

Latin American University of Science and Technology

OVERVIEW

Course name	Human Resources Administration and Organizational Development
Code	07-0089
Credits	2.5 US Credits / 5 ECTS
Modality	Virtual with online sessions
Nature	Theoretical-practical
Duration	12 lessons spanning 6 Weeks (2 lessons per week, 3 hours per lesson)
Schedule	TBA
Professor	TBA

PURPOSE OF THE COURSE

Human resource management (HRM) is the practice of recruiting, hiring, deploying and managing an organization's employees to ensure success. In the course "*Human Resources Administration and Organizational Development*", students will analyze diverse management case studies addressing human resource administration problematics and challenges to propose human resource administration strategies to guide organizational development to support business goals and institutional strategies.

According to Mathis, Jackson and Valentine (2015), the administration of human resources is of vital importance for any organization, considering there are areas of organizational relevance in which human resources significantly contribute to performance and resilience, such as competitiveness, innovation, quality assurance and customer service.

In an increasingly complex, interconnected and diverse business world, human resources management plays an increasingly important role in formulating strategies for employee protection, organizational talent management, fostering good labor relations, ensuring the fulfillment of goals and opportunities and professional growth.

Course Competences

Disciplinary Competence:	The student will be able to:	The student shows the mastering of the competence in learning activities such as:
To comprehend the impact of human resources upon organizations and the decision processes.	Develop an appreciation of the importance of human resources and its impact on the organization.	Identifying the human resources requirements of a project and organization. Develop a human resources policy for an organization.
General Competence:		
To show competence for learning and for looking for personal and professional effectiveness.	Creative thinking	Uses his/her creativity in applying administration problems faced in everyday situations.
	Communication.	Communicates verbally, non-verbally and in writing with his/her peers, professor and general public, in a variety of forms and contexts.
	Collaborate.	Collaborates and interacts with others with effectiveness and respect.
	Reason	Uses reasoning when synthesizing, establishing arguments, evaluating alternatives and establishing conclusions, when communicating with peers and professors.
	Use information technology and communication.	Uses information technology and communications to do research, to organize, evaluate and communicate information.
	Use scientific methods and tools.	Uses scientific methods when doing arriving to conclusions.
		Personal effectiveness

Course Content

Weeks and Lessons	Topics
Week 1: Human Resources Management in organizations Lesson 1	<ol style="list-style-type: none"> 1. Course Introduction 2. Areas where employees bring key competencies 3. Functions of human resources management 4. Roles of human resources departments
Week 1: Human Resources Management in organizations Lesson 2	<ol style="list-style-type: none"> 5. Human Resource Management Challenges 6. Relationship with organizational ethics 7. Skills and job opportunities in the area of human resources
Week 2: Strategy and planning of human resources Lesson 1	<ol style="list-style-type: none"> 1. Strategic planning for the organization 2. Human resources and strategy 3. Human resource planning
Week 2: Strategy and planning of human resources Lesson 2	<ol style="list-style-type: none"> 4. Plan for external and internal workforce availability 5. Forecast the supply and demand of human resources 6. Planning of human resources before mergers and acquisitions 7. Measuring the effectiveness of human resources and human capital
Week 3: Selection of human resources Lesson 1	<ol style="list-style-type: none"> 1. Selection and placement of human resources 2. Selection process 3. Selection tests 4. Candidate background enquiry and vetting 5. Legal aspects of the selection process
Week 3: Human resource training Lesson 2	<ol style="list-style-type: none"> 1. Training and human resources 2. Organizational strategy and training 3. Planning for training 4. Training design and implementation 5. Training evaluation
Week 4: Talent management and human resource development Lesson 1	<ol style="list-style-type: none"> 1. Talent management as a strategy 2. Talent management in perspective 3. Job succession planning 4. Professional career planning 5. Common individual career problems
Week 4: Talent management and human resource development Lesson 2	<ol style="list-style-type: none"> 6. Human resource development 7. Development methods for human resources 8. Human resource development management
Week 5: Performance management and evaluation Lesson 1	<ol style="list-style-type: none"> 1. The nature of performance management 2. Identify and measure employee performance 3. Performance evaluation

<p>Week 5: Performance management and evaluation</p> <p>Lesson 2</p>	<ol style="list-style-type: none"> 4. How to select the evaluation manager 5. Tools to evaluate performance 6. Train managers and employees on performance appraisal 7. Performance feedback
<p>Week 6: HRM Case Studies</p> <p>Lesson 1</p>	<ul style="list-style-type: none"> • Selection of human resources study cases and activities • Talent management and human resource development study cases and activities
<p>Week 6: HRM Case Studies</p> <p>Lesson 2</p>	<ul style="list-style-type: none"> • Final Group Projects: Case Study Presentations

THE LEARNING ENVIRONMENT

Teaching methodology

To make the course compatible with the needs, interests and learning styles of all students, we use the inverted classroom teaching methodology, or "flipped classroom". The assignments that require less cognitive effort (those of remembering and understanding) are undertaken by students outside the classroom, and those that require more cognitive effort, such as application, analysis, synthesis and evaluation, are conducted within the classroom.

