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**Spring 2023**

**ORG401- Human Resources Management**

**Instructor:** Cayrol Alex

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**Web:** SuCourse

**Office Hours:** Wednesday 14h-17h

**Type:** Hybrid (Zoom and classroom). The class will be in physical classrooms; however, the course will be online exceptionally during two weeks during the semester. Precise dates will be communicated later in the semester.

We may have to revise the course plan according to the reassessment to be made country-wide, regarding higher education, at the beginning of April. The content to be delivered is certain but the method of course delivery, the number and dates of exams, and some other details are subject to change.

**Course Objective:**

Large and small contemporary organisations are confronted with dramatic changes in their environment – government intervention, globalisation and increased competition, workplace diversity, population trends, evolving social standards and the search for talent. To effectively adapt to these changes, organisations need well-designed and well-executed human resource management (HRM) policies which enable them to attract, develop, reward, motivate and retain a stable core of high-performing employees. This subject explores contemporary HRM within this environment. Students will learn the foundation theories of strategic HRM and then learn to evaluate and implement these policies and practices in their organisations. Case-based and practical learning is a feature of this course.

**Learning Outcomes:**

1. Critically assess the contribution of well-designed HRM systems to goals within strategic plans and the link between HRM and organisational performance.
2. Synthesise multiple perspectives with organisational drivers to foster HRM policies. And practices that meet the cultural needs of employees and that match the constraints and business needs of the organisation.
3. Critique their own organisation's HRM policies and practices and design HR interventions to drive improved HRM outcomes such as employee engagement and alignment to strategy, improve attraction and retention and lift motivation.
4. Critically assess the likely consequences of misaligned or poorly conceived reward systems on workplace behaviour, organisational outcomes and stakeholder communities.
5. Understand the importance, principles, and processes of managing the performance of employees.

**Course Material:**

There is no prescribed textbook required for this course. There will be notes and regular readings on SuCourse or communicated by mail to the class.

**Course Web:**

All the materials would be available on Sucourse + on the way, with videos for theoretical lectures and sometimes for specific aspects about the team semester project.

**Instructional Design**:

Lecture slides, and readings will be available weekly.

**How you are expected to engage with the subject**

Some weeks may require more time than other depending on how your workload and how you work. We are all very different and I am going to leave videos on a regular basis so that you can have flexibility. I am always available for one-to-one tutorial for students who need extra help. Please contact me by mail to make an appointment if you require additional help.

**Grading:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Assignment** | **Type** | **Weight** |
|  | Participation | Engagement through the sessions | 10% |
|  | Semester project | Group | 45% |
|  | Final Exam | Exam | 45% |

**Course Assessments Requirements:**

**Assignment 1: Class participation-individual**

Participation is highly encouraged and I will call on class members in the online class. These points are purely discretionary. As you will be a professional, you must contribute in your meetings and sessions. Attendance *per se* is not graded, but class participation and engagement with the course work will be monitored very regularly. Grading goes beyond airtime, *i.e.* the quality of one’s participation was also important. Low participation throughout the term and a flurry of activity and questions in the last weeks will not be graded favourably.

**Assignment 2: Team semester project - group**

The professor strongly suggests the students to use the dedicated time in class to advance as a group on the team semester project, as initial steps are essential for the quality of the whole semester project, and might require several iterations before advancing ahead too quick in the next steps.

Details about the topic and group composition will occur in the class following the add-drop period. Depending on the number of students to the class, team composition can vary. Students will be able to compose teams themselves, however, in case there are students without team, the professor will have the right to create a new group with people without teams or to add people to a pre-made team for adjustment. As the semester project will be realised in groups, the professor will provide a peer evaluation document for team members. In case a grade distribution is required within a group, team members can submit the peer evaluation document to the professor until three days after delivering the assignments. If the team doesn’t submit any peer evaluation document to the professor, the grade will be the same among the team members. The goal of this team semester project is to learn to achieve the team work while managing task and personal conflict in a professional way. If a problem that group members cannot resolve themselves occurs within the team and their interactions, team members can discuss about it with the professor. However, it is advised not to wait until the assignment dead-line is a few days away, as it will give too little remaining time for the professor to correct the problem if possible, or to the team to deliver the assignment in an alternative way.

