



COURSE UNIT (MODULE) DESCRIPTION

| Course unit (module) title | Code |
|-----------------------------------|------|
| Human Resources Management (HRM2) | |

| Lecturer (s) | Department (s) |
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| Coordinator: Assoc. Prof. Dr. Asta Stankevičienė | Management Department, Faculty of Economics and Business Administration |

| Study cycle | Type of course unit (module) |
|-------------|-------------------------------|
| Second | Compulsory |

| Delivery mode | Delivery period | Language of instruction |
|------------------|-----------------|-------------------------|
| Classroom/remote | Spring semester | Lithuanian / English |

| Requirements for students |
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| Prerequisites: completion of the course unit (module) HRM1 |

| Course (module) volume in credits | Total student's workload | Contact hours | Self-study hours |
|-----------------------------------|--------------------------|---------------|------------------|
| 5 | 130 | 48 | 82 |

| Purpose of the course unit (module): programme competencies to be developed |
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The purpose of the course unit (module) is to provide students with theoretical and practical knowledge of human resources development and performance management issues, to teach them to solve employee development and performance management problems in the organization and to make appropriate decisions. After completing the lecture course, students will acquire subject-specific and core competencies.

Subject-specific competencies:

- ability to form and critically evaluate the organization's human resources management system;
- ability to form the organization's human resources development and employee performance management policy;
- ability to identify and solve problems in the organization's human resources development and employee performance management;
- ability to make socially responsible decisions for employees.

Core competencies:

- ability to collect, systematize, analyze and process information on human resources development and employee performance management;
- ability to conduct research, summarize the results obtained, formulate conclusions and suggestions;
- ability to think critically, work independently and in groups, cooperate.

| Learning outcomes of the course unit (module) | Teaching and learning methods | Assessment methods |
|---|---|---|
| Will know the concepts, principles and methods of human resources development and employee performance management. | Lectures, discussion, problem-based learning, case studies, collaborative learning, role-plays and simulations, Individual or group research project preparation, academic written paper | Research project (individual or in a group); report, analysis of a research article, oral or written problem-solving task (report in the form of a presentation): e.g. pdf or ppt. format; oral or written case studies (report presentation form): e.g. pdf or ppt. format Exam (test): open questions |
| Will understand the strategic interaction between organizational activities and human resources development and employee performance management policies. | | |
| Will be able to analyze the formation of policy making of the organization and external environment and will be able to identify the | | |

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| factors that determine the development of human resources and management of employee performance results. | | |
| Will be able to notice and critically evaluate (interpret) the problems of human resources development and management of employee performance results and present to the organization's management and other stakeholders. | | |
| Will understand and be able to carry out research in an organization, both individually and in cooperation with a group, to help solve problems in human resources development and management of employee performance results. | | |
| Will be able to make socially responsible decisions in the field of human resources development and performance management, to assess their impact on the results of performance of the organization. | | |

| Topics | Contact hours | | | | | | Self-study hours and assignments | | |
|--|---------------|---------------|----------|----------------|-----------------|------------|----------------------------------|------------------|---|
| | Lectures | Consultations | Seminars | Practical work | Laboratory work | Internship | Total contact hours | Self-study hours | Assignments |
| 1. Human resources development system. Structure and principles of the HRD development system. | 2 | | | | | | 2 | 2 | |
| 2. Performance management and employee evaluation. The evaluation system and its connection with the management of the organization 's activities. Management of the efficiency of the evaluation process. Evaluation perspectives. | 4 | | | 4 | | | 8 | 5 | Armstrong, M. Taylor, S. (2020). Handbook of human resource management practice. London: KoganPage. (Part 9) Beardwell J.; Thompson A. (2017). Human Resources Management. Eighth edition. <i>Edinburgh. Pearson Education Limited.</i> (Chapter 12 of Part 4) |
| 3. Development of competencies. The concept and structure of competencies. The place of competencies in human resource management. Competency planning and evaluation of effectiveness. Mentoring and coaching. | 4 | | | 2 | | | 6 | 5 | Beardwell J.; Thompson A. (2017). Human Resources Management. Eighth edition. <i>Edinburgh. Pearson Education Limited.</i> (Chapter 7 of Part 3) Armstrong, M. Taylor, S. (2020). Handbook of human resource management practice. London: KoganPage. (Part 8) Redman T.; Wilkinson A. (2013). Contemporary Human Resources |

