course Content | Introduction: Human resource management in today’s organizations  Management and leadership  Organization, strategy, and culture  Human resource planning, recruitment and selection  Training and development  Performance appraisal and feedback  Compensation, pay, and benefits  HR policy, employee and labor relation  International human resource management | | |
| Teaching and Learning Methods | The course combines lectures and interactive seminars to promote student critical thinking and problem-solving skills. The course assignments are based on the current literature in HRM and include individual and group work, traditional (case studies, job analysis, question – answer) and experiential learning activities (e.g., informational interview and job shadowing), group presentations, and written assignments. | | |
| Indicative Assessment Methods and Strategy | The cumulative grade consists of grades for all homework assignments and the quizzes and is calculated as follows:  О*cumulative*= 0,4· О*class participation*+ 0,2·О*SLD*, + 0,2· О*quiz1 +* 0,2· О*quiz2*  The final grade consists of the cumulative grade and the final exam grade and is calculated as follows:  *Оfinal = 0,7*·*Оcumulative + 0,3·Оexam*  Students whose cumulative grade is 8 or higher have an option of converting their cumulative grade into their final grade without taking the final exam. | | |
| Readings / Indicative Learning Resources | Mandatory  Armstrong, M., & Taylor, S. (2014). *Armstrong's handbook of human resource management practice* (13th ed.). Kogan Page. ISBN:9780749469641 Electronic book  Optional  Ackers, P., & El-Sawad, A. (2006). Family-friendly policies and work-life balance. In Redman, T., & Wilkinson, A. (Eds.), *Contemporary human resource management: Text and cases* (2nd ed., pp. 331-355). Harlow, UK: Prentice Hall.  Ayers, R. S. (2015). Aligning individual and organizational performance: Goal alignment in federal government agency performance appraisal programs*. Press the Escape key to close*  *Public Personnel Management,44*(2), 169-191.  Bakanauskiene, I**.,** & Martinkiene, J. (2011).Determining managerial competencies of management professionals: Business companies managers’ approach in Western Lithuania region**. *Organizacijø Vadyba: Sisteminiai Tyrimai*,***60***,** 29-43.  Bersin, J. (2013). Time to scrap performance appraisals? Forbes, May 6. Available <http://www.forbes.com/sites/joshbersin/2013/05/06/time-to-scrap-performance-appraisals/>  Bingham, T., & Galagan, P. (2015). Learning paves the way to a global strategy. ***TD: Talent Development,*** *69*(8), 28-33.  Bratton, J., & Gold, J. (2003). *Human resource management: Theory and practice* (3rd ed.). Houndmills, Basingstoke, UK: Palgrave Macmillan.  Britt, A. (2015). 6 tips for working with the brain to create real behavior change. ***TD: Talent Development***, 69(9), 48-53. | | |
| Course Instructor | Maria S. Plakhotnik | | |