

### თბილისის ჰუმანიტარული სასწავლო უნივერსიტეტი

**TBILISI HUMANITARIAN TEACHING UNIVERSITY**

**Syllabus**

|  |  |
| --- | --- |
| **Name of the course/module** | **Human Resource Management**  |
| **Code of the course** | **BUEENG002** |
| **Status of the course****(elective/compulsory)** | **Elective** course |
| **ECTS** | **5 credits.Total:125 hours**Contact Hours–49 hours (Class Meeting Time Period:16L/29Pr.) + 5 hours (Midterms:2h and Final Examinations:3 h)Individual Work-51 hours |
| **Authors (lecturer)** | **Sofiko Dzhvarsheishvili - Invited lecturer**Phone: +995577253098E-mail: Sofiko.dzhvarsheishvili@gmail.com;[Lecturer provides consultation hours for students based on schedule approved by the faculty dean, as well as consultations online;] |
| **Aim of the course** | * This course is designed to help you to become a more effective manager (and employee) by building skills and raising awareness of critical human resource related issues and apply the principles and techniques of human resource management gained through this course to the discussion of major personnel issues and the solution of typical case problems. This course is designed to acquaint the student with the principles and methods related to the effective utilization of personnel in the business organization. It will develop relations involved in recruitment, selection, placement, training, and supervision of employees. It will also include an introduction to the organized labor movement and current labor relations conditions.
 |
| **Program prerequisits** | Fundamental of Management  |
| **Assessment system and criteria** |

