

Universidad Latinoamericana de Ciencia y Tecnología
Bachelor of Science in Business Administration

Course	Human Resources Management
Code	24-0022
Credits	3

Purpose of the course

What do we mean by "resources? "How can a company achieve it's true potential, if it doesn't have the right talent and key personal to manage them? How long do you think an organization might survive without the adequate recruitment and selection? How can we maintain of a qualified, motivated, and productive workforce?

Knowing about human resource management is the most powerful tool to generate revenue through the use of people's skills and abilities. The effective performance of a company requires understanding a wide range of elements such as Labor law, planning, job analysis, recruitment, selection, training, employee development and performance appraisal.

Upon completion of the course, you will become familiar with essential concepts, processes and techniques of human resource practices, which are of paramount importance to contribute to the achievement of the objectives of the organization.

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 process.	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 solving business administration problems faced in every day managerial 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 information, 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 research and before arriving to conclusions.

Personal effectiveness

In the interaction with others in the learning activities of the course, the student must demonstrate responsibility, ethics, leadership, productivity; self-management and disposition for change.

Teaching Methodology

SOCRATIC DIALOGUE: Most of the sessions will follow an open discussion format under the Socratic dialogue, in which the professor assumes the conducting role of the discussion between him/her and the student, or as a mediator between students.

ONLINE EDUCATION: The student will learn through reading the material, the interaction with the professor and students in class, and through electronic means.

CASE METHODOLOGY: The student will read and analyze the case, individually or in groups, in order to acquire knowledge about the topic, and to be capable of making decisions on scenarios where not all the information is available. In order to be prepared for the case discussion the student must fulfill the four Ps: Preparation (read the case at least twice in advance), Presence (You must be in class in order to participate of the discussion), Participation (the first two will mean nothing if you do not let the facilitator know what you think), Punctuality (In order to fully appreciate the case discussion you must be in class from beginning to end).

Evaluation Methodology

The course grading is divided according to the following items:

Activity	%
Individual Participation	10%
Discussion Forum- Case Resolution and Presentations-5 cases (1 ST Case 5%-Next 4 Cases 10% each)	45%
Final Project-One Case Resolution	30%
Final Project-One Case Presentation	10%
Course evaluation (CEPA)	5%
Total	100%

Forum I-Autobiography (0%): Write a short description of yourself and let the facilitator know what your expectations of the course are.

No APA required for this forum.

Participation – 10%

1. 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.
 1. Using your mobile or computer while the professor or your fellow students are talking will be considered as attendance.
 2. Leaving the class early is not as attendance.
2. Participation means that you must actively engage in all of the class activities. **Just being present in the classroom is not considered participation.**

Rubric (10% for the entire course)

Points per session	Criteria
2	<p>Attendance: The student showed up in time and remained in class throughout the class.</p> <p>Participation: The student read the material and actively participated, significantly enhancing the learning experience for him/her and classmates. The student actively listened to his/her peers and commented on their opinions.</p>
1.5	<p>Attendance: The student showed up in time but did not remain in class throughout the class OR the student showed up late for class.</p> <p>Participation: The student actively participated, significantly enhancing the learning experience for him/her and classmates. The student actively listened to his/her peers and commented on their opinions.</p>

I	Participation: The student did not actively participate. Sometimes, the student was distracted by electronic devices or by talking to other classmates.
0.5	Attendance: The student showed up in time and remained in class throughout the class OR The student showed up late for class.

Team Case Studies 45% Total for 5 Cases

Your instructor will randomly form a group of and provide you with a case to be analyzed. All members of the team will present the case to the class.

Case resolution and Presentation (10%) EACH Case (5% FIRST Case)

All team members will present the case findings. Everyone in the class will judge the team presentation. In order to get full credit for the Case, the student must be present.

Case presentation rubric

CASE RESOLUTION AND PRESENTATION

TEAM:_____10%

(5% First Case)

Item	100%	50%	0%
Findings and Discussion Total: 4% Awarded (2% First Case)	The team clearly presented the problems faced by the Organization. When there was more than one problem, the team found and discussed the problems in priority.	The team clearly presented the problems faced by the Organization. There were more than one problem, but the team did not rank the problems in priority.	The team did a poor job presenting the problem of the Organization.
Introduction and Background Total: 2% Awarded (1% First Case)	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 Total: 2% Awarded (1% First Case)	The team presented at least three <u>specific</u> Conclusions and Recommendations for organization to follow.	The team presented recommendations, but they were extremely generic and lacked depth.	The team did not present any recommendations for the organization.

