



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Human Resources Management (HRM1)	

Lecturer (s)	Department (s)
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	Autumn semester	Lithuanian / English

Requirements for students
Prerequisites: Knowledge in Management

Course (module) volume in credits	Total workload of a student	Contact hours	Self-study hours
5	130	48	82

Purpose of the course unit (module) and competencies to be developed

The purpose of the course unit is to provide students with theoretical and practical knowledge on the issues of human resources attraction, to teach them to solve staffing 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 resource management system;
- ability to form the organization's human resources attraction policy;
- ability to identify and solve problems of attracting human resources to the organization;
- ability to make socially responsible decisions for employees.

Core competencies:

- ability to collect, systematize, analyze and process information on human resources attraction issues;
- 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 attracting human resources	Lectures, discussions, problem-based learning, case studies, collaborative learning, individual or group research project preparation, academic writing paper	Research project (individual or 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 in the form of a presentation): e.g. pdf or ppt. format Exam (test): open questions.
Will understand the strategic links between organizational activities and human resources attraction policies		
Will be able to analyze the organization and external environment and will be able to identify the factors that determine the formation of human resources policy.		
Will be able to notice and critically evaluate (interpret) the problems of attracting human resources and present them 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 the problems of attracting human resources.		
Will be able to make socially responsible decisions in the field of attracting human resources, assess their impact on the 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. Introduction to HRM. The concept of HRM. HRM transformation in the modern labour market. Roles and competencies of HRM.	4			4			8	5	Beardwell J.; Thompson A. (2017). Human Resources Management. Eighth edition. <i>Edinburgh. Pearson Education Limited.</i> (Chapter 1 of Part 1) Armstrong, M. Taylor, S. (2020). Handbook of human resource management practice. London: KoganPage. (Chapters 8 and 9 of Part 2)
2. HRM strategic process. Links between HRM strategy and organizational strategy. HRM strategy formation. HRM policies and functions.	4			2			6	10	Beardwell J.; Thompson A. (2017). Human Resources Management. Eighth edition. <i>Edinburgh. Pearson Education Limited.</i> (Chapters 2 and 3 of Part 1) Redman T.; Wilkinson A. (2013). Contemporary Human Resources Management. Fourth edition. <i>Edinburgh. Pearson Education Limited.</i> (Parts 1 and 2).
3. HRM planning. HR analytics. HRM indicators and their planning.	4			2			6	2	Armstrong, M. Taylor, S. (2020). Handbook of human resource management practice. London: KoganPage. (Chapter 27 of Part 6; Chapter 12 of Part 3)
4. Individual and organization. Individuals at work and their motivation. Employee satisfaction at work. Engagement and commitment. Employee change management.	4						4	10	Beardwell J.; Thompson A. (2017). Human Resources Management. Eighth edition. <i>Edinburgh. Pearson Education Limited.</i> (Chapter 11 of Part 4) Armstrong, M. Taylor, S. (2020). Handbook of human resource management practice. London: KoganPage (Part 5)
5. Attracting human resources to the organization. Human resources attraction policy and its principles. Employer image formation.	2						2	5	Redman T.; Wilkinson A. (2013). Contemporary Human Resources

									Management. Fourth edition. <i>Edinburgh. Pearson Education Limited.</i> (Chapters 3 and 4 of Part 1)
6. HRM search and selection. Strategic approach to search and selection. Management of the search and selection process. Search marketing.	6			4			10	10	Armstrong, M. Taylor, S. (2020). Handbook of human resource management practice. London: KoganPage (Chapter 28 of Part 6) Redman T.; Wilkinson A. (2013). Contemporary Human Resources Management. Fourth edition. <i>Edinburgh. Pearson Education Limited.</i> (Chapters 3 and 4 of Part 1)
7. Socialization and introduction to the organization.	2			2			4	5	Chillakuri, B. (2020). Understanding Generation Z expectations for effective onboarding. <i>Journal of Organizational Change Management</i> , 33(7), 1277-1296. https://doi.org/10.1108/JOCM-02-2020-0058
8. Managing diversity and equality. Programs of diversity and equal opportunities.	4			2			6	5	Beardwell J.; Thompson A. (2017). Human Resources Management. Eighth edition. <i>Edinburgh. Pearson Education Limited.</i> (Chapter 3 of Part 2)
9. Design of the organization's human resources attraction system or preparation of a scientific essay on human resources attraction policy issues.	2						2	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	During the semester	Research project (individual or in groups), prepared and presented in the classroom (or by remote mode). The following aspects are assessed: Structure and scope of the project (1 point): the structure of the written work 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. Presentation (1 point): reasoned and clear presentation of the conclusions of the research work; maintaining the audience's attention, managing response to questions. Assessment without delivery of the presentation - 0 points. 3 points: the student properly presents the project, presents it in the classroom and answers the questions, and his / her grade is 10.