The course provides materials, such as readings, videos, narrated presentations and others, via the online learning management system used by ULACIT (Blackboard). Students should prepare their participation in the classroom, studying the theory at home. The face-to-face (online) sessions are reserved for practice, reflection and discussion. They revolve around questions, controversies and real-life issues. With this active, reflective and participatory methodology, students are expected to develop the general competencies that this course proposes. In addition, they are expected to develop a deep understanding of the subject, participating in the shared construction of knowledge with other students, teachers and other members of society.

Bibliography

- **Required Texts**
 - Mathis, R.L.; Jackson, J.H.; Valentine, S.R. (2020). *Human resource management*. (16 Ed.). Cengage Learning
 - Harvard Business Review (2019). HBR on Managing People HR. Boston: MA. Harvard Business Press
 - Harvard Business Review (2019). HBR on Organizational Resilience. Boston: MA. Harvard Business Press (si se requiere dependiendo de la cantidad de estudiantes)
 - Harvard Business Review (2019). HBR on Leadership. Boston: MA. Harvard Business Press (si se requiere dependiendo de la cantidad de estudiantes)
- **Complementary Readings**
 - Marler, J. H. (2012). Strategic human resource management in Context: A Historical and Global Perspective. *Academy Of Management Perspectives*, 26(2), 6-11.
 - Kumamuru, S., & Murthy, P. N. (2014). Human resource management: towards a human-centric approach. *IUP Journal Of Soft Skills*, 8(4), 36-46.

EVALUATION METHODOLOGY

The qualification of the course is distributed in the following evaluative activities:

Activity	Percentage
<i>Virtual forums (4)</i>	40%
<i>Summaries of Discussion Topics (5)</i>	25%
<i>Group Project</i>	20%
<i>Class Participation</i>	15%
Total	100%

Virtual Forums: 40%

It is necessary that students do the readings assigned and demonstrate they understand the topics and concepts through class and online participation in virtual forums. Therefore, each student will participate in 4 virtual forums, each carrying a 10% grade.

Rubric to Evaluate the Virtual Forums

Virtual forums					
	1	2	3	4	5
Demonstration of an understanding of the topic of discussion through critical thinking, higher-order thinking, and uniqueness of contribution					
Community building through collaboration and connection with other students (minimum 2 replies)					
Proper netiquette and mechanics of writing					
Timeliness and participation with posts/replies					
Total					

Summaries of Discussion Topics: 25%

The professor will establish discussion topics based on the reading(s) assigned, students will discuss and summarize the main concepts and issues related to each topic, and respond to a series of questions provided by the professor. The expectation is that the students will collectively and cooperatively apply the knowledge and findings they have individually attained through the course readings and study efforts before class.

Rubric to Evaluate Summaries

Criteria / Group Activity	0	1	2
1. The group response or activity product is formulated clearly and responds to the appointed activity.			
2. The group response or activity product employs a correct use of grammar and spelling.			
3. The group response or activity product is presented as requested and in a structured, organized and clear manner.			
4. The group response or activity product is adequately supported by academic and documentary resources.			
5. The group response or activity product presents conclusions and arguments clearly and logically, the ideas presented derive from the studied readings, concepts and discussions. They are relevant to the course subject and the established activity.			
TOTAL			
Note: 0: does not comply, 1: incomplete, 2: complies			

Group Project: Case Studies 20%

The professor will randomly organize students in work groups and provide each group with a study case to be analyzed. All members of the team will participate to develop the case study and present the case to the class. In order to get full credit for the Case, the student must be present.

Item	100%	50%	0%
Findings and Discussion	The team presented the problems faced by the Organization in a structured and clear manner, using the proper concepts and applying them accordingly.	The team clearly presented the problems faced by the Organization, but didn't thoroughly apply the concepts and applying them proper accordingly.	The team did a poor job presenting the problem of the Organization.
Introduction and Background	The team clearly presented the background of the company.	The team presented the background of the company, but the information was not clear.	The team did not present the background of the company.
Conclusions, Recommendations and Bibliography	The team presented at least three <u>specific</u> conclusions and recommendations.	The team presented recommendations, but they were extremely generic and lacked depth.	The team did not present any recommendations for the organization.
Presentation Skills and Communication	All team members have excellent presentation skills: good voice projection, good posture, good command of the stage. The presenter did not have to read the slides.	Only one of the team members has excellent presentation skills: The presenter read the slides sometimes.	None of the team members have proper presentation skills: bad voice projection, bad posture, bad command of the stage. The presenters read the slides most of the time.