COURSE SYLLABUS

<p>Presentation Skills in Power point and Communication Total: 2% (1% First Case)</p>	<p>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.</p>	<p>Only one of the team members has excellent presentation skills: good voice projection, good posture, good command of the stage. The presenter read the slides, sometimes.</p>	<p>None of the team members have excellent presentation skills: bad voice projection, bad posture, bad command of the stage. The presenters read the slides most of the time.</p>
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Team work (10%)
First Case 5%

Case presentation rubric

FINAL CASE PRESENTATION

TEAM: _____ 40%

Item	100%	50%	0%
Introduction and Background Total: 5% Awarded: _____	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.
Findings and Discussion Total: 15%	The team clearly presented the problems faced by the Organization. When there was more than one problem, the team found and discussed the problems in priority.	The team clearly presented the problems faced by the Organization. There were more than one problem, but the team did not rank the problems in priority.	The team did a poor job presenting the problem of The Organization
Conclusions, Recommendations and Bibliography Total: 5%	The team presented at least three <u>specific</u> Conclusions and Recommendations for organization to follow.	The team presented recommendations, but they were extremely generic and lacked depth.	The team did not present any recommendations for the organization.
Presentation Skills in Power Point and Communication. Total: 10%	All team members have excellent presentation skills: good voice projection, good posture, and good command of the stage. The presenter did not have to read the slides.	Only one of the team members has excellent presentation skills: good voice projection, good posture, and good command of the stage. The presenter read the slides, sometimes.	None of the team members have excellent presentation skills: bad voice projection, bad posture, and bad command of the stage. The presenters read the slides most of the time.

<p>Great writing relevant sources, excellent use of APA system. Total: 5%</p>	<p>Excellent presentation</p>	<p>Regular presentation</p>	<p>Poor Presentation</p>
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Team work (40%)

CEPA: Students should fill the online course evaluation, which is a reflection of the teaching-learning process they are going through. This evaluation will be available on Blackboard during weeks 12 and 13 and is worth 5% of the grade.

BIBLIOGRAPHY:

Dessler, Gary. (2019) Fundamentals of Human Resource Management. Pearson. U.S.A. (Fifth Edition)

American Psychological Association. (2010). Publication Manual of the American Psychological Association. (6 Ed.). Washington, USA: Author

READING SOURCES:

DeNisi, A.S. & Griffin, R.W. (2011). Human Resources. Ohio, U.S.: Cengage Learning

Itika, Josephat S. (2011) Fundamentals of Human Resource Management, Emerging experiences from Africa, © University of Groningen, Holland / Mzumbe University, Tanzania.

Noe, Raymond, D. et al (2011) Fundamentals of Human Resource Management, (Fourth Edition) New York, USA, McGraw-Hill

The Association of Business Executives, ABE (2015) Human Resource Management, William House, London, U.K

Useful links:

- <http://www.prenhall.com/dessler>
- <http://erc.msh.org/mainpage.cfm?file=hrm.htm&module=toolkit&language=spanish>
- <http://www.anri.org.ve/>
- <http://www.rrhmagazine.com>
- <http://www.uch.edu.ar/rrhh/principal.htm>

Academic dishonesty policy

ULACIT aims for the highest and most rigorous standards of academic life. In this course you are expected to avoid dishonest conducts such as fraud or plagiarism. Fraud constitutes make up data, forge bibliography, use projects done by another person, and obtain unauthorized help to do your course work. Plagiarism includes copying textually from another source into your document; it includes phrases, sentences, paragraphs obtained on the Internet, books or any other sources without the appropriate reference. Paraphrasing without references is also considered plagiarism. **Whether the fraud or plagiarism is performed voluntarily or involuntarily, in an individual or group work, it will cause you to fail the course immediately.** In case the student is found guilty of fraud or plagiarism on a second course, the student will be expelled from the institution.

Attention to diversity

The curricular approach at ULACIT focuses on the development of competencies through the completion of projects, allowing students to fulfill the academic requirements based on their own learning styles, abilities, and individual interests. The primary responsibility of learning is placed on the student; the instructor is responsible for setting course expectations from start, offering the required support to satisfy them, and awarding a level of flexibility that allows each student to choose how he or she will fulfill the course goals and work at his own pace in the completion of the projects assigned. Furthermore, the instructor will provide the required learning materials, along with continuous feedback using the rubrics designed for each project. The feedback is of a qualitative as well as quantitative nature. The use of technological tools and collaborative work allows the professor to tailor the educational process to the abilities of each student. If you have any additional special educational needs, please contact diversidad@ulacit.ac.cr

Class Schedule

Week	Content	Teaching Strategy	Learning Activities
1	Course Introduction	Individual reading of syllabus Instructor will describe the learning activities and evaluations. Human Resource Management Presentation. Case Format Presentation.	Read Syllabus. Human Resource Management Presentation Discussion. Case Format Presentation Discussion.
2	Human Resource Management	Individual reading of material Introduction to human resource management Managing Human Resources Today Group discussion Forum I Presentation-Individual	Chapter 1 Itika, Josephat S., and Chapter 1 Dessler, Gary
3	Managing Equal Opportunity and Diversity Human Resource Strategy and Performance	Individual reading of material Managing Equal Opportunity and Diversity Human Resource Strategy and Performance Strategic human resource management Group discussion CASE No. 1 PRESENTATION Group 1 HR in Action Case Incident 1 An Accusation of Sexual Harassment in Pro Sports (P.55)	Chapters 2 and 3 Dessler, Gary and Chapter 2 Itika, Josephat S.

