COURSE SYLLABUS

Human Resource Management

Course code: MGT357
Term and year: Spring 2024
Day and time: Wednesday 11.30 -14:15
Instructor: Mgr. Eva Švejdarová MBA, M.A., Ph.D.
Instructor contact: eva.svejdarova@aauni.edu, via MS Teams, NEO-e-learning platform
Consultation hours: 30 minutes before or after class, please make appointments

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

1. Course Description

The course has been developed for the student of general management whose job will involve responsibility for managing people in a global environment. Upon course completion, students will understand and appreciate the importance of human resource management, including its central management function, clarify the various areas of human resource management and their functions, and apply key concepts and terminology of HR. At the same time, they demonstrate the acquired principles and techniques of human resources management within the final project that focuses on demonstrating knowledge, skills, and competencies in the field of human capital management.

2. Student Learning Outcomes

Upon completion 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.

While employing 21. EWA Edu. learning methodology, students will create 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 an organization, and obtain practical experience with HRM issues and activities.

3.   Reading Material

Textbook: A. DeNisi, R. Griffin, HR, 1Ed., Mason 2011
Article: Holman, David -- Švejdarová, Eva: *The 21st-Century Empowering Wholeness Adaptive (EWA) Educational Model Transforming Learning Capacity and Human Capital through Wholeness Systems Thinking towards a Sustainable Future*. [online]. 2023. https://www.mdpi.com/2071-1050/15/2/1301.

Required Materials

A list of obligatory readings will be provided on the course website.

Recommended Materials

● Ken Blanchard et al., Leading at a Higher Level, New Jersey (2007)
●Taylor, S. - Armstrong, M. Armstrong's Handbook of Human Resource Management Practice . Luxembourg: Ashford Colour press Ltd, 2014.
● 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)

4.   Teaching methodology

EWA (Empowering Wholeness Adaptive) Edu. Learning and didactic model by Švejdarová and Holman (2023), Lectures, group discussions, presentations, role plays and exercises, feedback, examinations, article reviews, analysis of cases, homework readings and assignments with follow-up analysis and discussion in class, etc.

5.   Course Schedule

Date	Class Agenda
Session 1 2.2. 2024	**Topic:** Introduction to HRM, introduction to 21st EWA Edu. Didactic model
	Description: Syllabus review. Discussion on class expectations.
	Reading: DeNisi/Griffin, Hand-outs on the course website

	Assignments/deadlines: personal SWOT analysis
Session 2 07.2. 2024	**Topic:** Strategic and global HRM **Description:** Organization of the human resources department, life cycle of an employee in a company **Reading:** DeNisi/Griffin, Hand-outs on the course website **Assignments/deadlines:**
Session 3 14.2. 2024	**Topic:** Employee recruitment and adaptation process **Description:** Strategic recruiting and HR planning. Recruiting sources. Selection criteria and process, interviews. Successful onboarding strategies. **Reading:** DeNisi/Griffin, Hand-outs on the course website **Assignments/deadlines:**
Session 4 21.2. 2024	**Topic:** Talent management **Description:** Talent identification, development and retention, succession planning. **Reading:** DeNisi/Griffin, Hand-outs on the course website **Assignments/deadlines:**
Session 5 28.2. 2024	**Topic:** Career management **Description:** Careers and career planning. Organizational and individual development planning. **Reading:** DeNisi/Griffin, Hand-outs on the course website **Assignments/deadlines:**
Session 6 6.3. 2024	**Topic:** Learning & Development **Description:** Effective ways for new trends in L&D. **Reading:** DeNisi/Griffin, Hand-outs on the course website **Assignments/deadlines:** Midterm individual reflection
Session 7 13.3. 2024	**Topic:** Managing diversity & inclusion, unconscious biases in HR **Description:** Nature and dimensions of workforce diversity. Impact of diversity on organizational culture and performance. HR role in diversity management. **Reading:** DeNisi/Griffin, Hand-outs on the course website **Assignments/deadlines:** Midterm presentation outline
Session 8 20.3. 2024	Mid-term presentation of effective systemic learning and development plan for global employees
27.3. 2024	Mid-Term Break

