

Course Syllabus

Title of the course	Human Resource Management		
Title of the Academic Programme	International Business and Management		
Type of the course	Required		
Prerequisites	To be able to enroll into the course, the student has to complete all course work required by the program by the term when HRM is offered.		
ECTS workload	5		
Total indicative study hours	Directed Study	Self-directed study	Total
	52	138	190
Course Overview	<p>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 relations. Students will also examine how managers at different levels (i.e., first-time managers, line managers, mid-level managers, top managers/executives) are involved in HRM and the expectations of organizational leadership to create and maintain the HRM function to enhance employee, group, and organizational performance. Students will also discuss innovations 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.</p>		
Intended Learning Outcomes (ILO)	<p>After the course completion, the student is expected to be able to</p> <ul style="list-style-type: none"> ▪ Discuss the purpose of HRM in today's organizations ▪ Identify and explain main HR functions ▪ Explain the purpose of human resource planning ▪ Select relevant tools for employee recruitment and selection ▪ Design, implement, and evaluate training and development activities ▪ Identify, critique, and implement performance appraisal methods ▪ Provide effective performance feedback to peers ▪ Explain approaches to compensation, pay, and benefits ▪ Explain and critique HR policies ▪ Explain what HR processes and activities could be used to enhance employee, group, and organizational performance ▪ Explain how managers at different levels in the organization are engaged with HR 		

	<ul style="list-style-type: none"> ▪ Identify trends and challenges for HRM in the global organizational context ▪ Use theory of motivation, leadership, and authority to address people-related issues in an organization ▪ Work in a team to provide effective solutions to HR problems ▪ Discuss HRM-related topics in English ▪ Search, read, and critique articles around HRM published in current scholarly journals and professional magazines ▪ Analyze cases related to people management ▪ Apply their knowledge to create, critique, and/or improve HR tools (e.g., a resume, a job ad, a performance evaluation sheet) ▪ Apply HR tools to manage a team of diverse learners ▪ Explain skills, abilities, and tools needed to obtain a dream job on a management track in an organization ▪ Use one's social networks to enhance professional knowledge, skills, and experiences
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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 current literature in management and on-line resources and include individual and group work.
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Content and Structure of the Course

№	Topic / Course Chapter	Total	Directed Study		Self-directed Study
			Lectures	Tutorials	
1	HRM in today's organizations: The role and strategies	24	4	4	16
2	Work and employment	18	2	2	14
3	Organizational behavior	18	2	2	14
4	Human resource planning, recruitment, and selection	24	4	4	16
5	Training and development	20	4	2	14
6	Performance management	24	2	4	18
7	Compensation, pay, and benefits	20	4	2	14
8	HR policies, employee and labor relations	18	2	2	14
9	Trends and Innovation in HRM	24	2	4	18
Total study hours		190	26	26	138

<p>Indicative Assessment Methods and Strategy</p>	<p>The course includes formative and summative assessment. The grade consists of grades for all assignments, quizzes, and final exam and is calculated as follows:</p> $O_{final} = 0,2 \cdot O_{homework} + 0,1 \cdot O_{A1} + 0,1 \cdot O_{A2} + 0,1 \cdot O_{A3} + 0,1 \cdot O_{quiz1} + 0,1 \cdot O_{quiz2} + 0,3 \cdot O_{exam}$
<p>Readings / Indicative Learning Resources</p>	<p><u>Mandatory</u></p> <p>Armstrong, M., & Taylor, S. (2014). <i>Armstrong's handbook of human resource management practice</i> (13th ed.). Kogan Page.</p> <p><u>Optional</u></p> <p>Ackers, P., & El-Sawad, A. (2006). Family-friendly policies and work-life balance. In Redman, T., & Wilkinson, A. (Eds.), <i>Contemporary human resource management: Text and cases</i> (2nd ed., pp. 331-355). Harlow, UK: Prentice Hall.</p> <p>Ayers, R. S. (2015). Aligning individual and organizational performance: Goal alignment in federal government agency performance appraisal programs. <i>Public Personnel Management</i>, 44(2), 169-191.</p> <p>Bakanauskiene, I., & Martinkiene, J. (2011). Determining managerial competencies of management professionals: Business companies managers' approach in Western Lithuania region. <i>Organizacijø Vadyba: Sisteminiai Tyrimai</i>, 60, 29-43.</p> <p>Bersin, J. (2013). Time to scrap performance appraisals? <i>Forbes</i>, May 6. Available http://www.forbes.com/sites/joshbersin/2013/05/06/time-to-scrap-performance-appraisals/</p> <p>Bingham, T., & Galagan, P. (2015). Learning paves the way to a global strategy. TD: <i>Talent Development</i>, 69(8), 28-33.</p> <p>Bolles, R. N. (2019). <i>What color is your parachute?</i> Ten Speed Press.</p> <p>Bratton, J., & Gold, J. (2003). <i>Human resource management: Theory and practice</i> (3rd ed.). Houndmills, Basingstoke, UK: Palgrave Macmillan.</p> <p>Brown, A., Forde., C., Spencer., D., & Charlwood, A. (2008.) Changes in HRM and job satisfaction, 1998– 2004: Evidence from the Workplace Employment Relations Survey. <i>Human Resource Management Journal</i>, 18(3), 237–245.</p> <p>Britt, A. (2015). 6 tips for working with the brain to create real behavior change. TD: <i>Talent Development</i>, 69(9), 48-53.</p> <p>Brubaker, D., Noble, C., Fincher, R., Park, S. K.-Y., & Press, S. (2014). Conflict resolution in the workplace: What will the future bring? <i>Conflict Resolution Quarterly</i>, 31(4), 357-386.</p> <p>Bugg, K. (2015). Best practices for talent acquisition in 21st-century academic libraries. <i>Library Leadership & Management (Online)</i>, 29(4), 1-14.</p>

