

HUMAN RESOURCE MANAGEMENT

Course ID: 4056 (Fall Semester 2017)

Course code: MNG/PSY - 358

Number of Credits: 6

Class Schedule: Wednesday (15.35; 17.00)

Class Venue: 303

Instructors:

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Instructor

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Overview

Course Description

The general purpose of the course is to familiarize the students with the basic principles and practices of Human Resource management. This course will give the students a strong basis in all key Human Resource functions. The course includes a variety of topics and is designed with the requirements of modern business. It takes a practical view that integrates the contributions of the behavioral sciences with the technical aspects of implementing the HR function in the 'real world.'

Course Objectives

- To teach relevant and applicable human resource management skills.
- To prepare the student to analyze the human resource issues and case studies.
- To familiarize with the contemporary theory and practice in human resource management and the tools to address the relevant problems.
- Apply problem solving and critical thinking skills to analyze human resource problems.

Key Learning Outcomes

At the end of the module, students should be able to:

- Explain the nature of human resource management and how it relates to effective management of a company.
- Discuss the critical issues in contemporary human resource management.
- Distinguish the different types of human resource strategies and theories.
- Develop human resource strategies for a variety of issues and case studies.
- Analyze particular issues and forecast the success or failure of human resource management practices.
- Apply problem solving skills and critical thinking to the analysis of human resource problems.

Course Details

Suggested Pre-requisites

It is suggested that students have taken basic statistics class, and one of the following modules:

- Organizational Behavior (MNG 322)

Students who have not taken such these modules may take this module. While it will be more challenging, the knowledge gained in this course will help them when taking the above three modules.

Reading Materials

Core Textbooks

Mathis, R.L, Jackson J.H. (2011). Human Resource management. (13th ed.). Mason, OH: South-Western Cengage Learning

Dessler, G. (2014). Fundamentals of Human Resource Management (3rd ed.). Edinburgh, Pearson Education Limited.

Supplementary Readings

Additional readings, such as journal articles, extracts from magazines, and guidebooks will be assigned as needed. These readings will help to expand the students understanding of HRM beyond that of conventional textbooks. Students are to treat these additional readings as required readings.

Course-specific Policies

- Attendance is compulsory. Your grades and your friends' grades depend on it.
- Electronic devices are allowed. However, you are expected to be attentive in class and not disturb other students.
- All written assignments are to conform to the reference and citation practices of APA style format (APA style Format 6th Edition – Publication Manual of the American Psychological Association, copies are available at BF 76.7 P83 2010).

General Academic Policies

The course instructors reserve the right to modify the syllabus throughout the course. Any modifications will be communicated to students in advance via email or during classes.

Students are expected to show up for classes on time and submit homework assignments in a timely manner.

Zero Tolerance for Academic Dishonesty:

As defined, academic dishonesty is a "failure to maintain academic integrity" Failing to maintain academic integrity includes obtaining or giving help on an examination, doing work for another student, and plagiarism. Students are expected to maintain high ethical standards in all their courses. All cases of academic dishonesty will result in a failing grade and will be referred to the Chair, Business Administration department for administrative review.

Contacting your Instructors

Students may contact your instructors on campus during office hours or via email.

Course Assessment

Assessment Components

Attendance	10%
Class Participation:	10%
Group Project	30%
Mid-Term Exam:	25%
Final Exam:	25%

Scores to Grade Conversion

The grading scale, which is standard in the Business Administration department, is as follows:

A	100 – 93	C	76 - 73
A-	92 – 90	C-	72 - 70
B+	89 – 87	D+	69 - 67
B	86 – 83	D	66 - 63
B-	82 – 80	D-	62 – 60
C+	79 – 77	F	59 - 0

The grade of **A** represents "outstanding scholarship." This is reserved for those students that have shown distinction in their performance, advance the general understanding of the material, and apply both terminology and principles in completing course related assignments.

The grade of **B** represents "good scholarship." This identifies a student that has performed at a higher than satisfactory level, exhibits proficient use of course related terminology, and deals with challenging topics.

The grade of **C** implies a student's performance is "satisfactory." This represents a student that has understood the subject material, shows reasonable competence, and conforms to the minimum requirements.

The grade of **D** represents limited ability to analyze material presented in lectures and readings. While the student has attended class and was involved in discussions, performance has been below class average.

The grade **F** represents poor learning or lack of effort, the student has failed to demonstrate even a minimal capacity to analyze concepts and theories. Misses most classes and performed very poorly in, or even failed to participate in class discussions. The final paper, if submitted, has been of a poor standard or plagiarized.