Class Participation - 15%

Participation means that students must actively engage in all of the class activities and class discussions. **Just being present in the lesson is not considered participation. The student actively participated, significantly enhancing the learning experience for other classmates. The student read the assigned reading and actively listened to his/her peers and commented on relevant class discussions and their peers' opinions.** Attendance is mandatory. Failing to attend the class more than 3 times will automatically fail you. You must always let the professor know in advance if you are not going to make it to class; however, excusing yourself will not eliminate the attendance requirement. The only justified absences are justified health issues, mandated by a doctor with due evidence or a publicly known force majeure event, and evidence of how it affected a student's attendance. Leaving the class early is not as attendance. For virtual lessons it is mandatory for students to log in individually, they cannot share a computer with other students, and will need to have the camera on at all times.

INSTITUTIONAL POLICIES

Attendance

ULACIT's commitment is to ensure that its students successfully complete their curriculum. Active participation is a key factor in the use of learning processes, so attendance at on-site courses is mandatory. If a student absents himself unjustifiably to three or more lessons, he automatically fails the course (Student Regime Regulations, chapter IX). The justification of absences only comes for health or work reasons, based on official documents. The justification is processed directly before the teacher, who has discretionary powers to accept or not the justification. Irrespective of the nature of the absence, the evaluation activities carried out on the day of the absence are not replenished.

Academic honesty policies

ULACIT promotes the high ideals and rigorous standards of academic life. For purposes of this course, participants are expected to avoid dishonest behaviors such as fraud or plagiarism. Making fraud includes inventing data, falsifying bibliography, using projects drawn up by other people, obtaining unauthorized help on qualified assignments or having someone else do the work that is your job. Plagiarism includes verbatim copying of sentences, sentences, paragraphs and whole pieces of printed material, Internet and other sources, without making the corresponding appointment; or to paraphrase without citing the sources. The cases of fraud or plagiarism will imply the automatic loss of the course, and if the fault is repeated, they will be sanctioned with the definitive expulsion. The institution through its Blackboard platform has the "safe assign" tool that allows us to check the source used by students in the papers presented with other academic documents, identifying a match between them. This option can be used to prevent plagiarism and create opportunities to encourage students to respect copyright within the classroom, and the importance of avoiding plagiarism of information.

Level of integration of English

ULACIT is a bilingual university. Therefore, in the courses that are taught English courses, didactic resources are used in Spanish and English, depending on the location of the course in the curriculum. In courses marked with the word "English" in the academic offer, students can submit their projects and other assignments in English. Courses in bilingual careers are taught entirely in English. In undergraduate and postgraduate careers, it is requested to read compulsory bibliography exclusively in English, although all courses may incorporate complementary readings in Spanish.

Creating a culture of respect

In ULACIT, we establish high expectations of behavior of the members of the university community. Therefore, we emphasize the value of mutual respect and we expect everyone to treat others the way they want to be treated. We define respect as the consideration and appreciation that we can show others without respecting people, so we do not tolerate disruptive actions such as:

- Arrive late to class or leave early.
- Constantly interrupt the class, getting up from the seat.
- Eat and drink in the classrooms.
- Answer telephone calls during the school term.
- Pack your belongings before the teacher has finished the lesson.
- Fall asleep in the classroom.
- Read newspapers.

- Use mobile devices for purposes other than those of the class, promoting their own distraction and those around them.
- Come to classes without having prepared with the assignments for the session.
- Making negative or mocking comments about their classmates and the teacher.
- Speak out of turn.
- Show unwillingness to listen to others.
- Use vulgar language on campus.
- We ask teachers to take corrective measures to ensure a respectful environment of coexistence that encourages learning and respectful habits, fundamental in the integral and professional training of students. At the beginning of each school year, students should consult with the teacher the specific regulations that will be established in their course and the penalties that could be implemented for non-compliance.

Attention to diversity

The ULACIT curricular approach emphasizes the development of competences through the realization of projects, which allows each student to respond to the academic requirements from their own learning style, and according to their individual abilities and interests. The primary responsibility for learning rests with the student, so the teacher must clarify the expectations of the course from the beginning, offer the guidance and support to satisfy them, granting the necessary flexibility so that each one can define how they will fulfill them and advance to its own rhythm in the development of the assigned projects. The teacher also has the responsibility to provide the required bibliographic material and to offer, throughout the course, continuous feedback that responds to the rubrics established in each project, and therefore, must have a qualitative character in addition to the corresponding quantitative information.

Intellectual Property

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