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- Cappellen, T., & Janssens, M. (2010). The career reality of global managers: An examination of career triggers. *The International Journal of Human Resource Management*, 21(11), 1884-1910. doi: 10.1080/09585192.2010.505090
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- Hayter, S., Fashoyin, T., & Kochan, T. A. (2011). Review essay: Collective bargaining for the 21st century. *The Journal of Industrial Relations*, 53(2), 225-247.
- Hersey, P., Blanchard, K. H., & Johnson, D. E. (2013). *Management of organizational behavior: Leading Human Resources* (5th ed.). Boston, MA: Pearson.
- Horwitz, F. M. (2011). Future HRM challenges for multinational firms in eastern and central Europe. *Human Resource Management Journal*, 21(4), 432-443. doi: 10.1111/j.17488583.2011.00185.x
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- Mahmood, M. (2015). Strategy, structure, and HRM policy orientation: Employee recruitment and selection practices in multinational

- subsidiaries. *Asia Pacific Journal of Human Resources*, 53(3), 331-350.
- Markoulli, M., Lee, C. I S. G., Byington, E., & Felps, W. A. (2017). Mapping human resource management: Reviewing the field and charting future directions. *Human Resource Management Review*, 27(3), 367-396.
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- Parkes, C., & Borland, H. (2012). Strategic HRM: Transforming its responsibilities toward ecological sustainability-- the greatest global challenge facing organizations. *Thunderbird International Business Review*, 54(6), 811-824. doi: 10.1002/tie.21505
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- Rai, H., & Singh, M. (2013). A study of mediating variables of the relationship between 360° feedback and employee performance. *Human Resource Development International*, 16(1), 56-73. doi: 10.1080/13678868.2012.740797
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- Rowland, C. A., & Hall, R. D. (2012). Organizational justice and performance: is appraisal fair? *EuroMed Journal of Business*, 7(3), 280-293.
- Solnet, D., Kralj, A., & Tom, B. (2015). 360 degrees of pressure: The changing role of the HR professional in the hospitality industry. *Journal of Hospitality & Tourism Research*, 39(2), 271-292.
- Stone, D. L., & Deadrick, D. L. (2015). Challenges and opportunities affecting the future of human resource management. *Human Resource Management Review*, 25(2), 139-145.
- Story, J. P., Barbuto, Jr., J. E., Luthans, F., & Bovaird, J. A. (2014). Meeting the challenges of effective international HRM: Analysis of the antecedents of global mindset. *Human Resource Management*, 53(1), 131-155.
- Taekjin, S. (2012). The gender gap in executive compensation: The role of female directors and chief executive officers. *Annals of the American Academy of Political and Social Science*, 639, 258-277.
- Taylor, R. F. (2004). Extending conceptual boundaries: Work, voluntary work and employment. *Work, Employment & Society*, 18(1), 29-49.
- Timmingm A. R. (2011). What do tattoo artists know about HRM? Recruitment and selection in the body art sector. *Employee Relations*, 33(5), 570-584.

	<p>Ulrich, D., & Dulebohn, J. H. (2015). Are we there yet? What's next for HR? <i>Human Resource Management Review</i>, 25(2), 188-204.</p> <p>Internet resources</p> <p>Society for Human Resource Management - http://www.shrm.org</p> <p>Academy of Human Resource Development – http://www.ahrd.org</p> <p>Association for Talent Development - https://www.td.org/</p> <p>Career Builder - http://www.careerbuilder.com</p> <p>Academy of Management – http://www.aom.org</p>
Academic Support for the Course	Academic support for the course is provided via LMS, where students can find: guidelines and recommendations for doing the course; guidelines and recommendations for self-study; samples of assessment materials
Facilities, Equipment and Software	(If required)
Course Instructor	<p>Maria S. Plakhotnik (EdD) – lectures (mplakhotnik@hse.ru)</p> <p>Anastasia Krupskaya – seminars (anastasiakrupskaya@gmail.com)</p> <p>Alexandr Travin – seminars (atravin@hse.ru)</p>

Intended Learning Outcomes (ILO) Delivering

Programme ILO(s)	Course ILO(s)	Teaching and Learning Methods for delivering ILO(s)	Indicative Assessment Methods of Delivered ILO(s)
UC-7 The ability to work in a team	<ul style="list-style-type: none"> -Provide effective performance feedback to peers -Work in a team to provide effective solutions to HR problems -Apply HR tools to manage a team of diverse learners 	Group homework and in class assignments and class discussions	Formative assessment
UC-10 The ability to conduct applied activity in an international environment	<ul style="list-style-type: none"> -Select relevant tools for employee recruitment and selection -Design, implement, and evaluate training and development activities -Identify, critique, and implement performance appraisal methods 	Individual and group homework and in class assignments and class discussions	Formative assessment