In order to receive full credit, assigned work must be submitted before the scheduled submission deadline. Therefore, students keeping up with the course work and submitting assignments on time is essential. Late assignments will not be accepted for grading. If commitments make submitting assignments on schedule impossible, students must consult with the professor at least ten days in advance to make other arrangements.

Class Attendance (10%)

- Attendance is compulsory and will be marked at each class.
- In case of absence related to health condition, students are to present corresponding medical documents.

Class Participation (10%)

- During lesson students will be asked questions and made to present any assigned work. Frequency and quality of participation in class contributes towards an overall grade.
- Attendance, punctuality, and class conduct count towards the overall evaluation of Class Participation. By not turning up on time, or behaving inappropriately in class may affect your group's score.

Group Project (30%)

- Students are to form groups of 3-4 people within which they will work on the project.
- The purpose of the project is to analyze the HRM practices of particular local companies and present the results in the form of a consulting report.
- All students in the group will receive the same grade.
- The details and requirements for the project will be provided during special session later in the semester.

Mid-Term Exam (25%)

- This will be a closed book exam.
- The exam will be 75 minutes in duration.

Final Exam (25%)

- Final Exam will be conducted in an open-book examination format. Students are allowed to bring in textbook and written or printed notes along. It will involve a single business case with related questions. The exam will be 75 minutes in duration.

Lesson and Topic Schedule

#	Date	Topic
1	6.09.2017	<p>Module Briefing & Overview of HRM</p> <ul style="list-style-type: none"> - Expectations and logistics of the module - HRM in organizations <p><i>Readings:</i> <i>Mathis , Chapter 1, “Human Resource Management in Organizations”</i> <i>Bendabpudi. N. “Creating the Living Brand”. Harvard Business Review, 2005</i></p>
2	6.09.2017	<p>Strategic HRM and Planning</p> <ul style="list-style-type: none"> - Environmental Analysis - Strategic Challenges - CASE STUDY <p><i>Readings:</i> <i>Mathis , Chapter 2, “Strategic HR Management and Planning”</i> <i>Kotter, J. “Leading Change: Why Transformation Efforts Fail”. Harvard Business Review, 2007.</i></p>
3	13.09.2017	<p>Equal Employment Opportunity. Employee Rights and Responsibilities</p> <ul style="list-style-type: none"> - Fundamental Ethical Perspectives - Common Ethical / Legal Concerns - Local perspective - Case Study <p><i>Readings:</i> <i>Mathis, Chapter 3 and 15, “Equal Employment Opportunity”, “Employee Rights and Responsibilities”</i></p>
4	13.09.2017	<p>Ethics, Employee Relations and Fair Treatment</p> <ul style="list-style-type: none"> - CASE STUDY <p><i>Readings:</i> <i>Dessler, Chap 12, “ Ethics, Employee Relation and Fair Treatment at Work”</i></p>
5	20.09.2017	<p>Job Analysis #1</p> <ul style="list-style-type: none"> - Specifics of jobs in small, mid-sized, large and international organizations - Workforce Composition - Job design and contemporary issues and opportunities in job design <p><i>Readings:</i> <i>Mathis , Chapter 4, “Workers, Jobs and Job Analysis”</i></p>
6	20.09.2017	<p>Job Analysis #2</p> <ul style="list-style-type: none"> - Job Analysis - Job Analysis Methods - Case study <p><i>Mathis , Chapter 4, “Workers, Jobs and Job Analysis”</i></p>



7	27.09.2017	<p>Planning and Retention</p> <ul style="list-style-type: none"> - Assessing Internal / External Workforce - Forecasting HR Supply and Demand - Employee Turnover - Managing Retention - Designing supportive and encouraging work environment - Work/ Life programmes, employee care <p><i>Readings:</i> <i>Mathis , Chapter 5, “Human Resource Planning and Retention”</i></p>
8	27.09.2017	<p>Recruitment</p> <ul style="list-style-type: none"> - Strategic Recruitment - External vs Internal Recruiting Methods - Employee Referral - Recruitment Evaluation <p><i>Readings:</i> <i>Mathis , Chapter 6, “Recruiting and Labor Markets”</i> <i>Fernandez-Araoz, C. “21st-Century Talent Spotting”. Harvard Business Review, 2014</i></p>
9	4.10.2017	<p>Selection and Assessment #1</p> <ul style="list-style-type: none"> - Selection and Placement - Selection Process - Testing and Interviewing - Case study <p><i>Readings:</i> <i>Mathis , Chapter 7, “Selecting Human Resources”</i> <i>Roberts, M. “Notes on the Hiring and Selection Process”. Harvard Business Review, 1993</i></p>
10	4.10.2017	<p>Selection and Assessment #2. Case Study</p> <p><i>Readings:</i> <i>Mathis , Chapter 7, “Selecting Human Resources”</i></p>
11	11.10.2017	<p>Performance Management #1</p> <ul style="list-style-type: none"> - Measuring Employee Performance - Performance Appraisals <p><i>Readings:</i> <i>Mathis , Chapter 10, “Performance Management and Appraisal”</i> <i>Amabile, T. and Kramer S. “The Power of Small Wins”. Harvard Business Review, 2011.</i></p>
12	11.10.2017	<p>Performance Management #2. Case Study.</p> <p><i>Readings:</i> <i>Mathis , Chapter 10, “Performance Management and Appraisal”</i> <i>Hill & Gabarro . “Managing Performance”. Harvard Business Review, 2002.</i></p>
13	18.10.2017	<p>Training and Development. Case Study</p> <ul style="list-style-type: none"> - Organizational Strategy and Training - Training Design and Delivery - Training Evaluation - Case study <p><i>Readings:</i> <i>Mathis , Chapter 8, “Training Human Resources”</i> <i>Tichy, N. “No Ordinary Bootcamp”. Harvard Business Review, 2001.</i></p>



