Human Resource Management

1. Course Description

This course is to explore the theory, practice, and key considerations involved in human resource management. The course will cover HR strategy, recruiting, compensation, performance management, training and development, employee relations, and international human resource management. Teaching methods will include lectures, discussions, business cases used to illustrate key concepts, theories, and practices in human resource management.

2. Course Objectives and Requirements

The objectives of the course are as follows:
- provide a strategic framework for understanding human resource management and its organizational context
- identify and explain the key theories and issues in managing human resources
- understand key principles underlying effective management of human capital
- develop problem-solving skills relevant to main processes of human resource management
- understand the contingencies that need to be considered in the design of human resource systems

Requirements: The course will consist of six modules, as detailed below. Since studying is based on case and class discussions, and exchanging of the students' ideas and experiences, participants will be encouraged to take an active part and share their managerial experiences and quandaries with the class. Students are, therefore, expected to attend and participate in all class sessions.
3. Course Arrangement

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Introduction and strategic human resource management</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Major HR challenges facing organizations; major categories of HR activities, HR strategy</td>
</tr>
<tr>
<td></td>
<td>The definition and importance of human resource</td>
</tr>
<tr>
<td></td>
<td>HR practices providing competitive advantages</td>
</tr>
<tr>
<td></td>
<td>The trends of hr management in China</td>
</tr>
<tr>
<td></td>
<td>HR strategy</td>
</tr>
<tr>
<td></td>
<td>How to link business strategy to HR strategy</td>
</tr>
<tr>
<td><strong>Group work 1</strong></td>
<td>Explain why 16 Best HR practices can provide competitive advantages</td>
</tr>
<tr>
<td><strong>Group Work 2</strong></td>
<td>Discussion Suicide tragedy of Foxconn company</td>
</tr>
</tbody>
</table>

## Unit 2: Staffing and Talent Management (1)

<table>
<thead>
<tr>
<th>Content</th>
<th>Staffing and Talent Management (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HR planning</td>
<td></td>
</tr>
<tr>
<td>Job Analysis</td>
<td></td>
</tr>
<tr>
<td>Recruitment purposes and channels</td>
<td></td>
</tr>
<tr>
<td>selection procedures and methods</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Case Study &amp; Group Work</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Group work: <strong>Forecasting HR demand for installers</strong></td>
<td></td>
</tr>
<tr>
<td>Group work: <strong>The geographic area for recruitment</strong></td>
<td></td>
</tr>
<tr>
<td>Case: <strong>Jindi Enterprises: Finding a New Sales Manager</strong></td>
<td></td>
</tr>
<tr>
<td>Case Questions:</td>
<td></td>
</tr>
<tr>
<td>Describe the sales process in the each market (low-end residential, high-end residential and industrial). Assess the effectiveness of the sales and sales management practices at Jindi in relation to these markets.</td>
<td></td>
</tr>
<tr>
<td>Evaluate the pros and cons of each candidate. If you were Ma, who would you select? Why? What would be your criteria?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Readings</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sekiguchi T., Foster V H. 2011. The use of person-organization fit and person-job fit information in making selection decision, Organizational Behavior and Human</td>
<td></td>
</tr>
<tr>
<td>Unit 3</td>
<td>Performance Management</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
| **Content** | The model of holistic view of performance management  
Relative judgement vs. Absolute judgement  
Trait, behavior, and outcome focus  
Evaluation methods  
360 degree feedback system  
Evaluation biases  
Communication of performance appraisal  
How to manage employees based on performance |
| **Case Study & Group Work** | Case: Merck & Co. Inc.  
Case Questions:  
What are the major problems with Merck’s performance Appraisal System?  
Where possible, please make reference to the data presented in the two exhibits.  
What is a compa-ratio, and how might performance scores influence an employee’s compa-ratio? How might turnover be affected by having a large number of employees reaching a compa-ratio of 125% during a slow or no growth period specifically for Merck (although not for its competitors)? During a period of general economic recession or industry retrenchment?  
Given the problems that you identified with the existing performance appraisal system, what changes would you recommend to solve these problems? |
### Unit 4  Compensation system and pay for performance

| Content | Total Compensation;  
| | internal, external and employee equity  
| | The principles of designing compensation system  
| | The assumptions and theories related to pay-for-performance  
| | Three level of pay for performance  
| **Case Study & Group Work** | Group work: Bonus decision making  
| | Case: Harrah’s Entertainment: Rewarding Our People  
| | Case questions: 1. Why does this company use gainsharing program?  
| | 2. How was the program designed?  
| | Alfie Kohn, Why incentive plans cannot work, Harvard Business Review.  