<p>PC-1 Understand the social importance of the student's future profession, possess a high level of motivation toward professional activity</p>	<ul style="list-style-type: none"> -Explain skills, abilities, and tools needed to obtain a dream job on a management track in an organization; -Use one's social networks to enhance professional knowledge, skills, and experiences 	<p>Lectures, seminars, readings, homework assignments, class, discussions</p>	<p>Formative and summative assessment</p>
<p>PC-2 The ability to suggest organizational and management decisions and to evaluate the conditions and consequences of these decisions</p>	<ul style="list-style-type: none"> -Explain what HR processes and activities could be used to enhance employee, group, and organizational performance -Work in a team to provide effective solutions to HR problems - Apply their knowledge to create, critique, and/or improve HR tools (e.g., a resume, a job ad, a performance evaluation sheet) -Identify trends and challenge for HRM in the global organizational context 	<p>Lectures, seminars, readings, homework assignments, class, discussions</p>	<p>Formative and summative assessment</p>
<p>PC-5 The ability to participate in the realization of organizational changes</p>	<ul style="list-style-type: none"> - Explain the purpose of human resource planning -Use theory of motivation, leadership and authority to address people-related issues in an organization - Work in a team to provide effective solutions to HR problems 	<p>Lectures, seminars, readings, homework assignments, class, discussions</p>	<p>Formative and summative assessment</p>

<p>PC-6 The ability to draw fundamental conclusions about the theory of motivation, leadership and authority in solving management decisions</p>	<ul style="list-style-type: none"> -Use theory of motivation, leadership and authority to address people-related issues in an organization - Analyze cases related to people management 	<p>Lectures, seminars, readings, homework assignments, class, discussions</p>	<p>Formative and summative assessment</p>
<p>PC-7 The ability to participate in the development of strategy, in human-resources management within an organization, and in the planning, designing, and conducting of different events</p>	<ul style="list-style-type: none"> -Discuss the purpose of HRM in today's organizations -Identify and explain main HR functions -Explain the purpose of human resource planning -Select relevant tools for employee recruitment and selection -Design, implement, and evaluate training and development activities -Identify, critique, and implement performance appraisal methods -Provide effective performance feedback to peers -Explain approaches to compensation, pay, and benefits -Explain and critique HR policies 	<p>Lectures, seminars, readings, homework assignments, class, discussions</p>	<p>Formative and summative assessment</p>
<p>PC-8 The ability to analyze and to design interpersonal, group, and organizational communication</p>	<ul style="list-style-type: none"> - Discuss HRM-related topics in English - Search, read, and critique articles around HRM published in current scholarly journals and professional magazines - Work in a team to provide effective 	<p>Lectures, seminars, readings, homework assignments, class, discussions</p>	<p>Formative and summative assessment</p>

	solutions to HR problems		
PC-9 The ability to perform management functions in a multicultural environment	<ul style="list-style-type: none"> - Explain how managers at different levels in the organization are engaged with HR - Discuss HRM-related topics in English - Apply HR tools to manage a team of diverse learners 	Lectures, seminars, readings, homework assignments, class, discussions	Formative and summative assessment
PC-10 The ability to take into account the consequences of management decisions and actions from the position of social responsibility	<ul style="list-style-type: none"> -Explain and critique HR policies - Identify trends and challenges for HRM in the global organizational context 	Lectures, seminars, readings, homework assignments, class, discussions	Formative and summative assessment
PC-17 The ability to develop managerial procedures and methods of control	<ul style="list-style-type: none"> -Identify, critique, and implement performance appraisal methods -Provide effective performance feedback to peers -Explain approaches to compensation, pay, and benefits 	Lectures, seminars, readings, homework assignments, class, discussions	Formative and summative assessment

Course Content

Topic 1: HRM in today's organizations: The role and strategies

Contents: HRM definitions, role, strategies; HR department/function structure and purpose; internal and external forces affecting HRM; collaboration between HR function and organization's management/leadership; strategic HRM.

Main readings: Armstrong: Chapters 1-4

Additional readings:

Stone, D. L., & Deadrick, D. L. (2015). Challenges and opportunities affecting the future of human resource management. *Human Resource Management Review*, 25(2), 139-145. Bingham, T., &

Galagan, P. (2015). Learning paves the way to a global strategy. TD: *Talent Development*, 69(8), 28-33.

Solnet, D., Kralj, A., & Tom, B. (2015). 360 degrees of pressure: The changing role of the HR professional in the hospitality industry. *Journal of Hospitality & Tourism Research*, 39(2), 271-292.

Fay, D., Shipton, H., West, M. A., & Patterson, M. (2015). Teamwork and organizational innovation: The moderating role of the HRM context. *Creativity and Innovation Management*, 24(2), 261-277.

