

## Human Resource Management

**Course code:** MGT357

**Semester and year:** Fall 2021

**Day and time:** Monday, 14:45h - 17:30h / hybrid / in class and online on MS Teams

**Instructor:** Gabriele Meissner, MBA

**Instructor contact:** via MS Teams, NEO-e-learning platform; gabriele.meissner@aauni.edu

**Consultation hours:** 30 minutes before or after class, for additional meetings please make appointments

<b>Credits US/ECTS</b>	3/6	<b>Level</b>	Intermediate
<b>Length</b>	15 weeks	<b>Pre-requisite</b>	MGT 245
<b>Contact hours</b>	42 hours	<b>Course type</b>	Bachelor Required

### 1. Course Description

The course will provide an overview of human resource management, with emphasis in human resource planning and strategy, personnel selection, equal employment opportunity, training, performance appraisal, compensation, and contemporary issues in organizational behavior. The course has been developed for the student of general management whose job will involve responsibility for managing people in a global environment.

### 2. Student Learning Outcomes

By the end of this course, students should be able to:

- Understand human resource management from a systemic, strategic perspective.
- Describe the field of "human resource management" and understand its relevance to managers and employees in work organizations especially in a global economy.
- Conduct a basic job analysis and apply this understanding of job requirements to other human resource management systems such as selection, performance appraisal, and compensation.
- Recognize contemporary human resource management tools and understand some of the technical details of human resource management practices.
- Apply relevant theories to the management of people in organizations.
- Analyze business challenges involving human resource systems.
- Critically assess and evaluate human resource policies and practices.
- Be aware of current international HRM trends, explain how human resource management practices can support organizational strategy – especially in a global environment.
- Describe sound practice in the areas of recruitment, selection, training, performance appraisal, remuneration, and retention.
- Apply knowledge of HRM to critique existing HR practices in a client organization and to develop improved practices and tools to suit the client's specific needs.

A major component of the course is the execution of an active learning HR consultancy project. This project allows student groups the opportunity to investigate many of the

functional HR activities that we discuss in class, make professional recommendations to a real organization, and obtain practical experience with HRM issues and activities.

### **3. Reading Material**

#### ***Required Materials***

**Textbook: A. DeNisi, R. Griffin, HR, 1Ed., Mason 2011**

**This book is available in the library and students are required to get it. The mid-term exam topics will be based on the book. (If you are not in Prague, an online textbook will be provided)**

**Students need to sign up at the library for online access of literature databases immediately at term start.**

#### ***Recommended Materials (Available in the Library or via Interlibrary Loan)***

- Ken Blanchard et al., Leading at a Higher Level, New Jersey (2007)
- Daniel Coyle, The Talent Code, New York (2009)
- Carol S. Dweck, MindSet – The New Psychology of success, New York (2007)
- Daniel Goleman, Emotional Intelligence, New York (2009)
- Daniel Goleman, Social Intelligence, New York (2011)
- Harvard Business Essentials, Hiring and Keeping the Best People, Boston (2002)
- Harvard Business Review on Compensation, Boston (1993 – 2001)
- Harvard Business Review on Leadership, Boston (1990 - 1998)
- Harvard Business Review on Managing Diversity, Boston (1990 – 2001)
- Harvard Business Review on Organizational Learning, Boston (1994 – 2001)
- John Hayes, The Theory and Practice of Change Management, New York (2002)
- Rosabeth Moss Kanter, Men and Women of the Corporation, New York (1977 / 1993)
- Robert S. Kaplan, David P. Norton, Alignment: Using the Balanced Scorecard to Create Corporate Synergies, Boston (2006)
- Robert S. Kaplan, David P. Norton, The Balanced Scorecard, Boston (1996)
- Robert S. Kaplan, David P. Norton, The Strategy Focused Organization, Boston (2001)
- Ed Michaels et al., The War for Talent, Boston (2001)
- Daniel Pink, A Whole New Mind, New York (2006)
- Daniel Pink, Drive, New York (2010)
- Jeffrey Pfeffer, Competitive Advantage through People, Boston (1994)
- Jack J. Philips et al., The Human Resources Scorecard, Boston (2001)
- Peter M. Senge, The Fifth Discipline, New York (1990)
- Bruce Tulgan, Winning the Talent Wars, London (2001)

#### ***Recommended Materials***

- List of obligatory readings will be provided on the course website.

