

Fundamentals of Human Resource Management (22052-V)

Department of Management and Organisation

Period 1

Intermediate level, 8 ECTS

31.8.2022 - 13.10.2022

Examiner	Violetta Khoreva
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Course purpose

Following graduation, most students will find themselves working in businesses or not-for-profit organizations. Regardless of position or career aspirations, their role in directly managing other employees or understanding human resource management (HRM) practices is critical for ensuring both company and personal success. As a result, this course focuses on human resource issues and how HR is used at work.

The course aims at engaging students in learning through the use of real-world examples and best practices; focusing them on important HR issues and concepts; and applying what they have learned through exercises and cases. Students will be able to take what they have learned in the course and apply it to solving HRM situations they will encounter on the job.

Learning goals

After completing the course, students will be able to:

- differentiate key roles of the HR function and distinguish related challenges
- recognize the notion of an HRM system and the importance of context
- identify challenges and formulate solutions with respect to key HRM practices
- examine some complex and ethics-laden questions concerning HRM's contribution to employee performance and wellbeing as well as overall organizational success

Previous knowledge required

Lectures and course materials will be in English, so a good command of English is required.

Course description

The course consists of lectures, guest lectures, and seminars.

I. Lectures

Lectures will be given by Assistant Professor Violetta Khoreva.

The course also involves two guest lectures given by Lecturer Dr. Tricia Cleland (8.9.2022)¹ and HR Business Partner of Wärtsilä Natasha Pokidko (6.10.2022)². Both guest lectures will be held online.

II. Seminars

The purpose of the seminars is to discuss fictional cases experienced by HRM. This gives students the opportunity to deepen their understanding of concepts and models introduced in the lectures and the course readings by applying them to these cases. The theoretical tools will be used to analyze the situations described in the cases and to develop potential solutions. The cases for the seminars can be found on the course homepage in Moodle.

Assignments

The assignments include reading diaries and essays.

I. Reading diaries

Students working individually are required to write reading diaries for 5 lectures (no reading diaries for guest lectures). In the reading diaries, students are required to respond to the questions asked. The questions to be addressed in each diary can be found on the course homepage in Moodle.

Each diary should be 2 pages long, including references. Diaries must be written in compliance with the course instructions, which can be found on the course homepage in Moodle.

The deadline for submitting your reading diaries is 48 hours after the end of the lecture in question. For example, if the lecture on recruitment ends on the 1st of September at 11.45 am, the deadline for the reading diary on recruitment is 3rd of September at 11.45 am. Reading diaries must be submitted electronically via Moodle.

Once handed in the diary cannot be upgraded. If handed in too late you will lose 20% of the total amount of points for the essay every 24 hours.

In case, a student intends to improve his/her grade for the reading diaries, s/he can submit an additional reading diary. In this case, a sum of 5 best diaries out of 6 submitted ones will be chosen for evaluation. The deadline for the additional reading diary is the 21st of October 10.15 am.

¹ Link to the session: https://teams.microsoft.com/l/meetup-join/19%3ameeting_OWNmN2E2Y2ItOTc1YS00ZmVhLTJhZTUtNTk2MGI1NzEzZGU5%40thread.v2/0?context=%7b%22Tid%22%3a%226f304f3d-06b9-443c-802a-0606f683d043%22%2c%22Oid%22%3a%2223469095-6093-450c-a879-89cc2b09ead7%22%7d

² Link to the session: https://teams.microsoft.com/l/meetup-join/19%3ameeting_MTAzZDQzYmMtZTcyZC00ODg3LTg1NWItZWZjZjkxOGNmYTNI%40thread.v2/0?context=%7b%22Tid%22%3a%226f304f3d-06b9-443c-802a-0606f683d043%22%2c%22Oid%22%3a%2223469095-6093-450c-a879-89cc2b09ead7%22%7d

II. Essays

Students working individually are required to write essays for 3 seminars (3 essays in total). In the essays, students are required to respond to the questions asked. The questions to be addressed in each essay can be found on the course homepage in Moodle.

Each essay should be 3 pages long, including references. Essays must be written in compliance with the course instructions, which can be found on the course homepage in Moodle.

The deadline for submitting your essays is the beginning of the seminar in question. For example, if your first seminar starts on the 15th of September at 12.30 pm, the deadline for your first essay is the 15th of September at 12.30 pm. Essays must be submitted electronically via Moodle.

Once handed in the essay cannot be upgraded. If handed in too late you will lose 20% of the total amount of points for the essay every 24 hours.