Sample homework assignment 1.1: HRM through SHRM The purpose of this activity is to introduce students to one of the leading practitioner organizations in HRM, the Society for Human Resource Management (SHRM).

1) Browse the Society for Human Resource Management site (<http://www.shrm.org>) and find answers to the following questions a. What is the purpose of the Association? b. What do they do? c. What conferences and events do they have? d. What education do they provide? e. What other services do they provide?

2) Browse articles, reports, and posts available on the website. Please, note that some publications available only to SHRM members; however, many are still open access. Choose one article, report, or post that you find interesting, informative, or surprising. Document its title and summarize its contents or print it. Bring your notes or print out to class and be ready for a discussion.

Topic 2: Work and employment

Contents: The meaning and definition of work; meaningful work; definition of employment; psychological contract; employment contract.

Main readings: Armstrong: Chapters 30-31

Additional readings:

Bolles, R. N. (2019). *What color is your parachute?* Ten Speed Press.

Brown, A., Forde, C., Spencer, D., & Charlwood, A. (2008.) Changes in HRM and job satisfaction, 1998– 2004: Evidence from the Workplace Employment Relations Survey. *Human Resource Management Journal*, 18(3), 237–245.

Taylor, R. F. (2004). Extending conceptual boundaries: Work, voluntary work and employment. *Work, Employment & Society*, 18(1), 29-49.

Edgell, S., Gottfried, H., & Granter, E. (Eds.). (2016). *The SAGE handbook of the sociology of work and employment*. Thousand Oaks, CA: Sage.

Sample homework assignment 2.1: Write down your own definition of work in at least 5 sentences in MS Word. This definition should reflect your strong beliefs and assumptions about work in general. Bring this definition to class either in electronic or paper format. This document has to be available for the instructor to check. Be ready to discuss and defend your definition in class.

Sample homework assignment 2.2: Make a list of 3 job search strategies you think are best for finding a job. Read a chapter 1 from Bolles (2019) (provided by the instructor). Compare your ideas with Bolles'. Be ready to discuss them in class.

Topic 3: Organizational behavior

Contents: Motivation and motivation theories; knowledge, skills, and abilities; teams; leadership; organizational culture; employee individual differences.

Main readings: Armstrong: Chapters 10-12, 13-15

Additional readings:

Schein, E. (2010). *Organizational culture and leadership*. Hoboken, NJ: Jossey-Bass. Chapter 2.
Valentino, C. L., & Brunelle, F. W. H. (2004). The role of middle managers in the transmission and integration of organizational culture. *Journal of Healthcare Management, 49*(6), 393-404.

Sample homework assignment 3.1: In groups, students choose a well-known company to explore its organizational culture. At home, students explore its website and other resources to identify elements of its organizational culture at two levels (values and artifacts, see Schein). Students report their exploration in a form of a PPT presentation. Each presentation has to clearly show (a) the connection between the two levels of culture and (b) how culture is maintained via HRM.

Topic 4: Human resource planning, recruitment, and selection

Contents: Strategic planning and HR planning; recruitment and selection steps and strategies; sources of recruitment; ethics and bias in selection.

Main readings: Armstrong: Chapters 16-20

Additional readings:

McEntire, L. E., & Greene-Shorridge, T. M. (2011). Recruiting and selecting leaders for innovation: How to find the right leader. *Advances in Developing Human Resources, 13*(3), 266-278.

Mahmood, M. (2015). Strategy, structure, and HRM policy orientation: Employee recruitment and selection practices in multinational subsidiaries. *Asia Pacific Journal of Human Resources, 53*(3), 331-350.

Timmingm A. R. (2011). What do tattoo artists know about HRM? Recruitment and selection in the body art sector. *Employee Relations, 33*(5), 570-584.

Caers, R., & Castelyns, V. (2011). LinkedIn and Facebook in Belgium: The influences and biases of social network sites in recruitment and selection procedures. *Social Science Computer Review, 29*(4), 437.

Bugg, K. (2015). Best practices for talent acquisition in 21st-century academic libraries. *Library Leadership & Management (Online), 29*(4), 1-14.

Sample homework assignment 4.1:

In groups, students decide what position in an organization to explore in terms of HR search/attraction. This position has to be relevant to the position they might be interested to get after college graduation. At home, students find at least 20 job ads for this position published on <http://www.careerbuilder.com> and analyze the ads. Based on their analysis, they make a report about duties and responsibilities of a person in this position and person specifications required. Prepare a report in a form of a PPT presentation.

Topic 5: Training and development

Contents: training and development definitions and methods; transfer of training; training evaluation; training and development programs and practices.

Main readings: Armstrong: Chapters 21-24

Additional readings:

Emelo, R. (2015). Shift your focus with modern mentoring. TD: *Talent Development*, 69(9), 3641.

Inn, S., Tan, W., & Crowell, B. (2015). Organizations and managers must reassess how they view career development. TD: *Talent Development*, 69(9), 42-46.

Britt, A. (2015). 6 tips for working with the brain to create real behavior change. TD: *Talent Development*, 69(9), 48-53.

Phillips, J. J., Phillips, P. P., & Ray, R. (2015). Derive hard numbers from soft skills. TD: *Talent Development*, 69(9), 54-59.