			Less than 3 points: the average score of the completed project is less than 10. The grade is multiplied by 0.3. 0 points: the work is not submitted. It is not allowed to take the exam delivery of the presentation	
Work during lectures and workshops Exam	20	During the semester	The assessment is carried out on the knowledge of the compulsory literature and additional material (it is provided in the e-system), the ability to perform the tasks presented for each seminar and present their insights to colleagues, active participation in discussions during lectures and seminars. 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; 1 point: for preparation at least 60 percent for seminars and lectures, but inactive participation in the discussions, poorly argued speeches; 0 points: no participation in seminars and lectures, passive listening.	
Exam	50	During the session	The exam consists of 8 open - ended questions (each worth 1 point) and an assignment (case analysis (2 points)), the total score is multiplied by 0.5. 5 points: test evaluation 10 points. Less than 5 points: If the test score is less than 10 points, the grade is multiplied by 0.5. 0 points: the test evaluation is negative or the test was not passed. A positive evaluation of the test is mandatory. Individual, group home assignment and its presentation, case study and exam are assessed on a 10-point scale: - 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.	
Author	Year of publication	Title	Issue/volume of a periodical/publication	Place of publication, publishing 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>

Additional literature				
Ulrich, D., & Dulebohn, JH.	2015	Are we there yet? What's next for HR?	<i>Human Resource Management Review</i> , 25(2), 188–204.	The article https://doi.org/10.1016/j.hrmr.2015.01.004
Cohen, DJ.	2015	HR past, present and future: a call for consistent practices and a focus on competencies.	<i>Human Resource Management Review</i> , 25(2), 205–215.	The article https://doi.org/10.1016/j.hrmr.2015.01.006
Stone, D. L., Deadrick, D. L., Lukaszewski, K. M., & Johnson, R.	2015	The influence of technology on the future of human resource management.	<i>Human resource management review</i> , 25(2), 216–231.	The article http://dx.doi.org/10.1016/j.hrmr.2015.01.002
Tung, Rosalie L.	2016	New perspectives on human resource management in a global context.	<i>Journal of World Business</i> 51, 142–152.	The article https://doi.org/10.1016/j.jwb.2015.10.004
Kim, A., Ryu, S., Kim, S., & Lepak, D. P.	2017	Determinants of the strategic involvement of human resource departments: evidence from large South Korean firms.	<i>Asia Pacific Journal of Human Resources</i> , 55 (1), 44–63.	The article https://doi.org/10.1111/1744-7941.12131
Roth, P. L., Bobko, P., Van Iddekinge, C. H., & Thatcher, J. B.	2016	Social media in employee-selection-related decisions: A research agenda for uncharted territory.	<i>Journal of management</i> 42(1), 269–298.	The article https://doi.org/10.1177%2F0149206313503018
Vveinhardt, J., & Andriukaitienė, R.	2016	Mobingo ir patyčių prevencinis modelis siekiant įgyvendinti ĮSA: praktinės rekomendacijos vadybiniam personalui.	<i>Organizacijų vadyba: sisteminiai tyrimai</i> , (76), 149–167.	The article http://dx.doi.org/10.7220/MOSR.2335.8750.2016.76.10

Jøranli, I.	2018	Managing organisational knowledge through recruitment: searching and selecting embodied competencies	<i>Journal of knowledge management</i> , 22(1), 183-200.	The article https://doi.org/10.1108/JKM-12-2016-0541
Obushenkova, E., Plester, B., & Haworth, N	2018	Manager-employee psychological contracts: Enter the smartphone.	<i>Employee Relations</i> , 40(2), 193-207.	The article https://doi.org/10.1108/ER-02-2017-0040
Chillakuri, B.	2020	Understanding Generation Z expectations for effective onboarding.	<i>Journal of Organizational Change Management</i> , 33(7), 1277-1296.	The article https://doi.org/10.1108/JOCM-02-2020-0058
Wang, W., Albert, L., & Sun, Q. (2020).	2020	Employee isolation and telecommuter organizational commitment.	<i>Employee Relations</i> , 42 (3), 609-625.	The article https://doi.org/10.1108/ER-06-2019-0246
Moreno, A. R., Bravo, M. I. R., García-Guiu, C., Lozano, L. M., Pacheco, N. E., Navarro-Carrillo, G., & Valor-Segura, I.	2021	Effects of emerging leadership styles on engagement—a mediation analysis in a military context.	<i>Leadership & Organization Development Journal</i> , 42 (5), 665-689.	The article https://doi.org/10.1108/LODJ-05-2020-0222