**Assignment 3: Final exam - individual**

This individual exam will cover all the theoretical lectures of the semester. The student will have to answer to multiple-choice questions.

**Academic honesty:**

Learning is enhanced through cooperation and as such you are encouraged to work in groups, ask for and give help freely in all appropriate settings. At the same time, as a matter of personal integrity, you should only represent your own work as yours. Any work that is submitted to be evaluated in this class should be an original piece of writing, presenting your ideas in your own words. Everything you borrow from books, articles, or web sites (including those in the syllabus) should be properly cited. Although you are encouraged to discuss your ideas with others (including your friends in the class), it is important that you do not share your writing (slides, MS Excel files, reports, etc.) with anyone. Using ideas, text and other intellectual property developed by someone else while claiming it is your original work is plagiarism. Copying from others or providing answers or information, written or oral, to others is cheating. Unauthorized help from another person or having someone else write one’s paper or assignment is collusion. Cheating, plagiarism and collusion are serious offenses that could result in an F grade and disciplinary action. Please pay utmost attention to avoid such accusations.

**Late assignment**

All late assignments will incur a 20 percent penalty per 24 hours late. Assignments five or more days late attract a zero score. If you are ill, I must be notified by email on or before the date the assignment is due, and a Drs certificate will need to be produced within five working days. Please email to me.

**Online Classroom policies and conduct**

Establishing the necessary social order for a participatory learning environment requires that we all:

* Listen to the person who has the microphone
* Come to online class on time
* Do not leave the online class before it ends
* Turn on your camera (essential)- no camera no participation mark
* Turn off your microphone unless speaking
* Participate!

**Physical Classroom policies and conduct**

It is important we all come to class on time, do not leave the online class before it ends and participate. Moreover, computers are allowed in physical classrooms as well, however, if I estimate that computers in class bring more distractibility than productivity, computers can be forbidden in physical classrooms during the semester. On a similar note, if the presence of mobile phones is detrimental to class productivity, mobile phones will be turned off at the beginning of each physical classroom.

**Course Schedule:**

|  |  |  |
| --- | --- | --- |
| **Week** | **Activity** | **Dates** |
| Week 1 | Course Introduction –Introduction to HRM | February 21-23th |
| Week 2 | Strategic HRM | February 28-March 1st |
| Week 3 | Recruitment and selection | March 7th– 9th |
| Week 4 | Performance management | March 14th– 16th |
| Week 5 | Managing diversity | March 21th– 23th |
| Week 6 | Managing compensation | March 28th– 30th |
| Week 7 | Conflict management | April 4th – April 6th |
| Week 8 | Remote management | April 11th – April 13th |
| Week 9 | People analytics and reporting | April 18th |
| Week 10 | AI Applications in People Management | April 25th – April 27th |
| Week 11 | Emotional intelligence | May 2nd – May 4th |
| Week 12 | Preparation for semester assignments | May 9th – May 11th |
| Week 13 | Presentation of semester assignments | May 16th – May 18th |
| Week 14 | Preparation for exam | May 23th – May 25th |

Schedule might be adapted during the semester depending on the advancement of students on the semester project and on other factors.

**About your Professor**

I am currently an academic at Sabanci University. Prior to be part of the faculty of Sabanci, I completed my Ph.D in creativity and innovation at Grenoble Ecole de Management (GEM) in France. Before that, I pursed a double-diploma master cursus with a French engineering school, Arts et Métiers ParisTech, and with a canadian university, UQAR, in project management.

I have taught a range of management subjects, such as creativity, innovation or how to take managerial decisions with statistics, at undergraduate and postgraduate level in France. I present regularly at international management conferences. I currently collaborate with researchers from all parts of the globe. My goal is to provide you both up-to-date knowledge from academic literature as well as methods and tools for your future career. Look forward to seeing you in class!!