Rahaman, A. (2015). Intentional crafting of culture. *Talent Development*, 69(8), 52-56.

Sample homework assignment 5.1: Association for Talent Development (ATD)

The purpose of this activity is to expose students to one of the largest professional organizations related to training and development in the world and to the scope of the activities offered by T&D.

1. Browse the Association for Talent Development site (<https://www.td.org/>) and find answers to the following questions a. What is the purpose of the Association? b. What do they do? c. What conferences and events do they have? d. What education do they provide? e. What other services do they provide?

2. In groups, find articles, news blogs, videos, and other materials about recent trends in T&D. Choose one of these trends and conduct an additional research using resources available via HSE library. Prepare a presentation of this trend to class. This presentation has to include an interactive demonstration of this trend or its aspects to the class.

Topic 6: Performance management

Contents: performance management purpose and definition; the process of performance management; issues in performance management; performance appraisal methods.

Main readings: Armstrong: Chapter 25

Additional readings:

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/>

Lussier, R. N., & Hendon, J. R. (2015). *Human resource management: Functions, applications, and skill development* (2nd ed.). Chapter 8: Performance management and appraisal. Los Angeles, CA: Sage. Available

http://www.sagepub.com/sites/default/files/upmbinaries/45674_8.pdf

Ayers, R. S. (2015). Aligning individual and organizational performance: Goal alignment in federal government agency performance appraisal programs. *Public Personnel Management*, 44(2), 169-191.

Rowland, C. A., & Hall, R. D. (2012). Organizational justice and performance: is appraisal fair? *EuroMed Journal of Business*, 7(3), 280-293.

Rai, H., & Singh, M. (2013). A study of mediating variables of the relationship between 360° feedback and employee performance. *Human Resource Development International*, 16(1), 56-73. DOI: 10.1080/13678868.2012.740797

Sample homework assignment 6.1:

At home, working in groups, students search for literature to explore what constitutes great feedback on employee performance. They focus on one attribute of this feedback and prepare a demonstration for class. This demonstration has to include (a) a short description of the attribute, (b) a role-play, (c) an activity for other students to understand the attribute, and (d) a list of resources used provided to the instructor.

Topic 7: Compensation, pay, and benefits

Contents: Total compensation definition and purpose; total compensation and motivation; total compensation elements and practices.

Main readings: Armstrong: Chapters 26-28

Additional readings:

Taekjin, S. (2012). The gender gap in executive compensation: The role of female directors and chief executive officers. *Annals of the American Academy of Political and Social Science*, 639, 258-277.

Miles, P. C., & Miles, G. (2013). Corporate social responsibility and executive compensation: Exploring the link. *Social Responsibility Journal*, 9(1), 76-90.

Crothers, L. M., Schmitt, A. J., Hughes, T. L., Lipinski, J., Theodore, L. A., et al. (2010). Gender differences in salary in a female-dominated profession. *Gender in Management*, 25(7), 605-626.

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.

Sample homework assignment 7.1: In groups, students receive a case outlining a problem with compensation/pay/benefits in a company. At home, each group creates a solution to propose in class.

Topic 8: HR policies, employee and labor relations

Contents: HR policy purpose and main areas; HR policy reinforcement strategies; HR policies and line management; employee and labor relations theoretical foundations and today's practices.

Main readings: Armstrong: Chapters 29, 32-36

Additional readings: Lucero, M. A., Allen, R. E., & Elzweig, B. (2013). Managing employee social networking: Evolving views from the National Labor Relations Board. *Employee Responsibilities and Rights Journal*, 25(3), 143-158.

Hayter, S., Fashoyin, T., & Kochan, T. A. (2011). Review essay: Collective bargaining for the 21st century. *The Journal of Industrial Relations*, 53(2), 225-247.

Brubaker, D., Noble, C., Fincher, R., Park, S. K.-Y., & Press, S. (2014). Conflict resolution in the workplace: What will the future bring? *Conflict Resolution Quarterly*, 31(4), 357-386.

Sample homework assignment 8.1: Each group is assigned an HR policy to explore. At home, each group prepares a presentation of this policy in class. The presentation has to include (1) policy description, (2) benefits to the organization/employees, (3) difficulties in the implementation, (4) examples of companies that have this policy, and (5) 2-3 open-ended questions to the audience.

Topic 9: Trends and Innovation in HRM

Contents: Future business need and HRM; innovations as a tool to improve HRM and organizational performance; technology and HRM for tomorrow’s workforce

Main readings: Armstrong: Chapters 37-39

Additional readings:

Cappellen, T., & Janssens, M. (2010). The career reality of global managers: An examination of career triggers. *The International Journal of Human Resource Management*, 21(11), 1884-1910. doi: 10.1080/09585192.2010.505090

Horwitz, F. M. (2011). Future HRM challenges for multinational firms in eastern and central Europe. *Human Resource Management Journal*, 21(4), 432-443. doi: 10.1111/j.17488583.2011.00185.x

Hurn, B. J. (2014). The challenges facing international HRM in an increasingly globalised environment. *Industrial and Commercial Training*, 46(7), 371-378.