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|---|-----------|--|--|-----------|--|--|--|--------------|---|
| | | | | | | | | | Management. Fourth edition. <i>Edinburgh. Pearson Education Limited.</i> (Chapter 5 of Part 1) |
| 4. Career management. Career concept and theories. Succession planning. Leadership development. | 2 | | | | | | | 2 | Beardwell J.; Thompson A. (2017). Human Resources Management. Eighth edition. <i>Edinburgh. Pearson Education Limited.</i> (Chapter 8 of Part 3) |
| 5. Compensation and performance management. Remuneration theories. Remuneration system and its connection with performance management. Remuneration policy formation and management in the organization. | 6 | | | 4 | | | | 10 20 | Armstrong, M. Taylor, S. (2020). Handbook of human resource management practice. London: KoganPage (Part 10) Redman T.; Wilkinson A. (2013). Contemporary Human Resources Management. Fourth edition. <i>Edinburgh. Pearson Education Limited.</i> (Chapter 6 of Part 1) |
| 6. Labour relations. Employee rights and responsibilities (employment contracts, employee control and work discipline enforcement). Communication in human resources management. | 4 | | | 4 | | | | 8 10 | Beardwell J.; Thompson A. (2017). Human Resources Management. Eighth edition. <i>Edinburgh. Pearson Education Limited.</i> (Part 4) Armstrong, M. Taylor, S. (2020). Handbook of human resource management practice. London: KoganPage (Part 11) |
| 7. Modern HRM trends and perspectives. Flexible work practices and remote work. Work-free time balance. Health, safety and well-being of employees. | 10 | | | 2 | | | | 12 10 | Redman T.; Wilkinson A. (2013). Contemporary Human Resources Management. Fourth edition. <i>Edinburgh. Pearson Education Limited.</i> (Chapter 15 of Part 2). Armstrong, M. Taylor, S. (2020). Handbook of human resource management practice. London: KoganPage (Part 12) |
| 8. Design of the remuneration system of a specific organization | | | | | | | | 10 | Project preparation; project assessment |
| Preparing for the exam | | | | | | | | 20 | Revision |
| Total | 32 | | | 16 | | | | 48 82 | |

| Assessment strategy | Weight, % | Deadline | Assessment criteria |
|---------------------------------------|-----------|---------------------|--|
| Research project and its presentation | 30 | During the semester | A research project (individual or in a group) that is prepared and presented in the classroom (or remotely). |

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| | | | <p>The following aspects are assessed: Structure and scope of the project (1 point): the structure of the academic written paper is clear and logical, there are all the necessary parts, the work is of appropriate scope. Analysis and conclusions (1 point): the analysis is very detailed, the scientific literature is properly based, the conclusions are substantiated and formulated on the basis of empirical material.</p> <p>Presentation (1 point): reasoned and clear presentation of the conclusions of the research work; maintaining the audience's attention, managing responses to questions. Assessment in the absence of the presentation - 0 points.</p> <p>3 points: the student properly presents the project, presents it in the classroom and answers the questions, and his / her grade is 10.</p> <p>Less than 3 points: the average score of the completed project is less than 10. The grade is multiplied by 0.3.</p> <p>0 points: the work is not submitted.</p> <p>It is not allowed to take the exam in the absence of the presentation delivery.</p> |
| Work during the lectures and workshops | 20 | During the semester | <p>The assessment is carried out of the knowledge of the compulsory literature and additional material (it is provided in the e-system), the ability to perform the assignments presented for each seminar and present their insights to colleagues, active participation in discussions during lectures and seminars are assessed.</p> <p>2 points: for excellent preparation and active participation in all seminars and lectures, proper formulation of questions and problems and reasoned speeches in the discussion;</p> <p>1 point: for preparation at least 60 percent. participation in seminars and lectures but inactive discussion, unsubstantiated speeches;</p> <p>0 points: no participation in seminars and lectures, passive listening.</p> |
| Exam | 50 | During the session | <p>The exam consists of 8 open - ended questions (each worth 1 point) and a task (case analysis (2 points)), the total score is multiplied by 0.5.</p> <p>5 points: test evaluation 10 points.</p> <p>Less than 5 points: If the test score is less than 10 points, the grade is multiplied by 0.5.</p> <p>0 points: the test evaluation is negative or the test was not passed.</p> <p>A positive evaluation of the test is mandatory.</p> <p>Individual, group home assignment and its presentation, case study and exam are assessed on a 10-point scale:</p> <ul style="list-style-type: none"> - more than 95% or excellent, 10 points; - more than 85% or very good, 9 points; - more than 75% or good, 8 points; - more than 65% or average, 7 points; - more than 55% or satisfactory, 6 points; - more than 49% or poorly, 5 points. |