In case, a student intends to improve his/her grade for the essays, s/he can submit an additional essay. In this case, a sum of 3 best essays out of 4 submitted ones will be chosen for evaluation. The deadline for the additional essay is the 21st of October 10.15 am.

Plagiarism

Please note that plagiarism - the theft or use of someone else's work without proper acknowledgement, presenting the material as if it were one's own - is a serious offence. Detailed information on citations and referencing is provided in Hanken's "Guidelines for Writing Theses and Term Papers". Please read this information carefully; references in all your assignments must be included in accordance with these instructions.

Evaluation and examination

100 points are equivalent to 100 percent. The maximum number of points is 100, broken down as follows:

Task	Points
*Reading diaries (5 diaries)	max. 50 points (max. 10 points per diary)
*Essays (3 essays)	max. 30 points (max. 10 points per essay)
*Attendance of guest lectures (2) and seminars (3)	max. 20 points (max. 5 points per session) **

In order to pass the course, you need to **get at least 50% of the points in each of the sub-parts marked ***

** You are allowed to miss one of guest lecture or a seminar without losing any points.

Please note that the points you receive for the sub-parts are valid only during this academic year.

Course textbook

Course textbook: The SAGE Handbook of Human Resource Management (Adrian Wilkinson, Nicolas Bacon, Scott Snell, David Lepak), 2019

Course programme

Date	Time	Event	Speaker	Topic
31.8.2022	12.30-14.00	Introduction	Violetta Khoreva	
1.9.2022	10.15-11.45	Lecture 1	Violetta Khoreva	Exploring the main theories within HRM discipline
1.9.2022	12.30-14.00	Lecture 2	Violetta Khoreva	Managing employee recruitment and selection
8.9.2022	10.15-11.45	Guest lecture 1	Tricia Cleland Silva	Inclusive management and collaborative practices
15.9.2022	10.15-11.45	Lecture 3	Violetta Khoreva	Managing employee performance
15.9.2022	12.30-14.00	Seminar 1	Violetta Khoreva	HBR case 'Protect your company or your cousin?'
22.9.2022	10.15-11.45	Lecture 4	Violetta Khoreva	Managing employee compensation
22.9.2022	12.30-14.00	Seminar 2	Violetta Khoreva	HBR case: 'Give Your Colleague the Rating He Deserves—or the One He Wants?'
6.10.2022	10.15-11.45	Guest lecture 2	Natasha Pokidko	Contemporary Strategic Human Resource Management at Wärtsilä
13.10.2022	10.15-11.45	Lecture 5	Violetta Khoreva	The coexistence of humans and technology in organizations
13.10.2022	12.30-14.00	Seminar 3	Violetta Khoreva	JIBS article: 'HRM insights for navigating the COVID-19 pandemic'

Course deadlines

Date	Time	Assignment
6.9.2022	11.45 am	Reading diary 1
6.9.2022	12.30 pm	Reading diary 2
15.9.2022	12.30 pm	Essay 1
17.9.2022	11.45 am	Reading diary 3
22.9.2022	12.30 pm	Essay 2
24.9.2022	11.45 am	Reading diary 4
13.10.2022	12.30 pm	Essay 3
15.10.2022	11.45 am	Reading diary 5
21.10.2022	10.15 am	Additional reading diary and/or essay

Course literature

Lecture 1: Exploring the main theories within HRM discipline

Course textbook. Chapters 1-2

Appelbaum, E., Bailey, T., Berg, P., & Kalleberg, A. (2000). *Manufacturing advantage: Why high-performance work systems pay off*. Ithaca, NY: Cornell University Press.

Barney, J. (1991). Firm resources and sustained competitive advantage. *Journal of Management*, 17(1), 99–120

Becker, G. S. (1964). *Human capital theory*. New York: Columbia University Press.

Blau, P. M. (1964). *Exchange and power in social life*. New York: Transaction Publishers.

Boxall, P., & Purcell, J. (2011). *Strategy and human resource management*. London: Palgrave Macmillan.

Delery, J. E., & Doty, D. H. (1996). Modes of theorizing in strategic human resource management: Tests of universalistic, contingency, and configurational performance predictions. *Academy of Management Journal*, 39(4), 802–835.

Gerhart, B. (2007). Horizontal and vertical fit in human resource systems. *Perspectives on Organizational Fit*, 1, 317–348.

Huselid, M. A. (1995). The impact of human resource management practices on turnover, productivity, and corporate financial performance. *Academy of Management Journal*, 38(3), 635–672.