Session 9 3.4. 2024	**Topic:** Performance appraisals, effective feedback, and compensation methods **Description:** Purpose, process, and methods of performance management. Compensation Strategy. Styles of feedback and Components and functions of Total Compensation Management. **Reading:** DeNisi/Griffin, Hand-outs on the course website **Assignments/deadlines:**
Session 10 10.4.2024	**Topic:** Employee motivation **Description:** Key theories of motivation, current research on motivation. The interdependence of motivation and performance. **Reading:** DeNisi/Griffin, Hand-outs on the course website **Assignments/deadlines:**
Session 11 17.4. 2024	**Topic:** Ethics in HR and Sustainability **Description:** Creating efficient and ethical corporate cultures, Impact of culture, CSR and Sustainability, Ethical function of HR, and new roles of HR in Sustainability **Reading:** DeNisi/Griffin, Hand-outs on the course website **Assignments/deadlines:**
Session 12 24.4. 2024	**Topic:** Organizational culture and change management **Description:** DeNisi/Griffin, Hand-outs on the course website **Reading: Assignments/deadlines:**
1.5. 2024 8.5. 2024	State Holliday
Session 13 15.5. 2024	**Topic:** Personal marketing, marketing mix in HR and Employer Branding, Leadership in the 21st century **Description:** 4Ps in HR, meaning and relevance of leadership. Leader vs. manager, Leader as motivator and coach. **Reading:** DeNisi/Griffin, Hand-outs on the course website **Assignments/deadlines:** Outline of the final Individual Reflection
Session 14 22.5. 2024	**Topic:** Feedback and Final Team Presentations, Individual Reflections **Description:** **Reading:** N/A **Assignments/deadlines:** Individual Reflections, Final Report

6.   Course Requirements and Assessment (with estimated workloads)

Assignment	Workload (hours)	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
Individual Reflection	15	15%	Ability to self-discipline, reflection, self-evaluation, critical assessment	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, critically evaluate the covered concepts, effective team cooperation	1, 2, 3
Mid-term home assignment	15	15%	Explain, discuss, and apply theoretical concepts, tools and methods; give appropriate examples	1, 2, 3
Final Team Project	50	30%	Creating a report for a company, assessing problems, and developing solutions and recommendations based on theoretical concepts, tools and methods from an HR perspective	1, 2, 3
TOTAL	**150**	**100%**		

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

7.   Detailed description of the assignments

Assignment 1: **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

very class is not participation. If you are not sure, please ask your course leader what you can do to increase 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.

• 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.

Assessment breakdown

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

Assignment 2: **Individual Reflection**
        During the semester, you kept an up-to-date diary, reflecting on your role within the team as well as your knowledge, skills and competencies that you need and learn to master human resources management such as communication, conflict resolution, consensus finding, critical thinking, cooperation and creativity.
The following exercises will help you: a personal SWOT analysis (SMART or GROW model if you wish)
Instructions for individual work - reflection
Individual work (each team member for her/him-self) has a written form. The maximum range is 2 A4 in Word. (This is a text range of 1,800 characters (symbols and spaces), which corresponds to thirty lines of 60 characters or approximately 250 words of regular text.)
Part 1 - 1 page A4
Assignment: Describe the settings of a personal development program for managing personnel - managerial work.
    What did you learn in the HRM course, what did you miss?
    How was the HRM course useful to you, which skills and competencies did you practice or deepen?
    Did the agile way of teaching in seminars help you?
    What else would you like to learn to do in the HRM course?

Part 2 - 1 page A4
Assignment: Define your own strengths and weaknesses in working on a team project and evaluate the team project as such.

Give examples of situations where you in teamwork:
- contributed to conflict resolution (e.g. conflict recognition, prevention, finding a constructive solution),
- helped to solve any problem (you helped the team members realize their potential and work together to solve the problem)
- applied your communication skills (e.g. listening without pre-evaluation, open communication, observing non-verbal communication of others, normal conversation with others),
- set realistic and relevant objectives for yourself or others,
- were able to divide the work and make the most of the collaborative potential of knowledge and personal skills,
- were able to motivate yourself and/or others,
- provided constructive feedback.

