

**JAIPURIA INSTITUTE OF MANAGEMENT, NOIDA**

**PGDM; TRIMESTER II; ACADEMIC YEAR 2021-22**

**Course Information:**

|  |  |
| --- | --- |
| Course Code and Title | 20302, Managing Human Resources |
| Credits | 03 |
| Term and Year | II Term, 2021 |
| Course Pre-requisite(s) | OB Course |
| Course Requirement(s) | - |
| Course Schedule (day and time of class) | Please refer to the Class schedule |
| Classroom # (Location) | As per Time Table or Notified otherwise |
| Course Instructor |  |
| Course Instructor Email |  |
| Course Instructor Phone (Office) |  |
| Student Consultation Hours | As notified |
| Office location |  |

1. **Course Overview**

Considering, “Every Line Manager as People Manager” in today’s changing business landscape and organizational setups, it is the need of the hour to understand the HR’s business partnership role for delivering on both the front, HRM and bottom-line simultaneously. The Managing Human Resources course is designed to expose students to learn the intricacies of managing HR across verticals such as; acquiring talent, training, developing, managing performance, compensating, rewarding and recognizing talents. The smooth management of these HR functions lead to enhanced employee motivation and satisfaction that leverage healthy employer-employee relations in the long-run.

The course stems out of understanding basic premise of business, its linkage with human resources amidst global competitiveness, technological change and industrial transition. The course will be able to establish concepts & skills required for advanced level of HR courses. Students will be encouraged to develop their analytical skills while appreciating and understanding the basic HRM frameworks and functions. Treatment of the course through line-managers’ perspective will broaden perceptions of both, HR and non-HR students, all together.

Though the course primarily focuses on developing basic understanding of people management gamut and primary functions skills from line perspective, this basic MHR course would also help the students judiciously choose their HR electives in the second year as to master their preferred choice. The basic skills learned in this course will be complete while studying functional electives of their choices.

**2. Course Learning Outcomes (CLOs):** At the end of the course, the students will be able to-

CLO 1: Illustrate the role of HR from a line manager’s perspectiveCLO 2: Understand the significance of HRM as a competitive advantageCLO 3: Apply HR concepts for managerial decision-making

1. **Mapping of CLOs with Program Learning Outcomes (PLOs)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **PLO-1** | **PLO-2** | **PLO-3** | **PLO-4** | **PLO 5** | **PLO 6** |
| **CLO1** |  |  |  |  |  |  |
| **CLO2** |  |  |  |  | Embedded |  |
| **CLO3** |  |  | Emphasized \* |  |  |  |

**CLO 3 \*To be used in writing AOL report**

**4. Prescribed Text Book:**

Dessler, G. & Varkkey, B. (2018). *Human Resource Management (*15 ed.). New Delhi: Pearson.

### Additional Resources:

Mathis, R.L., Jackson, J.H. and Tripathy, M.R. *Human Resource Management – A South-Asian Perspective*. New Delhi: Cengage Learning.

***A brief note:*** *Between**Sessions 4 to 17, students would be segregated into four teams representing HR departments of four real-world organizations in start-up, growth, maturity and declining stage respectively. As each session progresses, they shall be given pre-reads to have an understanding of the upcoming session. In each session they would be provided with certain exercises, activities or scenarios with respect to their assigned organization, which they shall work on and present/submit in the class itself.*