Jiang, K., Lepak, D. P., Hu, J., & Baer, J. C. (2012). How does human resource management influence organizational outcomes? A meta-analytic investigation of mediating mechanisms. *Academy of Management Journal*, 55(6), 1264–1294.

Kang, S. C., Morris, S. S., & Snell, S. A. (2007). Relational archetypes, organizational learning, and value creation: Extending the human resource architecture. *Academy of Management Review*, 32(1), 236–256.

Kozlowski, S. W. J., & Klein, K. J. (2000). A multilevel approach to theory and research in organizations: Contextual, temporal, and emergent processes. In K. J. Klein & S. W. J. Kozlowski (Eds.), *Multilevel theory, research, and methods in organizations* (pp. 3–90). San Francisco: Jossey Bass.

Leana, C. R., & Van Buren, H. J. (1999). Organizational social capital and employment practices. *Academy of Management Review*, 24(3), 538–555.

Lepak, D. P., & Snell, S. A. (1999). The human resource architecture: Toward a theory of human capital allocation and development. *Academy of Management Review*, 24(1), 31–48.

Lepak, D. P., & Snell, S. A. (2002). Examining the human resource architecture: The relationships among human capital, employment, and human resource configurations. *Journal of Management*, 28(4), 517–543

Nahapiet, J., & Ghoshal, S. (1998). Social capital, intellectual capital, and the organizational advantage. *Academy of Management Review*, 23(2), 242–266

Nishii, L. H., Lepak, D. P., & Schneider, B. (2008). Employee attributions of the ‘why’ of HR practices: Their effects on employee attitudes and behaviors, and customer satisfaction. *Personnel Psychology*, 61(3), 503–545

Ostroff, C., & Bowen, D. E. (2000). Moving HR to a higher level: HR practices and organizational effectiveness. In K. J. Klein & S. W. J. Kozlowski (Eds.), *Multilevel theory, research, and methods in organizations: Foundations, extensions, and new directions* (pp. 211–266). San Francisco: Jossey Bass.

Schuler, R. S. (1992). Strategic human resources management: Linking the people with the strategic needs of the business. *Organizational Dynamics*, 21(1), 18–32.

Wright, P. M., Dunford, B. B., & Snell, S. A. (2001). Human resources and the resource based view of the firm. *Journal of Management*, 27(6), 701–721.

Wright, P. M., & Snell, S. A. (1998). Toward a unifying framework for exploring fit and flexibility in strategic human resource management. *Academy of Management Review*, 23(4), 756–772.

Wright, P. M., & Ulrich, M. D. (2017). A road well traveled: The past, present, and future journey of strategic human resource management. *Annual Review of Organizational Psychology and Organizational Behavior*, 4, 45–65.

Lecture 2: Managing employee recruitment and selection

Course textbook. Chapter 8

Backhaus, K., & Tikoo, S. (2004). Conceptualizing and researching employer branding. *Career Development International*, 9, 501–517.

Breaugh, J.A., & Starke, M. (2000). Research on employee recruitment: So many studies, so many remaining questions. *Journal of Management*, 26, 405–434

Chapman, D.S., & Gödöllei, A.F. (2017). E-Recruiting: Using Technology to Attract Job Applicants. In Hertel, G., Stone, D.L., Johnson, R.D. and Passmore, J. (Eds.), *The Wiley Blackwell Handbook of the Psychology of the Internet at Work*. John Wiley & Sons Ltd., pp. 213–256.

Chapman, D.S., & Mayers, D. (2015). Recruitment processes and organizational attraction. In Nikolaou, I., and Oostrom, J. K. (Eds.), *Employee Recruitment, Selection, and Assessment: Contemporary Issues for Theory and Practice*. Psychology Press: London, pp. 27–40.

Davison, H.K., Bing, M.N., Kluemper, D.H., & Roth, P.L. (2016). Social media as a personnel selection and hiring resource: Reservations and recommendations. In R.N. Landers & G.B. Schmidt (Eds.), *Social media in employee selection and recruitment: Theory, practice, and current challenges* (pp. 15–42). Basel: Springer

Judge, T.A., & Zapata, C.P. (2015). The person– situation debate revisited: Effect of situation strength and trait activation on the validity of the Big Five traits in predicting job performance. *Academy of Management Journal*, 58, 1149–1179.

Kaplan, A.M., & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of social media. *Business Horizons*, 53, 59–68.

Landers, R.N., & Schmidt, G.B. (2016). *Social media in employee selection and recruitment: Theory, practice, and current challenges*. Basel: Springer.