| | | | Less than 49 percent or unsatisfactory, if the minimum requirements are not met: 4, 3, 2, 1. | |
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| Author | Year of publication | Title | Issue of a periodical or volume of a publication | Publishing place and house or a web link |
| Compulsory literature | | | | |
| Armstrong, M. Taylor, S. | 2020 | Handbook of human resource management practice. | | London: KoganPage |
| Beardwell J., & Thompson A. | 2017 | Human Resources Management | | Eighth edition. <i>Edinburgh. Pearson Education Limited</i> |
| Redman T., & Wilkinson A. | 2013 | Contemporary Human Resources Management. | | Fourth edition. <i>Edinburgh. Pearson Education Limited.</i> |
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| Additional literature | | | | |
| Brown, M., Hyatt, D., & Benson, J. (2010). | 2010 | Consequences of the performance appraisal experience. | <i>Personnel review</i> , 39(3), 375-396. | <i>The article</i> https://doi.org/10.1108/00483481011030557 |
| Ulrich, D., & Dulebohn, JH. | 2015 | Are we there yet? What's next for HR? | <i>Human Resource Management Review</i> , 25(2), 188-204. | <i>The article</i> https://doi.org/10.1016/j.hrmr.2015.01.004 |
| Lyons, S. T., Schweitzer, L., & Ng, E. S. | 2015 | How have careers changed? An investigation of changing career patterns across four generations. | <i>Journal of Managerial Psychology</i> , 30(1), 8-21. | <i>The article</i> https://doi.org/10.1108/JMP-07-2014-0210 |
| Zheng, X., Zhu, W., Zhao, H., & Zhang, C. | 2015 | Employee well-being in organizations: Theoretical model, scale development, and cross-cultural validation. | <i>Journal of Organizational Behavior</i> , 36(5), 621-644. | <i>The article</i> https://doi.org/10.1002/job.1990 |
| Zhang, J., Zhang, Y., Song, Y., & Gong, Z. | 2016 | The different relations of extrinsic, introjected, identified regulation and intrinsic motivation on employees' performance: Empirical studies following self-determination theory. | <i>Management Decision</i> . 54 (10), 2393-2412. | <i>The article</i> https://doi.org/10.1108/MD-01-2016-0007 |

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| Rudolph, C. W., Rauvola, R. S., & Zacher, H. | 2018 | Leadership and generations at work: A critical review. | <i>The Leadership Quarterly</i> , 29 (1), 44-57. | <i>The article</i> https://doi.org/10.1016/j.leaqua.2017.09.004 |
| Tang, G., Chen, Y., Jiang, Y., Paille, P., & Jia, J. | 2018 | Green human resource management practices: scale development and validity. | <i>Asia Pacific Journal of Human Resources</i> , 56 (1), 31-55. | <i>The article</i> https://doi.org/10.1111/1744-7941.12147 |
| Macke, J., & Genari, D. | 2019 | Systematic literature review on sustainable human resource management. | <i>Journal of cleaner production</i> , 20 (8), 806-815. | <i>The article</i> https://doi.org/10.1016/j.jclepro.2018.10.091 |
| Amrutha, V. N., & Geetha, S. N. | 2020 | A systematic review on green human resource management: Implications for social sustainability. | <i>Journal of Cleaner Production</i> , 247 , 119131. | <i>The article</i> https://doi.org/10.1016/j.jclepro.2019.11.19131 |
| Oscá, A., & López- Araújo, B. (2020). | 2020 | Work stress, personality and occupational accidents: Should we expect differences between men and women? | <i>Safety science</i> , 124, 104582. | <i>The article</i> https://doi.org/10.1016/j.ssci.2019.104582 |
| Fernandez, V., & Gallardo-Gallardo, E. | 2020 | Tackling the HR digitalization challenge: key factors and barriers to HR analytics adoption. | <i>Competitiveness Review</i> , 31 (1), 162-187. | <i>The article</i> https://doi.org/10.1108/CR-12-2019-0163 |
| Bartsch, S., Weber, E., Büttgen, M., & Huber, A. | 2020 | Leadership matters in crisis-induced digital transformation: how to lead service employees effectively during the COVID-19 pandemic | <i>Journal of Service Management</i> | <i>The article</i> https://doi.org/10.1108/JOSM-05-2020-0160 |
| Tuzovic, S., & Kabadayi, S. | 2020 | The influence of social distancing on employee well- being: a conceptual framework and research agenda | <i>Journal of Service Management</i> 32(2), 145-160. | <i>The article</i> https://doi.org/10.1108/JOSM-05-2020-0140 |

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| Jamal, M. T., Anwar, I., Khan, N. A., & Saleem, I. | 2021 | Work during COVID-19: assessing the influence of job demands and resources on practical and psychological outcomes for employees. | <i>Asia-Pacific Journal of Business Administration</i> , Vol. ahead-of-print No. ahead-of-print. | <i>The article</i> https://doi.org/10.1108/APJBA-05-2020-0149 |
| Kuruzovich, J., Golden, T. D., Goodarzi, S., & Venkatesh, V. | 2021 | Telecommuting and job outcomes: A moderated mediation model of system use, software quality, and social Exchange | <i>Information & Management</i> , 58(3), 103431. | <i>The article</i> https://doi.org/10.1016/j.im.2021.103431 |
| Klerk, J. J. D., Joubert, M., & Mosca, H. F. | 2021 | Is working from home the new workplace panacea? Lessons from the COVID-19 pandemic for the future world of work. | <i>SA Journal of Industrial Psychology</i> , 47(1), 1-14. | <i>The article</i> http://dx.doi.org/10.4102/sajip.v47i0.1883 |