**6. Session Plan:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Session No.** | **Session Topic** | **Session Learning Outcome (SLO)** | **CLO** | **Readings & References** | **Pedagogy** | **Pre-reads/Flipped Videos** |
| **Module 1 Introducing the relevance of HR** | | | | | | |
| 1 | HRM at a Glance | Illustrate the concepts of HRM | CLO 1 | Text Book Ch. 1 Pp. 4-10 | Discussion on Videos of CHRO speeches | Video Link 1:  (Interview of David Rodriguez, CHRO, Marriot International Inc.)  <https://www.youtube.com/watch?v=IqdYYVcxpDc>  Video Link 2:  (Interview of CHRO, Leena Nair, Unilever)  <https://www.youtube.com/watch?v=EZU6XUukY48> |
| 2 | HR as Business Partner | Discuss the significance of Strategic HRM | CLO 1 | Text Book Ch. 1 Pp. 18- 22 | Discussion & Flipped Video | Why managing HR is important?  <https://www.youtube.com/watch?v=g74l7N8pB4k&list=PLDu9ZkESZ3Sr2cYrGlyCM8j9vB1J3m2AJ&index=1> |
| 3 | HR in turbulent times | Understand the agile role of HR in handling the crisis | CLO 2 | Text Book Ch. 5 Pp. 178- 187  Article Link 1:  <https://www.hrdconnect.com/2020/04/20/hr-leaders-must-put-care-first-to-retain-talent-in-turbulent-times/>  Article Link 2:  <https://hr.economictimes.indiatimes.com/news/hrtech/hr-to-play-a-bigger-role-during-and-after-covid-19/75740727> | **Student Reflections- Seminar Mode (1)** | - |
| **Module 2 Staffing** | | | | | | |
| 4 | HR Planning | Plan workforce w.r.t. given demand & supply equation | CLO 3 | Text Book Ch. 5 Pp. 166-171 | Discussion and Exercise: Scenario Mapping (plan workforce w.r.t. given demand & supply equation) | Flipped Video:  <https://www.youtube.com/watch?v=58eANUtcG6g&t=40s> |
| 5 | Job Analysis- A Basic Understanding | Develop JD & JS for different posts | CLO 3 | Text Book Ch. 4 Pp. 132- 154 | Discussion & Exercise:  TOI Ascent based exercise and discussions on JD | Flipped Video:  <https://www.youtube.com/watch?v=0IXwFkzec9o> |
| 6 | Attracting the best talent: Recruitment | Attract prospective candidates using different methods. | CLO 3 | Text Book Ch. 5 Pp. 171- 175 | Scenario based Discussions & Exercise: Make a Recruitment Advertisement | Video Link 1: <https://www.papirfly.com/knowledge-hub/employer-branding/what-the-best-recruitment-campaigns-can-teach-us-for-2020>  Video 2: <https://www.peoplematters.in/article/technology/how-the-worlds-largest-cosmetic-company-transformed-its-hiring-practice-with-ai-19006?media_type=article&subcat=techhr-2018&title=how-the-worlds-largest-cosmetic-company-transformed-its-hiring-practice-with-ai&id=19006> |
| 7 | Hiring the right person: Process of selection | Explain key methods of selection and its processes | CLO 3 | Text Book Ch. 5 Pp. 171- 175  Article Link: <https://cdn.ymaws.com/ise.org.uk/resource/resmgr/files/knowledge_reports/Recruitment_and_Selection_IM.pdf> | Discussion & Exercise on planning the entire selection process | How to approach selection process?  <https://www.youtube.com/watch?v=RtZEex52-lY&list=PLDu9ZkESZ3Sr2cYrGlyCM8j9vB1J3m2AJ&index=5> |
| 9  8 | Interviewing candidates | Comprehend testing concepts and interview techniques. | CLO 3 | Text Book Ch. 7 Pp. 238- 250 | Discussion and Mock interviews |  |
| 9 | Placing & onboarding new employees | Understand the On boarding and Induction process | CLO 3 | Text Book Ch. 8 Pp. 272- 273 | *Guest Session* |  |
| 10 | Training: From identifying needs to the design | Identify relevant training needs for developing relevant training programme | CLO 3 | Text Book Ch. 8 Pp. 275- 293 | Discussion and Identification of training needs on the basis of the JD given to each team leading to the basic design of a training programme | TNA Template Link:  <http://www.bbk.ac.uk/research/bgrs/training-needs-analysis>  <https://www.youtube.com/watch?v=zjF6McVdQxM&list=PLDu9ZkESZ3Sr2cYrGlyCM8j9vB1J3m2AJ&index=6> |
| 11 | Training  Methods & Evaluation | Comprehend various training methods | CLO 3 | Text Book Ch. 8 Pp. 305-306  Article Link:  (Drum Circles at Toyota)  <https://medium.com/recreational-music-stories/drum-circles-at-toyota-40b8670d8563> | Discussion and Exercise: Each team would asked to prepare a mock on a particular training method | - |
| 12 | Managing employee performance | Describe performance appraisal & processes | CLO 2 | Text Book Ch. 9 Pp. 343- 345 | Seminar mode (2): relevance of PMS and current trends in appraisals | <https://www.youtube.com/watch?v=FKA8nKtngEU&list=PLDu9ZkESZ3Sr2cYrGlyCM8j9vB1J3m2AJ&index=8> |
| 13 | Performance Assessment & Review | Use appropriate appraisal methods and avoid various errors in appraisal | CLO 3 | Text Book Ch. 9 Pp. 318- 333  Article Link: <https://www.peoplematters.in/article/performance-management/organizations-need-to-continue-to-evolve-performance-assessment-gitlabs-jessica-mitchell-28444> | Discussion & Exercise: Role Plays | - |
| 14 | Compensating employees | Identify compensation components and pay determinants | CLO 1 | Text Book Ch. 11 Pp. 398- 423 | Discussion | Flipped Video:  <https://www.youtube.com/watch?v=SAZYe15_i44> |
| 15 | Benefits & Incentives; Impact of Covid19 | Understand pay-for-performance and comprehend the impact of critical times on compensation | CLO 2 | Text Book Ch. 12 Pp. 456- 466  Article Link:  <https://www.peoplemattersglobal.com/article/compensation-benefits/8-principles-to-manage-executive-compensation-during-covid-19-crisis-25788> | **Seminar mode (3):** Innovative benefits and incentives  **Seminar mode (4):**  Impact of Covid19 on compensation and benefits | - |
| 16 | Understanding Employee Relations | Discuss ER and the mechanisms to manage relations between employer and employee | CLO 2 | - | Case Discussion | Video –The Winstron Case |
| 17 | Employee separation | Understand the components and need of planned employee exit | CLO 2 | **-** | **Seminar mode (5):** Managing retention of employees | - |
| **Module 3 Trends in HR** | | | | | | |
| 18 | Technology in HRM | Appreciate role of technology & analytics in managing HR. | CLO 2 | - | Discussion on examples | Video Case Link:  <https://www.youtube.com/watch?v=KY8v-O5Buyc>  <https://www.youtube.com/watch?v=KNOEd8Ssac8&t=326s> |
| 19 | Green HRM | Understand the nature and role of Sustainable and Green practises in HR | CLO 2 | **-** | *Guest session* | - |
| 20 | Summing up | Reflection on Learning | - | Integrated case study (Failed HR strategy: Case of Toyota  <https://www.ere.net/a-think-piece-how-hr-caused-toyota-to-crash/> | Student Reflections and Case Analysis | - |