### **4. Teaching methodology**

In this subject, you will participate in the following activities designed to enhance your learning throughout the subject:

In-class discussions related to the lecture, cases and videos; debates; other experiential exercises; feedback on the consultancy project; feedback on individual presentations and exercises, especially:

- a) Readings, lectures and case studies
- b) Group assignment on a life case consulting project and presentation during the course

- c) A team paper/project on HR issues and presentation
- d) Class discussions, individual and team exercises

We will be taking an active learning approach in this class. Research has shown that active learning is more effective, and interesting for both the students and the instructor. Successful active learning does require you to prepare for class every time. This means that you should do the readings before class each week, think about the issues, and be prepared to contribute to class discussions.

My goal is to engage your interest and facilitate your learning through highly varied classroom activities. I think it is important to provide expert, logically structured input via lectures, and to orchestrate frequent opportunities for you to participate, think, apply, test your understanding, and build skills via in-class activities. I intend to develop your skills beyond merely learning the material to become able to critically and selectively apply and adapt your knowledge to specific contexts and problems in the real world.

As this is an online class, pro-active verbal participation is required to discuss cases and topics.

**The NEO LMS platform is the main channel for assignments and all email communications. The class takes place in the classroom and on the MS Teams platform.**

### 5. Course Schedule

Date	Class Agenda
Class 1 6.9.2021	<b>Topic:</b> Introduction to HRM <b>Description:</b> Importance and impact of HRM in organizations; surveys and studies concerning current HR topics
Class 2 13.9.2021	<b>Topic:</b> Strategic HRM / HR Planning / Globalization <b>Description:</b> Strategic HR management means that HR professionals are proactive in addressing business realities and focusing on future business needs, such as strategic planning, compensation strategies, the performance of HR, and measuring its results. It also means that HR strategy and planning is embedded in corporate, business and functional strategy development. This is especially crucial in a globalized business environment. HR planning in a global business environment.  <b>Reading/Homework:</b> Will be provided on the course website
Class 3 20.9.2021	<b>Topic:</b> Job Analysis / Job Design Guest Lecture: David Muir <b>Description:</b> <ul style="list-style-type: none"> <li>- Analyzing jobs</li> <li>- Workflow analysis</li> <li>- Business process re-engineering</li> <li>- Job design</li> <li>- Person-job fit</li> <li>- Job-person fit</li> <li>- Job characteristics</li> <li>- Job description</li> </ul>

	<ul style="list-style-type: none"> <li>- Job specifications / performance standards</li> </ul> <p><b>Reading / Homework:</b> Will be provided on the course website</p> <p><b>Assessment Details</b></p>
Class 4 27.9.2021	<p><b>Topic:</b> Recruitment / Selection</p> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>- Strategic recruiting and HR planning</li> <li>- Labor markets</li> <li>- Regular vs. flexible staffing</li> <li>- Recruiting sources</li> <li>- Selection and selection criteria</li> <li>- Placement</li> <li>- Person/job fit</li> </ul> <p><b>Reading:</b> Will be provided on the course website</p> <p><b>In-class Presentations</b></p>
Class 5 4.10.2021	<p><b>Topic:</b> Compensation / Training / Development / Career Management</p> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>- Training / strategic training</li> <li>- Talent Management / Development</li> <li>- Retention</li> <li>- Succession planning</li> <li>- Careers and career planning</li> <li>- Total rewards and compensation</li> <li>- Incentive plans and executive compensation</li> <li>- Employee benefits</li> </ul> <p><b>Reading:</b> Will be provided on the course website</p> <p><b>In-class Presentations</b></p>
Class 6 11.10.2021	<p><b>Topic:</b> Agile Organizations</p> <ul style="list-style-type: none"> <li>- Change management</li> <li>- Agile teams</li> </ul> <p><b><u>Introduction Mid-term Essay / Instructions</u></b></p> <p><b>In-class Presentations</b></p>
Class 7 18.10.2021	<p><b>Topic:</b> Recruitment / Assessment Center</p> <p><b>Description:</b> Talent Management</p> <p><b>Reading:</b> Will be provided on the course website</p> <p><b>In-class Presentations</b></p>
25.- 29.10.2021	<p><b>Mid-term Break</b></p>
Class 8 1.11.2021	<p><b>Topic:</b> Succession Planning</p> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>- Framework for evaluating possible high potential candidates</li> </ul> <p><b>Reading:</b> Will be provided on the course website</p> <p><b>In-class Presentations</b></p> <p><b><u>Assignments/deadlines: Mid-term Essay</u></b></p>
Class 9	<p><b>Topic:</b> Corporate Culture / Ethics</p>