Markoulli, M., Lee, C. I S. G., Byington, E., & Felps, W. A. (2017). Mapping human resource management: Reviewing the field and charting future directions. *Human Resource Management Review*, 27(3), 367-396.

Parkes, C., & Borland, H. (2012). Strategic HRM: Transforming its responsibilities toward ecological sustainability-- the greatest global challenge facing organizations. *Thunderbird International Business Review*, 54(6), 811-824. Doi: 10.1002/tie.21505

Story, J. P., Barbuto, Jr., J. E., Luthans, F., & Bovaird, J. A. (2014). Meeting the challenges of effective international HRM: Analysis of the antecedents of global mindset. *Human Resource Management*, 53(1), 131-155.

Ulrich, D., & Dulebohn, J. H. (2015). Are we there yet? What’s next for HR? *Human Resource Management Review*, 25(2), 188-204.

Assessment Methods and Criteria

Assessment Methods

Types of Assessment	Forms of Assessment	Modules			
		1	2	3	4
Formative Assessment	Quiz	*	*		
	Assignments #1,2, 3	*	*		
	Homework	*	*		
Summative Assessment	Exam		*		

Assessment Criteria

Note: Class participation refers to in-class discussion of a variety of individual and group assignments. Class participation is encouraged. Class participation is **not** a part of the grade.

1. **Homework** includes a variety of individual and group assignments given to complete at home. Homework will be checked in class during seminars. Homework is graded in accordance with the criteria provided below. Instructors might provide additional criteria for some assignments.

Homework assessment:

Grades	Assessment Criteria
«Excellent» (8-10)	A well-structured, analytical presentation of homework that shows strong evidence and broad background knowledge. The presentation demonstrates completion of all tasks required by the assignment. The presentation meets the time and format requirements of the assignment. The presenters are confident and do not use cell phones or handwritten notes to advance their presentation. The presenters can provide answers to follow-up questions and generate class discussion. The presenters made an extra effort to demonstrate their knowledge of the subject matter.
«Good» (6-7)	Clearly organized analysis, showing evidence of a good overall knowledge of the topic. The presenters highlight key points and responds to follow up questions appropriately. The presentation meets most but not all requirements of the assignment, but does not “WOW” the audience. In group presentations, there is evidence that the group has met to discuss the topic and is presenting the results of that discussion, in an order previously agreed.
«Satisfactory» (4-5)	The presentation takes a very basic approach to the topic, using broadly appropriate material but lacking focus. The presentation is largely unstructured, and some points are irrelevant to the topic. Knowledge of the topic is limited and there may be evidence of basic misunderstanding. In a group presentation, not all members could answer follow up questions or participate in class discussion.
«Fail» (0-3)	Fails to demonstrate any appropriate knowledge.

2. Assignments #1, 2 and 3

Assignment #1: HR Function Description – students have an opportunity to explore the HR function of an organization. This exploration is based on interviews (or an interview) and document analysis. In groups, students have to identify an organization to explore its HR function. Students should try to select a for-profit (business) company; however, government agencies or educational and other non-for-profit organizations could be considered for this activity. Students are not allowed to explore organizations where one person does all HR functions or where external consultants are employed to carry out HR duties. Students are advised to choose a medium to large well-established organization.

To present the results of their explorations, students create a PPT presentation that provides the following information:

1. Description of the organization (industry, size, location)
2. The role of the HR function (as the HR/organization sees it)
3. Organization of the HR function: job titles + descriptions, who reports to whom
4. Key activities (priorities) of the HR function

5. Three main challenges of the HR function
6. Measure(s) of the HR function effectiveness
7. Any other interesting and helpful information

Presentations should be about 8-12 minutes long.

The presentations will be graded based on the following criteria:

Criteria		Points
Content	Description of the organization	1
	The role of the HR function	1
	Organization of the HR function	3
	Key activities (priorities) of the HR function	3
	Three main challenges of the HR function	3
	Measure(s) of the HR function effectiveness	2
	Any other interesting and helpful information	2
Delivery	The PPT slides are clear, readable, without mistakes.	1
	The presentation is logical.	1
	The presentation lasts 8-12 minutes.	1
	The presenter(s) is articulate, knowledgeable, and engaging.*	2
Total		20:2=10

* No more than 2 people from a group can be presenters. All group members get the same grades. Students are not allowed to use their cell phones or notes to deliver the assignment.

This assignment is due in the first module. Presentation dates will be provided by the instructor.

Assignment #2: Methods of Performance Evaluation – students, working in groups, have an opportunity to explore in depth one method of performance evaluation. Topics (methods) will be given to the students by the instructor. To explore the method, students will use academic and other sources of information.

The final presentation should:

- Provide a definition and a short description of the performance appraisal method.
- Describe who is typically appraised via the method (e.g., individual workers/a group of workers; frontline workers/managers; workers of service-oriented/product-oriented companies).
- Describe who usually conducts an appraisal of workers via the method (e.g., supervisors, peers, customers).
- Provide examples of appraisal criteria and rating scales that are typically used in the method (in order to visualize the examples students can present appraisal forms/blanks used in the method).
- Describe how different members of a company (e.g., HR managers, CEOs, direct supervisors) can use results of performance appraisal via the method.
- Explain advantages and disadvantages of the method.
- Provide practical examples of Russian or/and foreign companies that use the method.
- Include an interactive component to engage the audience (e.g., a video, role game, or quiz for the audience).