**7. Assessment Components:**

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| --- | --- | --- | --- | --- |
| **Assessment Item** | **Assessment Type** | **Weightage** | **CLOs mapped** | **Week Due On** |
| Quizzes | Scenario based questions | 10% | CLO 1 | Between 7th and 16th Sessions |
| Seminar | Student cohort reflections (linking HR functions with sustainability) | 20% | CLO 2 | Sessions 3rd, 15th and 17th |
| Industry based Project | Integrated linkage with business operations  (Different projects linking business strategy with various HR functions) | 20% (Report) + 10%  (Presentation) | CLO 3 | Between Sessions 5th and 19th |
| End Term Examination | Questions based on the course content will be asked in a hall examination. Students to give adequate responses with suitable illustrations and examples. | 40% | CLO 1 & 2 | After completion of all teaching sessions (11th /12th week) |

**8. Rubrics for CLOs**

|  |  |  |  |
| --- | --- | --- | --- |
| CLOs | Below Expectations | Meets Expectations | Exceeds Expectations |
| CLO 1  Illustrate the role of HR from a line manager’s perspective | Not able to reflect satisfactorily on the role of HR from a line manager’s perspective | Not able to identify the role of HR from a line manager’s perspective | Able to the identify the role of HR from a line manager’s perspective |
| CLO2  Understand the significance of HRM as a competitive advantage | Not able to describe the impact of business decisions on issues of social concern. | Able to discuss a few impacts of business decisions on issues of social concern | Able to extensively discuss impact of business decisions on issues of social concern |
| CLO3  Apply HR concepts for managerial decision-making | Not able to apply HR concepts for managerial decision-making | Able to apply HR concepts for managerial decision-making to some extent | Able to satisfactorily apply HR concepts for managerial decision-making |

**9. Assessment Task Description**

**Assessment 1: Scenario Based Assessment**

Assessment Detail: Scenario Based Quizzes

Description: Two scenario based quizzes pertaining to the functional knowledge of HR would be conducted by the course instructor and both will be considered for assessment. Participants are required to prepare for these along-with the course progression.

Criteria used to grade this task: Comprehension (50%) and application (25%)

Task Assessor: Internal Faculty

Submission Detail: Soft Copy (on Moodle)

Feedback: Script saved on LMS and Accessible to students in a term; feedback will be given within the next 2 sessions after assessment.

**Assessment 2: Seminar**

Assessment Detail: Student Seminar (Individual Assessment)

Description: The students will be divided into study groups and will be given pre-defined topics (as indicated in the Session plans) to be deliberated in the form of student panel discussion. Participants are required to go through the pre reads as mentioned in the session plans for developing a deep understanding of the topic.

Criteria used to grade this task: Comprehension (50%) and application (50%)

Task Assessor: Internal Faculty

Submission Detail: Student Panel Discussion

Feedback: The discussion will be evaluated; feedback will be given just after the session.