8.11.2021	<p><b>Description:</b></p> <ul style="list-style-type: none"> <li>- Creating efficient and ethical corporate cultures</li> <li>- Impact of culture</li> <li>- Defining and evaluating organizational culture</li> <li>- Learning organizations</li> </ul> <p><b>Reading:</b> Will be provided on the course website</p> <p><b>In-class Presentations</b></p>
Class 10 15.11.2021	<p><b>Topic:</b> Change Management</p> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>- The role of leadership / strategic leadership</li> <li>- How to deal with constant rapid change</li> <li>- The implementation cycle</li> <li>- Sense of urgency</li> <li>- Organizational development</li> </ul> <p><b>Reading:</b> Will be provided on the course website</p> <p><b>In-class Presentations</b></p>
Class 11 22.11.2021	<p><b>Topic:</b> Leadership / Power</p> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>- Meaning and relevance of leadership</li> <li>- Global and cross-cultural leadership</li> <li>- Moral aspects of leadership; power</li> <li>- Leader as motivator and coach</li> <li>- Leadership and integrity, responsibility and accountability</li> </ul> <p><b>Reading:</b> Will be provided on the course website</p> <p><b>In-class Presentations</b></p>
Class 12 29.11.2021	<p><b>Topic:</b> The influence of technology on people's management / Digital HRM</p> <p><b>Reading:</b> Will be provided on the course website</p> <p><b>In-class Presentations</b></p>
Class 13 6.12.2021	<p><b>Topic:</b> Future of Work</p> <p><b>Reading:</b> Will be provided on the course website</p> <p><b>In-class Presentations</b></p>
Class 14 13.12.2021	<p><b><u>Final Exam</u></b> <b><u>Group Project Presentation / Discussion</u></b> <b><u>Deadline for Group Project Paper</u></b></p>
	<p><b>The sequence of topics might change due to guest lectures.</b></p>

## 6. Course Requirements and Assessment (with estimated workloads)

Assignment	Workload (average)	Weight in Final Grade	Evaluated Course Specific Learning Outcomes	Evaluated Institutional Learning Outcomes*
Attendance and Class Participation	42	10 %	Self-management, ability to self-discipline, learning how to get engaged	1, 2, 3
Team Presentation	28	30 %	Presentation skills, ability to explain the studied topic to peers, identify key issues, subject knowledge, apply theory to current business practice, critical evaluate the covered concepts	1, 2, 3
Mid-term home assignment	30	30 %	Explain, discuss and apply theoretical concepts, tools and methods; give appropriate examples	1, 2, 3
(Homework /Participation Only for students in another time zone)	(25)	(10 %)	(Ability to understand and analyze given academic articles and case studies; summarize literature in a concise form; getting a deeper theoretical understanding of HRM concepts)	1, 2, 3
Final Group Project	25	30 %	Analyzing a given real life client problem and developing solutions and recommendations based on theoretical concepts, tools and methods	1, 2, 3
<b>TOTAL</b>	<b>150</b>	<b>100%</b>		

\*1 = Critical Thinking; 2 = Effective Communication; 3 = Effective and Responsible Action

### **Deadlines:**

**Deadlines in business are critical. All deadlines are posted on NEO.** Each student is responsible for checking the class course space and their AAU Student e-mail box regularly, attending every class on time, and completing the assignment on time.