### Unit 5  Training and development

| Content | The importance of training and development  
| | Training system  
| | Training methods  
| | Career development  

<table>
<thead>
<tr>
<th>Case Study &amp; Group Work</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Group work: Training needs of an insurance company</td>
<td></td>
</tr>
<tr>
<td>Case: Zhu Dandan's promotion</td>
<td></td>
</tr>
<tr>
<td>1. What are typical behaviors demonstrated by the 1980s employees in Bevaco? How can one effectively manage this group of employees? How do they differ from other generations also present in today's workforce in China?</td>
<td></td>
</tr>
<tr>
<td>2. How did Zhu Dandan manage to have four promotions within five years? What were her challenges after the latest promotion? How should she address the challenges? Given the challenges in her current job and the career opportunities from outside, what career decision would you advise Zhu Dandan to make?</td>
<td></td>
</tr>
<tr>
<td>3. What are the reasons that Daisy, who possessed better education and professional skills than Zhu Dandan could not get a promotion and had to quit Bevaco? What are the implications of this?</td>
<td></td>
</tr>
<tr>
<td>4. What is your evaluation of Grace's career potential? How effectively did she lead the team?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Readings</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Buch R. Dysvik A., Kuvaas B, Nerstad CG. 2015. It takes three to tango: Exploring the interplay among training intensity, job autonomy, and supervisor support in predicting knowledge sharing, 54, 4, 623-635.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 6</th>
<th>Employee relations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Workplace governance; discipline; industrial and labor relations; work-family and employee assistance programs</td>
</tr>
<tr>
<td></td>
<td>Employee turnover and retaining</td>
</tr>
</tbody>
</table>
Case Study & Group Work

Group work: What can be learned from Haidilao?

Required Readings


4. Teaching Methods

Lectures、Discussions、Case Analysis, Debate, etc.

5. Learning Outcomes

<table>
<thead>
<tr>
<th>Category</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge Learned</td>
<td>To better understand the system of human resource management</td>
</tr>
<tr>
<td></td>
<td>To understand the assumptions of different human resources practices</td>
</tr>
<tr>
<td></td>
<td>Link theories in organizational behaviors to the hr practices</td>
</tr>
<tr>
<td></td>
<td>To learn the standard way of undertaking research in HRM</td>
</tr>
<tr>
<td></td>
<td>To deepen the knowledge in a specific field related to HRM by finding the research interest</td>
</tr>
</tbody>
</table>
| Intellectual abilities Improved | To form a holistic view of human resource management  
To form a strategic thinking of human resource management  
To form rigor and logical arguments |
|------------------------------|--------------------------------------------------------------------------------|
| Practical skills improved    | Know about HR practices in both Western countries and China  
Have ability to solve the problems in the real business world |
| Personal competences and characters Cultivated | To develop critical thinking  
To develop teamwork collaboration skills |


<table>
<thead>
<tr>
<th>Evaluation Means</th>
<th>Ratio (%)</th>
<th>Relation to the Intended Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>15</td>
<td>Evaluate the abilities of understanding and application of HR management knowledge</td>
</tr>
</tbody>
</table>
| Group Work       | 35 | The abilities of team participation and effective communication  
Focusing on case analysis and presentations of two articles on top journals, evaluate the abilities of using HR management knowledge to analyze and solve the practical problems |
| Final Assignment | 50 | Find out a specific research interest, deepen the understanding of this field, develop rigor and logical theoretical arguments |

7. Assignment Requirements

Requirements of Individual Final Assignment
- Choose a topic related to human resource management.
The structure of the proposal includes: Introduction; literature review; Hypotheses; research method.

Font size 12, single space line, no more than 6 pages (the reference list will not be counted into the pages)

The criteria of assignment evaluation (100 points)

<table>
<thead>
<tr>
<th>Assessment Criteria Grid</th>
<th>Max. points</th>
<th>Points Attribute</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comprehension of key issues:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding of concepts treated in class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to apply concepts to new context/s</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proper use of subject matter vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Addressed fully the assignment requirements</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td><strong>Analysis:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Display of critical thinking relative to subject matter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Application of key models and concepts to the analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to apply concepts/models from other disciplines to the analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Structure &amp; presentation:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Well-structured ideas and information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clarity of presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional layout – tables, figures, images, headings, hierarchy of information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of transitions and interim conclusions</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Conclusions &amp; recommendations:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Logical continuation of reasoning/ideas/analysis developed in assignment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concision and relevancy to the analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relevance to the analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>References &amp; citation:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Citations within paper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proper format of citation and no acts of plagiarism (intentional or unintentional)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reference/Bibliography section</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20%</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>20%</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>20%</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>20%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Depth and breadth of sources

<table>
<thead>
<tr>
<th>Other:</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements of assessment at Professor’s discretion relative to the discipline</td>
<td></td>
</tr>
<tr>
<td>Creativity and originality of ideas/approach/analysis/findings</td>
<td></td>
</tr>
<tr>
<td>Demonstrated general attainment of module learning objectives</td>
<td></td>
</tr>
</tbody>
</table>

| TOTAL       | 100% |

---

### 8. Textbook, References and Reading Materials

**Textbook**

*Foundations of Human Resource Management, Gary Dessler*

《人力资源管理基础》英文版 第2版，加里.德斯勒，中国人民大学出版社

**Appendices:**

1. The course PPT
2. Case material
3. Other teaching material (such as reading materials, the articles)

### 9. Feedback

*Any feedback*, whether verbally or electronically, on anything that concerns you *is always appreciated.*