14	18.10.2017	Talent Management <ul style="list-style-type: none">- Succession Planning- Career Planning- HR Development Approaches- Coaching and mentoring- Case study <p><i>Readings:</i> <i>Mathis , Chapter 9, "Talent Management"</i></p>
15	25.10.2016	Group Project Consultation
16	25.10.2017	Total Rewards and Compensation <ul style="list-style-type: none">- Compensation System Design- Development of a Base Pay System- Pay Structures <p><i>Readings:</i> <i>Mathis , Chapter 11, "Total Rewards and Compensation"</i> <i>Pfeffer, J. "Six Dangerous Myths about Pay". Harvard business Review, 1998.</i></p>
17	1.11.2017	Incentive Plans and Executive Compensation #1 <ul style="list-style-type: none">- Variable Pay- Individual Incentives- Group / Team Incentives- Executive Compensation <p><i>Readings:</i> <i>Mathis , Chapter 12, "Incentive Plans and Executive Compensation"</i></p>
18	1.11.2017	Incentive Plans and Executive Compensation #2. Case study. <p><i>Readings:</i> <i>Mathis , Chapter 12, "Incentive Plans and Executive Compensation"</i></p>
19	15.11.2017	Employee Benefits #1 <ul style="list-style-type: none">- Benefits Management and Communication- Healthcare Benefits- Retirement Benefits- Other benefits <p><i>Readings:</i> <i>Mathis , Chapter 13, "Managing Employee Benefits"</i></p>
20	15.11.2016	Employee Benefits #2 <ul style="list-style-type: none">- Benefits Management and Communication- Healthcare Benefits- Retirement Benefits- Other benefits <p><i>Readings:</i> <i>Mathis , Chapter 13, "Managing Employee Benefits"</i></p>

21	22.11.2016	<p>Risk Management and Worker Protection</p> <ul style="list-style-type: none"> - Health, Safety and Security - Workplace Safety - Safety Management <p><i>Readings:</i> Mathis , Chapter 14, “Risk Management and Worker Protection”</p>
22	22.11.2016	<p>Union / Management Relations (Guest Speaker)</p> <ul style="list-style-type: none"> - Employee and Management Perspectives - Unionization Process <p><i>Readings:</i> Mathis , Chapter 16, “Union / Management Relations”</p>
23	29.11.2017	<p>Conflict Management #1</p> <p><i>Readings: TBA</i></p>
24	29.11.2017	<p>Conflict Management #2. Case study</p> <p><i>Readings: TBA</i></p>
25	6.12.2016	<p>Labor Law in Kyrgyzstan #1</p> <ul style="list-style-type: none"> - Employee / Employer Relationship - Unions <p><i>Readings:</i> <i>Labor Code of the Kyrgyz Republic, August 4, 2004</i> <i>Tax Code of the Kyrgyz Republic, October 17, 2008</i></p>
26	6.12.2017	<p>Labor Law in Kyrgyzstan #2</p> <ul style="list-style-type: none"> - Taxes - Benefits <p><i>Readings:</i> <i>Labor Code of the Kyrgyz Republic, August 4, 2004</i> <i>Tax Code of the Kyrgyz Republic, October 17, 2008</i></p>
27	13.12.2017	<p>Group Project Presentations</p>
28	13.12.2017	<p>Wrap up session. Exam review</p>

17 – 24 December **End-Term Exam**

Important Notes:

Course Schedule may change across the semester. Should there be any change, students will be informed at least one lesson in advance.