**No papers are accepted after the final class and group presentation.**

**Meeting all requirements: The formal requirements are clearly stated in all assignment descriptions. It is your duty to read and follow them. If you don't meet the requirements your grade will drop down at least 2 levels.**

**Not from the Dean approved excuses for absence from the exams won't be accepted; the dates are stated above and in the detailed assessment descriptions. This is especially valid for the final group project presentations.**

## **7. Detailed description of the assignments**

### ***Attendance and Class Participation:***

Participation is evaluated on the quality of your contribution to the learning experience of the class. Participating by actively responding to questions, asking questions yourself, and engaging in class discussions will help you earn your participation grade. Simply attending every class is not participation. If you are not sure, please ask your course leader what you can do to increase your participation.

We will have some panel discussions on controversial issues and your contribution and if you get appointed to be on the panel your preparation will be important for your grade.

Note that the quality of your participation is not necessarily a function of the quantity of your participation. Your participation grade will be evaluated, (at the end of the course), as follows:

- **Outstanding:** Contributions provided important insights for the class. Arguments were well supported (with evidence) and persuasively presented. If this student were not a member, the quality of the class would have been significantly less.
- **Good:** Contributions were on target, fairly well supported and persuasive. If this student were not a member, the quality of the class would have been slightly less.
- **Attending nonparticipant:** Contributed nothing to the class. The student attended every class but was silent and did not participate.
- **Repetitive:** If a student's class comments were repetitious and obvious and did not add value to the class. That is, you will be penalized for 'airtime' without value.
- **Unsatisfactory:** Unsatisfactory contribution occurs due to inadequate preparation. If this student were not a member of the class, the quality of the discussions would have been enhanced.

### ***Professional Behavior in Class***

Think of the following as an "Employee Handbook" setting out expected behavior and mutual obligations between us, like that which would exist between employer and employee. I undertake to treat students with respect, be well-prepared for class always, provide extensive developmental feedback, and respond quickly to your inquiries.

Reciprocity in the form of professional behavior is expected from you. You should behave as if employed by a major organization, taking responsibility for your actions and treating your colleagues with respect.

Class will begin on time. Lateness, taking phone calls, sending SMSs, browsing the internet or checking e-mails, private conversations especially during a presentation of your classmates, wandering in and out at will, eating and other unprofessional behaviors are rude, inappropriate, disrupt the learning of others, and may result in sanctions being applied.

### Assessment breakdown

Assessed area	Percentage
Quality contributions to class discussions (s.a.)	35%
Focus – paying attention to class activities (no browsing of internet, FB, txt messaging etc.)	30%
Quantity of contributions to class discussions	35%
Total	100%

### ***In-class Presentations:***

Students are asked to prepare a presentation based on given academic articles/case studies or a chosen HR topic of max. 15 minutes followed by a discussion of again max. 10 minutes for which they also need to prepare the questions and which they will facilitate.

Each assignment comes with some questions, which the team needs to research and answer. I will decide the sequence of presentations in alignment with the syllabus.

### **Requirements for the presentations:**

1. You need to write an abstract about your presentation focus of one A4-page.
2. If you present in a team each team member also needs to write a meaningful peer evaluation using the template on the course website.
3. All sources you might use must be valid academic/professional sources (four is the minimum) and named in the usual scientific form as an appendix. This is also valid for Internet sources (don't base your presentation on Wikipedia!)
4. Please format the presentation professionally, that means title (put a title on the abstract and peer evaluations as well, but separate it from your main paper), page numbers and your name on each page.
5. You need to cover and structure your topic along with certain research questions, which you will develop on your own. Please note, that just presenting facts and figures will not meet the learning objectives and will only earn mediocre grades. I expect you to see your topic in a holistic context and to critically evaluate the different ethical concepts involved.