McCarthy, J.M., Bauer, T.N., Truxillo, D.M., Anderson, N.R., Costa, A.C., & Ahmed, S.M. (2017). Applicant perspectives during selection: A review addressing ‘So What?’, ‘What’s New?’, and ‘Where to Next?’. *Journal of Management*, 43(6), 1693–1725.

McFarland, L.A., & Ployhart, R.E. (2015). Social media in organizations: A theoretical framework to guide research and practice. *Journal of Applied Psychology*, 100, 1653–1677

Rau, B.L., & Adams, G.A. (2014). Recruiting older workers: Realities and needs of the future workforce. In Cable, D.M. & Trevor Yu, K.Y. (Eds.), *The Oxford handbook of recruitment* (pp. 88–109). New York: Oxford University Press, pp. 88–109.

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. *Journal of Management*, 42, 269–298

Van Iddekinge, C.H., Lanivich, S.E., Roth, P.L., & Junco, E. (2016). Social media for selection? Validity and adverse impact potential of a Facebook-based assessment. *Journal of Management*, 42, 1811–1835.

Lecture 3: Managing employee performance

Course textbook. Chapter 12

Adams, J. S. (1963). Toward an understanding of inequity. *Journal of Abnormal Social Psychology*, 67, 421–436.

Barankay, I. (2011). *Rankings and social tournaments: Evidence from a crowd-sourcing experiment*. Working paper, University of Pennsylvania, Philadelphia

Breevaart, K., Bakker, A. B., Demerouti, E., & van den Heuvel, M. (2015). Leader-member exchange, work engagement, and job performance. *Journal of Managerial Psychology*, 30(7), 754–770

Cappelli, P., & Conyon, M. J. (2018). What do performance appraisals do? *ILR Review*, 71(1), 88–116.

DeNisi, A. S., & Murphy, K. R. (2017). Performance appraisal and performance management: 100 years of progress? *The Journal Of Applied Psychology*, 102(3), 421–433

Festinger, L. (1954). A theory of social comparison processes. *Human Relations*, 7, 117–140.

Liden, R. C., Sparrowe, R. T., & Wayne, S. J. (1997). Leader–member exchange and human resource management: The past and potential for the future. *Research in Personnel & Human Resources Management*, 15, 47–119.

Motro, D., & Ellis, A. P. J. (2017). Boys, don't cry: Gender and reactions to negative performance feedback. *Journal of Applied Psychology*, 102(2), 227–235.

Ross, L. (1977). The intuitive psychologist and his shortcomings: Distortions in the attribution process. *Advances in Experimental Social Psychology*, 10, 173–220.

Schrauger, S. J. (1975). Responses to evaluation as a function of initial self perceptions. *Psychological Bulletin*, 82, 581–596.

Vroom, V. H. (1964). *Work and motivation*. New York: John Wiley & Sons.

Lecture 4: Managing employee compensation

Course textbook. Chapter 13

Folger, R. (1987). Distributive and procedural justice in the workplace. *Social Justice Research*, 1, 143–159.

Lecture 5: The coexistence of humans and technology in organizations

Course textbook. Chapter 16

Bailey, D., Faraj, S., Hinds, P., von Krogh, G., & Leonardi, P. (2019). Special Issue of *Organization Science: Emerging Technologies and Organizing*. *Organization Science* 30(3): 642-646

Cascio, W. F., & Montealegre, R. (2016). How technology is changing work and organizations. *Annual Review of Organizational Psychology and Organizational Behavior*, 3, 349– 375.

Haenlein, M. & Kaplan, A. (2019). A brief history of artificial intelligence: On the past, present, and future of artificial intelligence. *California management review*, 61(4): 5-14.

Huang, Rust, & Maksimovic (2019). The Feeling Economy: Managing in the Next Generation of Artificial Intelligence. *California Management Review*, 61(4): 43-65.

Kim, S., Wang, Y. and Boon, C. (2021). Sixty years of research on technology and human resource management: Looking back and looking forward. *Human resource Management*, 60: 229-247.

Leonardi, P. M. (2012). Materiality, sociomateriality, and socio-technical systems: What do these terms mean? How are they different? Do we need them. *Materiality and organizing: Social interaction in a technological world*. pp. 25– 48.

Sage, D., Vitry, C., & Dainty, A. (2020). Exploring the organizational proliferation of new technologies: An affective actor-network theory. *Organization Studies*, 41(3), 345– 363.

Vrontis, D., Christofi, M., Pereira, V., Tarba, S., Makrides, A. & Trichina, E. (2021): Artificial intelligence, robotics, advanced technologies and human resource management: a systematic review, *The International Journal of Human Resource Management*.