Note: Students can include any additional information about the method.

The presentation should be 10-12 minutes long. Students should use at least 7 reliable sources of information (books, articles, official websites and reports of organizations, statistical databases). Students should use of APA style for referencing in the presentation (slides + references). To learn how to use APA style, students can use the “Academic writing and referencing manual for students studying for a degree in “Management” available at <https://spb.hse.ru/ba/management/kursovaia>.

The following grading criteria will be used to assess the presentation:

Criteria	Points
<p>Content:</p> <ul style="list-style-type: none"> • content of the presentation (see above) • use of reliable sources of information (min. 7 sources) • use of APA style for referencing in the presentation 	6
<p>Delivery:</p> <ul style="list-style-type: none"> • logic, structure, and design of the presentation • duration of the presentation (10- 12 minutes) • interactive component 	4
Total	10

All group members get the same grades.

Students are not allowed to use their cell phones or notes to deliver the assignment.

Student grade for this assignment consists of 30% peer evaluation and 70% instructor evaluation.

This assignment is due in the second module. Presentation dates will be provided by the instructor.

Assignment #3: Innovation in HRM – students, working in groups, have an opportunity to explore in depth an innovation in HRM. Students search and identify an innovation in HRM to explore. The instructor provides an article of HRM innovation as a start; however, students must search, read, and include other sources. At least 50% of the sources have to come from reliable books, reports, and journals.

Presentation of the exploration takes a form of a role-play where students serve as external consultants to a large organization that searches for an innovation in HRM to adopt. The students’ task is to convince the organization that the organization should choose to adopt the innovation. Students are free to choose how to present the innovation; however, the presentation has to be conducted in a professional manner. Students are encouraged to include the following information about the innovation:

1. Description
2. Advantages/Benefits (Examples)
3. Timeliness/Need
4. Originality/Novelty
5. Target (e.g., function/level/number of people)
6. Specific benefits to those who are affected
7. Specific benefits to the organization
8. Costs
9. Implementation
 - a. Easy/difficult

- b. Timeframe
- c. Costs
- 10. Human resources needed (skills/knowledge)
- 11. Examples from other companies
- 12. Any other useful information
- 13. Final pitch/summary

Students are not allowed to use their cell phones or notes to deliver the assignment.

No more than 2 people from each group can be presenters. All group members get the same grade.

All other students and the instructor serve as members of the organization (clients). They ask additional questions and evaluate the usefulness of the innovation. They provide their feedback and decision to adapt or not to adopt the innovation. The feedback and the decision are based on the suggested points for the presentation and the overall impact of the presentation. Students use paired comparison method for evaluation. Student grade for this assignment consists of 50% peer evaluation and 50% instructor evaluation. This assignment is due in the second module. Presentation dates will be provided by the instructor.

4. Quizzes: These are two multiple-choice, yes/no, and fill in the blanks type of quizzes. They are given in a written format during seminars. Each quiz consists of 10 questions. The correct answer to each question is worth 1 point. The maximum number of points for each quiz is 10. Students will complete each quiz in groups. Students will have 3 minutes to complete the quiz. During each quiz, students are not allowed to (1) use their cell phones or any other materials, (2) leave the classroom and come back, and (3) share answers with other groups. If one group member violates these or other classroom policies, all group members receive a grade of “0” for the quiz. The group that submits their answers before the due time and answers all questions correctly will receive an extra point.

5. Exam: This is a multiple-choice, yes/no, and fill in the blanks type of exam given in a written format during the finals week. The exam consists of 30 questions and lasts 30 minutes. The correct answer to each question is worth 1 point. The maximum number of points for this exam is 30. The number of points scored by each student is divided by 3 to get a grade on the 10-point scale. The results are rounded to the closest whole number (e.g., 3,1-3,4 are rounded to 3; 3,5-3,9 are rounded to 4). Students take this exam individually.

Note: The grade for the final exam could “block” students’ final grade for the course. If a student receives an unsatisfactory grade (i.e., 0, 1, 2, or 3) for the final exam, this grade will be used as the student’s final grade for the course regardless of grades for other assignments. In this case, to pass the course, the student will have to re-take the final exam during the additional exam week as outlined in HSE examination policy.

The grade consists of grades for all assignments, quizzes, and final exam and is calculated as follows:

$$O_{final} = 0,2 \cdot O_{homework} + 0,1 \cdot O_{A1} + 0,1 \cdot O_{A2} + 0,1 \cdot O_{A3} + 0,1 \cdot O_{quiz1} + 0,1 \cdot O_{quiz2} + 0,3 \cdot O_{exam}$$

Class Expectations and Policies

Class Expectations

Students are expected to

- 1) follow the instructor's guidelines received either in class or by any other means of communication either in person or through group leaders;
- 2) participate in creating a productive learning environment;
- 3) come to lectures and seminars on time;
- 4) come to lectures and seminars prepared;
- 5) participate in class discussions;
- 6) share responsibility and take part in group work (free-riding is not encouraged).