Please prepare a set of open questions and facilitate the class discussion on your topic, and hand in a copy of these questions. You are responsible for keeping within the time limit!

**You need to submit your slides, the abstract and peer evaluations via the NEO course site in the assignment section as pdf-files before your presentation.**

### Assessment breakdown

Assessed area	Percentage
Correct summary of the article (theory, models, methods, conclusions)	20%
Impact on business practice	20%
Recommendations for organizations	20%
Critical evaluation of article on the background of additional background research	20%
Meeting all requirements, especially abstract, meaningful peer evaluations, meeting the deadline and uploading all required documents in required format	20%
Total	100%



### ***Academic Essay/Mid-term Home Assignment:***

Students will write an academic essay referring to chapters in the textbook (s.a.) asking for theoretical and conceptual knowledge. Additional research is required. The essay needs to be based on academic sources.

#### **Required Preparation:**

**Textbook Chapters 1, 3, 4, 6, 7, 9**

**Date: November 1, 2021**

#### **Assessment breakdown**

<b>Assessed area</b>	<b>Percentage</b>
Analysis, coherence, conclusions	25%
Reference to concepts, tools and methods outlined in the relevant chapters of the textbook	25%
Application of concepts, tools and methods to relevant examples	25%
Outline of relevance to current business practice	25%
Total	100%

### ***Final Group Project:***

In the Final Group Project students will choose a current HR topic and analyze what it means for the future of work and especially what impact it has on the way HR will function in the future. The details will be communicated at the beginning of the course,

**Deadline for presentation and report: December 15, 2021**

#### **Assessment breakdown**

<b>Assessed area</b>	<b>Percentage</b>
Critical analysis; application of concepts, tools and methods; coherence; conclusions; recommendations	25%
Structure of the report; validity of sources and references; bibliography; professional editing and formatting	25%
Quality of presentation (focus, analysis, critical application of concepts and methods, time management)	25%
Meeting all formal requirements, especially meaningful peer evaluations and keeping relevant deadlines – upload as pdf and print-outs – submitting the report on NEO	25%
Total	100%

## **8. General Requirements and School Policies**

### ***General requirements***

All coursework is governed by AAU's academic rules. Students are expected to be familiar with the academic rules in the Academic Codex and Student Handbook and to maintain the highest standards of honesty and academic integrity in their work.

### ***Electronic communication and submission***

The university and instructors shall only use students' university email address for communication, with additional communication via NEO LMS or Microsoft Teams. Students sending e-mail to an instructor shall clearly state the course code and the topic in the subject heading, for example, "COM101-1 Mid-term Exam. Question". All electronic submissions are through NEO LMS. No substantial pieces of writing (especially take-home exams and essays) can be submitted outside of NEO LMS.

## **Attendance**

Attendance, i.e., presence in class in real-time, is expected and encouraged. However, the requirement that students miss not more than 35% of real-time classes is temporarily suspended due to the COVID-19 pandemic.

## **Absence excuse and make-up options**

Should a student be absent from classes for relevant reasons (illness, serious family matters), s/he can submit to the Dean of Students an Absence Excuse Request Form supplemented with documents providing reasons for the absence. These must be submitted within one week of the absence. If possible, it is recommended the instructor be informed of the absence in advance. Should a student be absent during the add/drop period due to a change in registration this will be an excused absence if s/he submits an Absence Excuse Request Form along with the finalized add/drop form.

Students whose absence has been excused by the Dean of Students are entitled to make up assignments and exams provided their nature allows. Assignments missed due to unexcused absences which cannot be made up, may result in a decreased or failing grade as specified in the syllabus.

Students are responsible for contacting their instructor within one week of the date the absence was excused to arrange for make-up options.

**Late work:** No late submissions will be accepted – please follow the deadlines.

## **Electronic devices**

Electronic devices (e.g. phones, tablets, laptops) may be used only for class-related activities (taking notes, looking up related information, etc.). Any other use will result in the student being marked absent and/or being expelled from the class. No electronic devices may be used during tests or exams unless required by the exam format and the instructor.