**Assessment Task 3: Industry Based Project**

Assessment Details: Group Project

Description: Within the study groups, students would explore HR practices of various organisations in one specific sector/industry, as allotted by faculty. Criteria used to grade this task: Comprehension (40%), Analysis (40%), and Synthesis (20%)

Task Assessor: Internal Faculty

Suggested time to devote to this task: 30-35 hours minimum per week.

Submission details: On or before the notified deadline on Moodle.

Feedback and return of work: One week after the submission date.

**Assessment Task 4: Culmination of the course as Hall Examination**

Assessment Details: End Term Exams

Description: Questions based on the course content will be posed to the students to give adequate responses with suitable illustrations and examples.

Criteria used to grade this task: Comprehension (50%), application (50%)

Task Assessor: Internal faculty and Internal Examiner question paper setter

Suggested time to devote to this task: End of term

Submission details: Hall Examination

Feedback and return of work: Feedback during showing of answer scripts; the answer scripts will not be returned.

**10. Rubrics for Assessment Task**

**RUBRICS SCENARIO BASED ASSESSMENT (10 Marks)**

CLO 1: Illustrate the role of HR from a line manager’s perspective

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| --- | --- |
| **Competencies** | **Traits/Performance Indicators (PI)** |
| Demonstrate understanding of the role of HR. | * 1. Exhibits knowledge of basic HR functions as required by a line manager.   2. Infer linkages among various HR functions and compare relevant actions of functional HR. |

|  |  |  |  |
| --- | --- | --- | --- |
| Traits | Below Expectations  (BE < 35%) | Meets Expectations  (ME 35-70%) | Exceeds Expectation  (EE > 70%) |
| Exhibits Knowledge of HR Functions as a line manager | Partially able to demonstrate basic understanding of HR functions | Able to the identify most of the dimensions of HRM and its strategic role. | Able to relate all HR functions and actions with business environment and strategies. |
| Infer linkages among various HR functions and compare relevant actions of functional HR | Has limited knowledge on inferring linkages among HR concepts and frameworks. Requires extensive assistance in inferring and comparing. | Has reasonable knowledge on inferring linkages and comparing HR concepts and frameworks. Requires low assistance in inferring and comparing. | Has sound knowledge on inferring linkages and comparing HR concepts and frameworks. Needs almost no assistance in inferring and comparing. |

**RUBRICS FOR SEMINAR (20 Marks)**

**CLO 2: Understand the significance of HRM as a competitive advantage**

|  |  |
| --- | --- |
| **PLO5: Comprehend sustainability issues** | |
| **Description of Competencies** | **Traits/Performance Indicators (PI)** |
| Demonstrate impact of business decisions on issues of social concern | 1. Recognize important social issues in the local and global contexts.  2. Discuss the impact of business decisions on issues of social concern. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Criterion** | **Below Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| Recognize important social issues in the local and global contexts | Learner is able to demonstrate minimal awareness of local and global social issues.  Learner can demonstrate limited understanding of the relationship between business and society. | Learner is able to demonstrate a general understanding of local and global social issues. Learner can demonstrate an understanding of the relationship between business and society. | Learner is able to demonstrate a broad understanding of local and global social issues. Learner demonstrates a thorough understanding of the relationship between the business and society. |
| Discuss the impact of business decisions on issues of social concern. | Learner is unable to describe the impact of business decisions on issues of social concern. | Learner is able to discuss a few impacts of business decisions on issues of social concern | Learner is able to extensively discuss impact of business decisions on issues of social concern |

**RUBRICS FOR INDUSTRY BASED PROJECT (30 Marks)**

**CLO3: Apply HR concepts for managerial decision-making. \***

|  |  |
| --- | --- |
| **PLO3: Apply relevant conceptual frameworks to business situations.** | |
| **Competencies** | **Traits/Performance Indicators (PI)** |
| Apply knowledge of HR and its frameworks to business situations for decision making | 2.1Gather relevant information about business situations.  2.2 Select and use relevant concepts and frameworks to business situations. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Traits** | **Below Expectations**  **(BE < 35%)** | **Meets Expectations**  **(ME 35-70%)** | **Exceeds Expectation**  **(EE > 70%)** |
| Gather relevant information about business situations. | Struggles to pinpoint the factual information of HR. Gathers information from one source. Minimal evidence of search/selection criteria. | Clearly identifies the functional knowledge required. Gathers information from multiple valid and reliable sources. Evidence of search/selection criteria. | Demonstrates a sophisticated understanding of functional knowledge of HR.  Gathers extensive information from a variety of valid and reliable sources including journals, texts, etc., specific to the subject. Clear evidence of search/selection criteria. |
| Select and use relevant concepts and frameworks to business situations | Has limited knowledge on selecting and using relevant HR concepts and frameworks. Requires extensive assistance in selecting relevant concepts and frameworks. | Selects and uses relevant HR concepts and frameworks. Requires minimal assistance in choosing relevant concepts and frameworks. | Selects and uses relevant HR concepts and frameworks. Needs almost no assistance in selecting relevant concepts and frameworks. |