		<p>Group 2 HR in Action Case Incident 2 A question of discrimination (P. 56)</p>	
4	Job Analysis and Talent Management	<p>Individual reading of material Job Analysis and Talent Management</p> <p>Group discussion.</p> <p>Writing Job Description (P.99, P.111))</p>	<p>Chapter 4 Dessler, Gary</p>
5	Personnel Planning and Recruiting	<p>Individual reading of material Personnel Planning and Recruiting</p> <p>Group Discussion</p> <p>CASE No. 2 PRESENTATION</p> <p>Group 1 HR in Action Case Incident 1 Finding People who are passionate about what they do (P.152)</p> <p>Group 2 HR in Action Case Incident 2 Getting better applicants (P. 153)</p>	<p>Chapter 5 Dessler, Gary</p> <p>Other Sources assigned by Professor</p>
6	Selecting Employee Training and Developing Employees	<p>Individual reading of material Selecting Employee</p> <p>Training and Developing Employees</p> <p>Group discussion</p>	<p>Chapters 6 and 7 Dessler, Gary</p>
7	Performance Management and Appraisal Today	<p>Individual reading of material Performance Management and Appraisal Today</p>	<p>Chapter 8 Dessler, Gary</p>

		<p>Group discussion</p> <p>CASE No. 3 PRESENTATION</p> <p>Group 1 HR in Action Case Incident 1 Appraising the Secretaries at Sweetwater U (P.258)</p> <p>Group 2 HR in Action Case Incident 2 The Performance Appraisal (P. 259)</p>	<p>Other Sources assigned by Professor</p>
8	<p>Managing Careers</p> <p>Developing Compensation Plans</p>	<p>Individual reading of material</p> <p>Managing Careers</p> <p>Developing Compensation Plans</p> <p>Group discussion</p>	<p>Chapters 9 and 10 Dessler, Gary</p> <p>Other Sources assigned by Professor</p>
9	<p>Pay for Performance and Employee Benefits</p>	<p>Individual reading of material</p> <p>Pay for Performance and Employee Benefits</p> <p>Group discussion</p>	<p>Chapter 11 Dessler, Gary</p> <p>Other Sources assigned by Professor</p>
10	<p>Maintaining Positive Employee Relations</p>	<p>Individual reading of material</p> <p>Maintaining Positive Employee Relations</p> <p>Group Discussion</p> <p>CASE No. 4 PRESENTATION</p> <p>Group 1 HR in Action Case Incident 1 Enron, Ethics, and Organizational Culture (P.399)</p> <p>Group 2 HR in Action Case Incident 2 Guaranteeing Fair Treatment (P. 400)</p>	<p>Chapter 12 Dessler, Gary</p> <p>Other Sources assigned by Professor</p>

11	Labor Relations and Collective Bargaining	Individual reading of material Labor Relations and Collective Bargaining Group discussion	Chapter 13 Dessler, Gary Other Sources assigned by Professor
12	Improving Occupational Safety, Health, and Risk Management The Legal Environment, Costa Rica Labor Law	Individual reading of material Improving Occupational Safety, Health, and Risk Management The Legal Environment, Costa Rica Labor Law Group discussion CASE No. 5 PRESENTATION Group 1 HR in Action Case Incident 1 The Office Safety and Health Program (P.466) Group 2 HR in Action Case Incident 2 Motivating Safe Behavior (P. 400)	Chapter 14 Dessler, Gary and CR Labor Law Other Sources assigned by Professor
13	Holiday Managing Human Resources Globally Managing Human Resources in Small and Entrepreneurial Firms	Individual reading of material Managing Human Resources Globally Managing Human Resources in Small and Entrepreneurial Firms	Part 6 Module A Dessler, Gary Part 6 Module B Dessler, Gary
14	Holiday OPEN TOPIC		
15	Final Case Presentations	Teams will present their Final Case solutions Analysis of an Human Resources Department of a local Company	

PRESENTATIONS

Introduction to Human Resource Management

<https://slideplayer.com/slide/6688092/>

Human Resource Management Lecture

https://www.youtube.com/watch?v=c8_avX9miag

Human Resource Management PPT Presentation

https://www.powershow.com/view/3cbea5-ZjQzM/Human_resource_management_powerpoint_ppt_presentation

Human Resource Management Evolution Presentation (HRM Evolution)

<https://www.youtube.com/watch?v=DD9LqNVTNGI>

Human Resource Development of Employees in Nonprofit Organizations

<https://www.youtube.com/watch?v=O8LnkGVWfV8>

English for Human Resources VV 43 - HR Management (1) | Business English Vocabulary

<https://www.youtube.com/watch?v=ZHZVwTdUHIA>

Speak like a Manager: Verbs 1

<https://www.youtube.com/watch?v=TUSxq7KoTsM>