**Eating** is not allowed during classes.

## **Cheating and disruptive behavior**

If a student engages in disruptive conduct unsuitable for a classroom environment, the instructor may require the student to withdraw from the room for the duration of the class and shall report the behavior to the Dean.

Students engaging in behavior which is suggestive of cheating will, at a minimum, be warned. In the case of continued misconduct, the exam or assignment will be failed and the student will be expelled from the exam or class.

## **Plagiarism and Academic Tutoring Center**

Plagiarism is “the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one’s own original work.” (Random House Unabridged Dictionary, 2nd Edition, Random House, New York, 1993)

Turnitin’s White Paper ‘The Plagiarism Spectrum’ (available at <http://go.turnitin.com/paper/plagiarism-spectrum>) identifies 10 types of plagiarism ordered from most to least severe:

1. CLONE: An act of submitting another’s work, word-for-word, as one’s own.
2. CTRL-C: A written piece that contains significant portions of text from a single source without alterations.
3. FIND-REPLACE: The act of changing key words and phrases but retaining the essential content of the source in a paper.
4. REMIX: An act of paraphrasing from other sources and making the content fit together seamlessly.

5. RECYCLE: The act of borrowing generously from one’s own previous work without citation; To self-plagiarize.
6. HYBRID: The act of combining perfectly cited sources with copied passages—without citation—in one paper.
7. MASHUP: A paper that represents a mix of copied material from several different sources without proper citation.
8. 404 ERROR: A written piece that includes citations to non-existent or inaccurate information about sources
9. AGGREGATOR: The “Aggregator” includes proper citation, but the paper contains almost no original work.
10. RE-TWEET: This paper includes proper citation, but relies too closely on the text’s original wording and/or structure.

At minimum, plagiarism from types 1 through 8 will result in a failing grade for the assignment and shall be reported to the Dean. The Dean may initiate a disciplinary procedure pursuant to the Academic Codex. Allegations of bought papers and intentional or consistent plagiarism always entail disciplinary hearing and may result in expulsion from AAU.

If unsure about technical aspects of writing, students are encouraged to consult with the tutors of the AAU Academic Tutoring Center. For more information and/or to book a tutor, please contact the ATC at: <http://atc.simplybook.me/sheduler/manage/event/1/>.

### **Course accessibility and inclusion**

Students with disabilities are asked to contact the Dean of Students as soon as possible to discuss reasonable accommodations. Academic accommodations are not retroactive. Students who will be absent from course activities due to religious holidays may seek reasonable accommodations by contacting the Dean of Students in writing within the first two weeks of the term. All requests must include specific dates for which the student requests accommodations.

## **9. Grading Scale**

<b>Letter Grade</b>	<b>Percentage*</b>	<b>Description</b>
A	95 – 100	<b>Excellent performance.</b> The student has shown originality and displayed an exceptional grasp of the material and a deep analytical understanding of the subject.
A-	90 – 94	
B+	87 – 89	<b>Good performance.</b> The student has mastered the material, understands the subject well and has shown some originality of thought and/or considerable effort.
B	83 – 86	
B-	80 – 82	
C+	77 – 79	<b>Fair performance.</b> The student has acquired an acceptable understanding of the material and essential subject matter of the course, but has not succeeded in translating this understanding into consistently creative or original work.
C	73 – 76	
C-	70 – 72	
D+	65 – 69	<b>Poor.</b> The student has shown some understanding of the material and subject matter covered during the course. The student’s work, however, has not shown enough effort or understanding to allow for a passing grade in School Required Courses. It does qualify as a passing mark for the General College Courses and Electives.
D	60 – 64	
F	0 – 59	<b>Fail.</b> The student has not succeeded in mastering the subject matter covered in the course.

\* Decimals should be rounded to the nearest whole number.

**Prepared by and when:** Gabriele Meissner, June 27<sup>th</sup>, 2021

**Approved by and when:**

Karel Kubias, Chair, Department of Management, July 7<sup>th</sup>, 2021

Jan Vašenda, Dean, School of Business Administration, August 27<sup>th</sup>, 2021