Course instructors are expected to

- 1) provide clear tasks/assignment descriptions;
- 2) identify due dates for each assignment;
- 3) track student work on the assignments;
- 4) respond to student emails in a timely fashion.

Class Policies

1. Students must study the course syllabus to clarify any issues about the course content, structure, and requirements within the first two weeks of classes.
2. The classroom door closes 15 minutes after the class starts. If students are more than 15 minutes late or leave the classroom during the seminar or lecture, they have to wait till or if the instructor opens the door for them. Students should not knock on the classroom door and call or text their peers asking them to open the door for them.
3. The use of mobile phones is strictly forbidden during seminars and lectures (unless specified by the instructors). Students should check with the instructors about the use of other devices.
4. Students must put their cell phones on mute before each lecture/seminar.
5. All written and oral communication related to this class must be done in English.
6. Students are eligible to get a credit for an assignment only if they are present in class when the assignment is due (seminar). Assignments sent via email or submitted in person before or after class will not be accepted (unless specified by the instructors).
7. Late work is not accepted.
8. According to the HSE student assessment policy, students can re-do an assignment only if the assignment is worth at least 30% of the final grade. This policy applies to all situations, including sick leaves, and assignment types. In this class,
 - a. Only the final exam is worth 30%.
 - b. An exception could be made only for presentations of Assignments 1, 2, and 3. Students who miss presentations of these assignments must inform the instructors ASAP.
9. According to the HSE student assessment policy, instructors are not allowed to provide cumulative grades to students before the first day of the exam week. Students are encouraged to calculate their cumulative grade using the formula provided in the Assessment Criteria section of the syllabus.
10. No extra credit assignments will be provided for missed classes.

11. Students are allowed to communicate with each other only when discussing assignments in groups when asked by the instructor.
12. When writing quizzes, students are not allowed to use cell phones or any other materials, leave the classroom and come back, or share answers with other groups. If a group member violates this policy, all group members will receive '0' for the quiz.
13. If a student is late for a quiz, the student will not be allowed in.
14. The final exam will be scheduled during the finals week.
15. When writing the exam, students are not allowed to use cell phones or any other materials, leave the classroom and come back, or share answers with others. If a student violates this rule, he or she will be asked to leave the room and receive '0' for the exam, thus failing the course (for further details see section 'Assessment Criteria').
16. When writing the exam, students are not allowed to talk to other students. If this policy is violated, the student will be given a 'warning'. If the policy is violated for the second time by the same student, this student will be asked to hand in the work and to leave the classroom. The student will receive '0' for the exam, thus failing the course (for further details see section 'Assessment Criteria').
17. If a student is late for the exam, the student will be allowed in but no additional time will be given.
18. Students could bring only beverages (e.g., coffee or water) with them to the classroom.
19. In case of any questions concerning lectures, students should contact the lecturer. If students have questions about seminars, they should contact seminar instructors.

Recommendations for students about organization of self-study

Self-study is organized in order to:

- Systemize theoretical knowledge received at lectures;
- Extending theoretical knowledge;
- Learn how to use legal, regulatory, referential information and professional literature;
- Development of cognitive and soft skills: creativity and self-sufficiency;
- Enhancing critical thinking and personal development skills;
- Development of research skills;
- Obtaining skills of efficient independent professional activities.

Self-study, which is not included into a course syllabus, but aimed at extending knowledge about the subject, is up to the student's own initiative. A teacher recommends relevant resources for self-study, defines relevant methods for self-study and demonstrates students' past experiences. Tasks for self-study and its content can vary depending on individual characteristics of a student. Self-study can be arranged individually or in groups both offline and online depending on the objectives, topics and difficulty degree. Assessment of self-study is made in the framework of teaching load for seminars or tests.

In order to show the outcomes of self-study it is recommended:

- Make a plan for 3-5 presentation which will include topic, how the self-study was organized, main conclusions and suggestions and its rationale and importance.
- Supply the presentation with illustrations. It should be defined by an actual task of the teacher.

Recommendations for essay

An essay is a written self-study on a topic offered by the teacher or by the student him/herself approved by teacher. The topic for essay includes development of skills for critical thinking and written argumentation of ideas. An essay should include clear statement of a research problem; include an analysis of the problem by using concepts and analytical tools within the subject that generalize the point of view of the author.

Essay structure:

1. *Introduction and formulation of a research question.*
2. *Body of the essay* and theoretical foundation of selected problem and argumentation of a research question.
3. *Conclusion* and argumentative summary about the research question and possibilities for further use or development.

Special conditions for organization of learning process for students with special needs

The following types of comprehension of learning information (including e-learning and distance learning) can be offered to students with disabilities (by their written request) in accordance with their individual psychophysical characteristics:

1. *for persons with vision disorders:* a printed text in enlarged font; an electronic document; audios (transferring of learning materials into the audio); an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
2. *for persons with hearing disorders:* a printed text; an electronic document; video materials with subtitles; an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
3. *for persons with muscle-skeleton disorders:* a printed text; an electronic document; audios; individual assignments and advising.