|  |
| --- |
| **Assessment forms and components** |
| **Assessment forms** | **Max point** |
| **Midterm Assessment** | **60** |
| **Final Assessment**  | **40** |
| **Assessment components**  | **Number**  | **Max Assessment of components** | **Max point** |
| **Midterm Assessment** |  |  |  |
| Case study  | **10** | **2** | **20** |
| Project presentation | **1** | **10** | **10** |
| Discussion | **5** | **2** | **10** |
| Midterm exam  | 1 | 20 | **20** |
| **Final exam** | **1** | **40** | **40** |
|   |
| **Assessment criteria** |
| **Case study (10 points)**(5X2=10 points)  |
| **2** | precisely describes a given business situation, analyzes, evaluates and establishes Causal relationships in detail based on the knowledge gained; Draws appropriate conclusions; student is able to see the situation in a different light and give similar examples. |
| **1,5** | precisely describes a given business situation, analyzes, evaluates and establishes Causal relationships in detail based on the knowledge gained; Draws appropriate conclusions;  |
| **1** | precisely describes a given business situation, analyzes, evaluates and establishes cause-and-effect relationships in detail based on the knowledge gained; Draws appropriate conclusions; |
| **0.5** | precisely describes a given business situation, analyzes, evaluates and establishes cause-and-effect relationships in detail based on the knowledge gained; |
| **0** | The student does not participate in the business situation analysis process. |
| **Project presentation (10 point )** |
| point | **(6 points)** Criteria for evaluating the content of the project |
| **6** | The student perfectly demonstrates the ability to find and critically analyze information / data, uses the latest information, data and literature, brilliantly evaluates complex problems and formulates his / her original conclusions by analyzing and synthesizing problematic issues, setting optimal guidelines for problem solving. |
| 5 | The student is very good at finding information / data analysis and critical analysis, using the latest information, data and literature, highly assessing complex problems and formulating his / her own conclusions by analyzing and synthesizing problematic issues. |
| **4** | The student is well able to find and critically analyze information / data, uses the latest information, data and literature, makes complex problem assessments and formulates his / her own conclusions by analyzing and synthesizing problematic issues, and determines the optimal directions for solving the problem. |
| 3 | The student satisfactorily demonstrates the ability to find and critically analyze information / data, uses the latest information, data and literature less, evaluates problems and forms his / her own conclusions by analyzing and synthesizing problematic issues, satisfactorily identifying optimal directions for problem solving. |
| 2 | The student is weak in the ability to find and critically analyze information / data, rarely uses the latest information, data and literature, evaluates problems, however, analyzes and synthesizes problematic issues, fails to form his own conclusions and does not determine the optimal direction to solve the problem. |
| 1 | The student is not able to find and critically analyze information / data, does not use the latest information, data and literature, is unable to assess problems and is unable to formulate his / her own conclusions about problem solving. |
| 0 | The student did not prepare homework |
| **Criteria for project presentation and discussion evaluation (4 point)** |
| 4 | The student is very good at presenting and presenting the problem, discusses his / her conclusions and arguments brilliantly while participating in the discussion on the presentation topic, and perfectly defends his / her opinions. Demonstrates very good skills in delivering delivery techniques, including presentation materials. |
| 3 | The student has a good ability to ask and present a problem, discusses his / her own conclusions and arguments while participating in a discussion on a presentation topic, and defends his / her own opinions well. Demonstrates good skills in delivering delivery techniques, including presentation materials. |
| 2 | The student satisfactorily demonstrates the ability to ask and present a problem, discusses his / her own conclusions while participating in a discussion on a presentation topic, but lacks argumentation. Defends your own opinions. Satisfactorily demonstrates the skills of delivering delivery techniques, including presentation materials. |
| 1 | The student is almost unable to identify and present the problem, having difficulty discussing his or her own conclusions and arguments while participating in a discussion on a presentation topic and defending his or her own opinions. At a low level, it demonstrates the ability to deliver delivery techniques, including presentation materials. |
| 0 | The student is unable to identify and present a problem, is unable to discuss his / her own conclusions and arguments while participating in a discussion on a presentation topic, is unable to defend his / her own opinions. Fails to demonstrate skills in delivering delivery techniques, including presentation materials. |
| **Discussion (10 point)**5X2 = 10) During the semester, the student will be interviewed orally 5 times, respectively, in oral surveys the student can earn a maximum of 10 points (5X2). The oral survey is conducted in the format of reports, discussions and Q&A |
| 2 | The student is well prepared, the answer is clearly and adequately formulated, his reasoning is at a high level. student use terminology |
| 1 | The student is not well prepared, the answer is incompletely formulated, his/her discussion is fragmentary, and the terminology is incomplete. |
| 0 | The student is literally unprepared, the answer is vague and inadequate. His/her discussing is fundamentally wrong, student does not use terminology |
| **Mid-term exam (20 points)** |
| Test (5X1 = 5 points) The test consists of 5 test assignments. The total number of points is equal to 5 |
| 1 | The answer is correct |
| 0 | The answer is not correct |
| Criteria for evaluating a theoretical issue (5X3) = 15 |
| 3 | The answer is complete. The student is thoroughly familiar with the past material, the issue is logically, consistently and adequately conveyed. Terminology is protected. Reasoning and analysis are at a high level. |
| 2 | The answer is complete. The student satisfactorily possess the aterials covered by the program. The issue is logically and adequately conveyed, though inconsistent. Terminology is protected. Reasoning and analysis are satisfactory. |
| 1 | The answer is short. The student has sufficient knowledge of the materials covered by the program, but there are some drawbacks. The issue is conveyed in part. Terminology is flawed. Discussion and analysis are fragmentary. |
| 0 | The answer to the question is not relevant or not given at all. |
| **Final exam (40 points)** |
| Criteria for evaluating a theoretical issue (8X3) = 24 |
| 3 | The answer is complete. The student is thoroughly familiar with the past material, the issue is logically, consistently and adequately conveyed. Terminology is protected. Discussion and analysis are at a high level. |
| 2 | The answer is complete. The student is satisfied with the material covered by the program. The issue is logically and adequately conveyed, though inconsistent. Terminology is protected. Reasoning and analysis are satisfactory. |
| 1 | The answer is short. The student has sufficient knowledge of the materials covered by the program, but there are some drawbacks. The issue is conveyed in part. Terminology is flawed. Reasoning and analysis are fragmentary. |
| 0 | The answer to the question is not relevant or not given at all. |
| **Test (16X1 = 16 points)** |
| The test consists of 16 closed questions. The total number of points is equal to 16 |
| 1 | The answer is correct |
| 0 | The answer is no |

 |
| **Course description** | **appendix1** |
| **Assessment system/activities, methods****and criteria** | **The assessment system has:** Five types of positive assessment: (A) Excellent – 91-100 points of rating (B) very good – 81-90% of maximum assessment; (C) Good– 71-80% of maximum assessment; (D) Satisfactory – 61-70% of maximum assessment; (E) Enough–51-60% of maximum assessment.Two types of Negative assessment: (FX) Fail After Supplementary Assessment – Maximum rate 41-50 points; which means, that student needs more time to take exam and is given the right to take exam repeatedly after independent work; (F) Fail – Maximum rate 40 and less points, which means, that student’s work is not enough and he/she needs repeated study of the subject.A student is eligible to take an additional exam in the same semester if he or she received an FX (41-50 - failed) grade; The interval between the final and additional exams in the subject must be at least 5 calendar days after the announcement of the final exam results.The student who has accumulated at least 21 points in the mid-term assessments is given the right to take the final exam, and at least 20 points in case of the final assessment. |
| **Core literature:** | 1.Robert L. mathis, John H. Jackson, sean R. Valentine, atricia a. meglich. Human Resource Management, 15th edition. CENGAGE 2017.  |
| **Additional literature** | 2.Julie Beardwell, Amanda Thompson. Human resource management: a contemporary approach. PEARSON EDUCATION LIMITED. Eighth edition 2017 |
| **Learning outcomes, competences****(general and field specific)** | **Knowledge:*** Name the seven categories of HR functions.
* Explain how ethical issues in organizations affect HR management.
* Explain how the workforce is changing in unpredicted ways.
* Explain the key differences between effective and ineffective strategies and suggest ways of implement strategic asset reallocation.
* Describe job analysis and the stages in the process.
* Explain strategic recruiting decisions regarding employment branding, outsourcing, and other related issues.
* Define training and discuss why a strategic approach is important.
* Discuss three career issues that organizations and employees must address.
* Describe the advantages and disadvantages of multisource (360-degree) appraisals.
* Describe how individual and group behavioral theories, leadership styles and human resource management concepts are applied in the workplace

**Skills:*** Identify how organizations can measure and analyze the effectiveness of HR management practices.
* Identify three internal recruiting sources and issues associated with their use.
* Identify distinct labor markets and describe their unique characteristics.
* Define recruiting measurement and metrics and illustrate how analytics can be used to improve talent acquisition;
* Contrast several types of selection interviews and some key considerations in conducting these interviews.
* Specify how legal concerns affect background investigations of applicants and use of medical examinations in the selection process.
* Specify how to design a training program for adult learners.
* Identify three types of analyses used to determine training needs.
* Identify the importance of talent management and discuss two reasons it may be difficult.
* Differentiate between organization centered and individual-centered career planning.
* Distinguish among three types of performance information.
* Identify several concerns about appraisal feedback and ways to make it more effective.
* Analyze human resource needs and identify the financial, legal, ethical, social, compensation, and ethical factors involved in managing personnel and enforcing policies, rules, and procedures.
* Identify management techniques used to deal with change-management and conflict resolution in the workplace including the social and legal ramifications from “rightsizing” or “downsizing” an organization.
 |
| **Learning/Teaching methods** |

|  |
| --- |
| **Learning/Teaching methods** |
| Lecture |[x]
| Group work  |[x]
| Practical teaching |[x]
| Lab work  |[ ]
| Practice  |[ ]
| Thesis/project  |[x]
| Consultation  |[x]
|  (E-learning) |[ ]
| Independent work |[x]
| **Activities:**  |
| [x]  Discussion/debate [ ]  (collaborative) [ ]  problem based learning (PBL) [ ]  Case study [ ]  Brain storming [ ]  Role and situation game [ ]  Demonstration methods [x]  inductive methods [x]  deductive methods [x]  analysis method [x]  synthesis methods [x]  verbal teaching method [ ]  writing working methods [x]  Explanation methods [ ]  active based teaching [ ]  project presentation  |

 |

**appendix1**

**Course description:**

**Topics of the lecture, practical classes/laboratory work/working group, literature**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week №** | **Type of****the class** | **Topics** | **Contact hours** | **literature** |
| **Iweek** | Lect. | **Topic 1: Human Resource Management in organizations*** What Is Human Resource Management?
* Managing Human Resources in Organizations;
* HR Management Functions;
* Roles for Human Resource Departments
* Human Resources Management Challenges;
* Organizational Ethics and Human Resource Management;
* Human Resources Management Competencies and Careers
 | **2** | **[1] – Ch 1.**  |
| Pract. | * Discussion/debate
 | **1** |  |
| **IIweek** | Lect. | **Topic 2: Human Resource strategy and planning** * Organizational Strategic Planning;
* Human Resources and Strategy;
* Human Resource Planning;
* Planning for External Workforce Availability;
* Planning for Internal Workforce Availability;
* Forecasting HR Supply and Demand;
* Workforce Supply ≠ Demand;
* Human Resources Planning in Mergers and Acquisitions;
* Measuring the Effectiveness of Human Resources and Human Capital
 | **1** | **[1] – Ch 2.**  |
| Pract. | * Case study (1)
 | **2** |  |
| **IIIweek** | Lect. | **Topic 3: Equal Employment Opportunity*** The Nature of Equal Employment Opportunity;
* Theories of Unlawful Discrimination;
* Broad-Based Discrimination Laws
* Sex and Gender Discrimination Laws and Regulations;
* Sexual Harassment;
* Disability Discrimination
* Age Discrimination Laws;
* Religion and Spirituality in the Workplace;
* Managing Other Discrimination Issues
* Diversity Training
 | **1** | **[1] – Ch 3.**  |
| Pract. | * Discussion (1)
 | **2** |  |
| **IVweek** | Lect. | **Topic 4: Workforce, Jobs, and Job Analysis*** The Workforce Profile;
* The Nature of Work and Jobs;
* Designing Flexible Jobs;
* Understanding Job Analysis;
* Implementing Job Analysis;
* Job Analysis Methods;
* Behavioral and Legal Aspects of Job Analysis
 | **1** | **[1] – Ch 4.**  |
| Pract. | * Case study (2)
 | **2** |  |
| **V week** | Lect. | **Topic 5: Recruiting High-Quality Talen*** Recruiting;
* Strategic Recruiting Decisions
* Understanding Labor Markets;
* Technology for Recruiting;
* Internal Recruiting Methods;
* External Recruiting Sources;
* Recruiting Evaluation and Metrics
 | **1** | **[1] – Ch 6.**  |
| Pract. | * Case study (3)
 | **2** |  |
| **VIweek** | Lect. | **Topic 6: selecting Human Resources*** Selection and Placement;
* The Selection Process;
* Selection Interviews;
* Background Investigations;
* Global Staffing
 | **1** | **[1] – Ch 7.**  |
| Pract. | * Discussion (2)
 | **2** |  |
| **VII week** | Lect. | **Topic 7: Training Human Resources*** Organizational Strategy and Training;
* Training and Human Resources;
* Instructional Systems Design;
* Training Needs Assessment;
* Training Design;
* Training Delivery;
* Technology in Training Delivery
* Training Evaluation
 | **1** | **[1] – Ch 8.**  |
| Pract. | * Case study (4)
 | **2** |  |
| **VIII week** | **Midterm** | 2 |  |
| **IX week** | Lect. | **Topic 8: Talent, Careers, and Development*** Talent Management as Strategy;
* Talent Management in Perspective;
* Succession Planning;
* Careers and Career Planning;
* Common Individual Career Problems;
* Developing Human Resources;
* Talent Development Approaches
* Management and Leader Development
 | **2** | **[1] – Ch 9.**  |
| Pract. | * Case study (5)
 | **1** |  |
| **X week** | Lect. | **Topic 9: performance Management and Appraisal*** **The Nature of Performance Management;**
* **Identifying and Measuring Employee Performance;**
* **Performance Appraisals;**
* **Who Conducts Appraisals?**
* **Tools for Appraising Performance;**
* **Training Managers and Employees in Performance Appraisal;**
* **Appraisal Feedback**
 | **1** | **[1] – Ch 10.**  |
| Pract. | * Discussion (3)
 | **2** |  |
| **XI week** | Lect. | **Topic 10: Total Rewards and Compensation*** Nature of Total Rewards and Compensation
* Laws Governing Compensation
* Strategic Compensation Decisions;
* Compensation System Design Issues;
* Global Compensation Issues;
* Developing a Base Pay System;
* Pay Structures;
* Determining Pay Increases
 | **1** | **[1] – Ch 11.**  |
| Pract. | * Discussion (4)
 | **2** |  |
| **XII week** | Lect. | **Topic 11: Variable pay and Executive Compensation*** Variable Pay: Incentive for Performance;
* Individual Incentives;
* Work Unit/Team Incentives;
* Organizational Incentives;
* Sales Compensation;
* Executive Compensation
 | **1** | **[1] – Ch 12.**  |
| Pract. | * Case study (7)
 | **2** |  |
| **XIII week** | Lect. | **Topic 12: Managing Employee Benefits*** Benefits and HR Strategy
* Managing Benefits;
* Benefits Administration, Technology, and Communication;
* Legally Required Benefits;
* Retirement Benefits;
* Legal Regulation of Retirement Benefits;
* Health Care Benefits;
* Financial Benefits;
* Family-Oriented Benefits
 | **1** | **[1] – Ch 13.**  |
| Pract. | * Case study (8)
 | **2** |  |
| **XIV week** | Lect. | **Topic 13: Risk Management and Worker protection*** Safety and Health Regulations
* Occupational Safety and Health Act;
* Safety Management;
* Employee Health and Wellness
* Workplace Security Concerns
* Disaster Preparation and Recovery Planning
 | **1** | **[1] – Ch 14.**  |
| Pract. | * Case study (9)
* Discussion (5)
 | **2** |  |
| **XV week** | Lect. | **Topic 14: Employee Rights and Responsibilities*** Employer and Employee Rights and Responsibilities;
* Managing Individual Employee and Employer ights Issues;
* Balancing Employer Security and Employee Rights;
* Human Resource Policies, Procedures, and Rules;
* Employee Discipline;
* The Union Organizing Process;
* Collective Bargaining Issues;
* Collective Bargaining Process
 | **1** | **[1] – Ch 15.**  |
| Pract. | * Case study (10)
 | **2** |  |
| **XVI week** | Pract. | **Project presentation** | **3** |  |
| **XVII-XVIII week** | **Final Exam** | **2** |  |
| **XIX-XXweek** | **Additional exam** |  |  |