Evaluate your personal development, thank you.

Assessment breakdown

Assessed area	Percentage
Critical reflection; application of concepts, tools, and methods; coherence	25%
Structure of the report, professional editing, and formatting	25%
Quality and depth of analysis, time management	25%
Meeting all formal requirements, and keeping relevant deadlines	25%
Total	100%

Assignment 3: **Team Presentation**

In-class Team Presentations based on 21st EWA Edu:

Students are asked to prepare a final presentation based on their agile team project-based work during our classes. You will create a company and a sustainable fictitious enterprise that employs fewer than 50 people and whose annual turnover or total annual balance sheet does not exceed €10 million. Pick a business that is fun and interesting to you. Examples of businesses might include a detective agency, cable-access TV series, advertising firm, modeling agency, cruise ship, entertainment firm, casino, retail shop, independent newspaper, radio station, amusement park, etc. You might choose your own company; however, I must agree with your choice. The project requires you to make very specific recommendations about what HR policies are appropriate for your business, applying the content from the class lectures to your small business. For example, one of the early lectures will go over human resource planning and recruitment. You will apply those topics to your business to decide things like how to deal with an initial labor shortage, what sources to use for the recruitment of new employees, and how to ensure that new recruits will stay with your organization (effective onboarding plan, compensation, talent development, etc.).
 In preparing and delivering this presentation, you are to pretend that you are attempting to "sell" your business idea. Unlike in the real world, the only thing that counts during your presentation is how good your HR practices are. If you have good HR practices, I will invest in your business – you will receive a good grade. Your goal is therefore to impress me and your peers with your HR knowledge.
Format Class projects will be presented in a 20-minute Microsoft PowerPoint presentation delivered during our last session. All students must upload the final version of their presentation to NEO 24 hours before our last session. For our last meeting, be sure to turn in a printout on the day of the presentation. Printouts should be created using PowerPoint's "handout" setting set to 3 slides per page.
You are responsible for keeping within the time limit!

Assessment breakdown

Assessed area	Percentage
Critical analysis; application of concepts, tools and methods; coherence; conclusions; recommendations	25%
Structure of the presentation; 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	25%
Total	100%

Assignment 4: **Mid-term home assignment**

Students will provide an outline of their individual reflection as well as an outline of their team project. The purpose of the outline of the team project is to help students determine a research program, the report's organization, an approach to the problem, a breakdown of work responsibilities, a work schedule, etc.

Assessment breakdown

Assessed area	Percentage
Critical reflection; application of concepts, tools and methods; coherence	25%
Structure of the report, professional editing and formatting	25%
Quality and depth of analysis, time management	25%
Meeting all formal requirements, and keeping relevant deadlines	25%
Total	100%

Assignment 5: **Final Team Project**

Final Report

Based on your research and your presentation, students will submit a final report to NEO. Each team will prepare an 8-10 single-spaced page written case study report that executes the outline. This report should be typed using Times New Roman 12-point font, double-spaced, with 1" margins and be between six (6) and eight (8) pages including all tables and graphs (title page and citations do not count in page length).

Assessment breakdown

Assessed area	Percentage
Critical analysis; application of concepts, tools and methods; coherence; conclusions; recommendations	25%
Structure of the presentation; 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	25%

Total	100%

8. General Requirements and School Policies

9. 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.

10. 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.

11. Attendance

Attendance, i.e., presence in class in real-time, at AAU courses is default mandatory; however, it is not graded as such. (Grades may be impacted by missed assignments or lack of participation.) Still, students must attend at least two thirds of classes to complete the course. If they do not meet this condition and most of their absences are excused, they will be administratively withdrawn from the course. If they do not meet this condition and most of their absences are not excused, they will receive a grade of "FW" (Failure to Withdraw). Students may also be marked absent if they miss a significant part of a class (for example by arriving late or leaving early).