**\*(CLO 3 to be used for AOL writing report)**

**RUBRICS FOR END TERM (40 Marks)**

**CLO 1: Illustrate the role of HR from a line manager’s perspective.**

**CLO 2: Understand the significance of HRM as a competitive advantage.**

|  |  |
| --- | --- |
| **Competencies** | **Traits/Performance Indicators (PI)** |
| Comprehension and application of HR functions for people related decision making | 1. Comprehension: Understanding of conceptual backdrop of HR Functions 2. Application: Use of HR functions and conceptual framework for people related decision making in organizations |

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Below Expectations**  **(BE < 35%)** | **Meets Expectations**  **(ME 35-70%)** | **Exceeds Expectation**  **(EE > 70%)** |
| **Comprehension (CLO1)** | Hardly demonstrate any understanding of basic concepts with examples. | Somewhat able to demonstrate understanding of basic concepts with examples. | Demonstrate sound understanding of conceptual knowledge with good examples. |
| **Application** **(CLO2)** | Is not able to think critically and apply viable solutions to given questions with examples. | Able to think critically and apply functional HR knowledge for solving HR issues most of the time. | Challenges and critique status quo, applies functional HR knowledge and proposes meaningful solutions. |

**\*To be used in writing AOL**

**Max-** Maximum Points, **BE-** Below Expectations, **ME-**Meets Expectations, **EE**-Exceeds Expectations

**11.Time budgeting in course planning:**

Please note that while assigning activities and planning teaching schedules following table may be of help. The weightage of items in the table is prescriptive and may vary according to course requirement. Yet it is indicative of how ***student time per course*** can be budgeted:

|  |  |  |
| --- | --- | --- |
| **Activity** | **Description** | **Time Budgeted** |
| Classes | 2 ½ to 3 ¾ hours per week for 12 weeks | 30 hours |
| Reading | Prescribed readings, text | 25 hours |
| Revisiting key HR functions | Group works, discussions | 25 hours |
| Preparation of Quizzes/ class activity | Reading | 20 hours |
| Study and revision for test and end of Trimester examination | Self-preparations | 25 hours |
| **TOTAL** |  | 125 hours |

**12. Academic Conduct**

Students will be expected to maintain a daily log of their learning and make an action plan. The continuous evaluation tools would be implemented as per schedule and collected for evaluation. Students are encouraged to visit videos available on Impartus, you tube on TED talks, and readings available at websites like course era, etc.

**Institute’s Policy Statements**

It is the responsibility of every student to be aware of the requirements for this course, and understand the specific details included in this document. It is emphasized that this course requires a significant commitment outside of formal class contact.  The learning tasks in this course may include classes (lectures or seminars), required reading, the preparation of answers to set questions, exercises and problems, and self-study. In addition, students may be required to complete an assignment, test or examination.

**LMS-Moodle/Impartus**

LMS-Moodle/Impartus is used to host course resources for all courses. Students can download

Lecture, additional reading materials, and tutorial notes to support class participation.

**Late Submission**

Assessment tasks submitted after the due date, without prior approval/arrangement, will be not be accepted. Requests for extension of time must be made with the faculty member concerned and based on Special Consideration guidelines on basis of cumulative reduction of marks per day as stated by course instructor.

**Plagiarism**

Plagiarism is looked at as the presentation of the expressed thought or work of another person as though it is one's own without properly acknowledging that person.

Cases of plagiarism will be dealt with according to Plagiarism Policy of the institute. It is advisable that students should read Student Handbook for detailed guidelines. It is also advisable that students must not allow other students to copy their work and must take care to safeguard against this happening. In cases of copying, normally all students involved will be penalized equally; an exception will be if the student can demonstrate the work is their own and they took reasonable care to safeguard against copying.

**List of Programme Learning Outcome (PLOs)**

PLO1: Communicate effectively

PLO2: Demonstrate ability to work in teams to achieve desired goals

PLO3: Reflect on business situations and apply relevant conceptual frameworks

PLO4: Evaluate different ethical perspectives

PLO5: Comprehend sustainability issues

PLO6: Exhibit innovative and creative thinking

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