12. Absence excuse and make-up options

Should a student be absent from classes for relevant reasons (illness, serious family matters), and the student wishes to request that the absence be excused, the student should submit an Absence Excuse Request Form supplemented with documents providing reasons for the absence to the Dean of Students within one week of the absence. Each student may excuse up to two sick days per term without any supporting documentation; however, an Absence Excuse Request Form must still be submitted for these instances. 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.

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

14. *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.

15. *Eating* **is not allowed during classes.**

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

17. *Plagiarism*

Plagiarism obscures the authorship of a work or the degree of its originality. Students are expected to create and submit works of which they are the author. Plagiarism can apply to all works of authorship – verbal, audiovisual, visual, computer programs, etc. Examples are:

- **Verbatim plagiarism**: verbatim use of another's work or part of it without proper acknowledgement of the source and designation as a verbatim quotation,
- **Paraphrasing plagiarism**: paraphrasing someone else's work or part of it without proper acknowledgement of the source,
- **Data plagiarism**: use of other people's data without proper acknowledgement of the source,
- **False quotation**: publishing a text that is not a verbatim quotation as a verbatim quotation,
- **Fictious citation**: quoting, paraphrasing, or referring to an incorrect or a non-existent work,
- **Inaccurate citation**: citing sources in such a way that they cannot be found and verified,
- **Ghostwriting**: commissioning work from others and passing it off as one's own,
- **Patchwriting**: using someone else's work or works (albeit with proper acknowledgement of sources and proper attribution) to such an extent that the output contains almost no original contribution,
- **Self-plagiarism**: unacknowledged reuse of one's own work (or part of it) that has been produced or submitted as part of another course of study or that has been published in the past,
- **Collaborative plagiarism**: delivering the result of collective collaboration as one's own individual output.

At minimum, plagiarism will result in a failing grade for the assignment and shall be reported to the student's Dean. A mitigating circumstance may be the case of novice students, and the benefit of the doubt may be given if it is reasonable to assume that the small-scale plagiarism was the result of ignorance rather than intent. An aggravating circumstance in plagiarism is an act intended to make the plagiarism more difficult to detect. Such conduct includes, for example, the additional modification of individual words or phrases, the creation of typos, the use of machine translation tools or the creation of synonymous text, etc. The Dean may

initiate a disciplinary procedure pursuant to the Academic Codex. Intentional or repeated plagiarism always entail disciplinary hearing and may result in expulsion from AAU.

18. *Use of Artificial Intelligence and Academic Tutoring Center*

The use of artificial intelligence tools to search sources, to process, analyze and summarize data, and to provide suggestions or feedback in order to improve content, structure, or style, defined here as AI-assisted writing, is not in itself plagiarism. However, it is plagiarism if, as a result, it obscures the authorship of the work produced or the degree of its originality (see the examples above).

AAU acknowledges prudent and honest use of AI-assisted writing, that is, the use of AI for orientation, consultation, and practice is allowed. For some courses and assignments, however, the use of AI is counterproductive to learning outcomes; therefore, the course syllabus may prohibit AI assistance.

A work (text, image, video, sound, code, etc.) generated by artificial intelligence based on a mass of existing data, defined here as AI-generated work, is not considered a work of authorship. Therefore, if an AI-generated work (e.g. text) is part of the author's work, it must be marked as AI-generated. Otherwise, it obscures the authorship and/or the degree of originality, and thus constitutes plagiarism. Unless explicitly permitted by the instructor, submission of AI-generated work is prohibited.

If unsure about technical aspects of writing, and to improve their academic 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/.

19. *Course accessibility and inclusion*

Students with disabilities should contact the Dean of Students 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.

20. Grading Scale

Letter Grade	Percentage*	Description
A	95–100	**Excellent performance**. 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	**Good performance**. 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	**Fair performance**. 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	**Poor**. 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	**Fail**. 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: Eva Švejdarová
Date: 10.1. 2024

Approved by:
Date: