

Kingdom of Saudi Arabia

Al Baha University

Faculty of Administrative and Financial sciences

Business Administration

COURSE SPECIFICATION

HUMAN RESOURCES MANAGEMENT

16011303

2015

Course Specification

Institution	: Al-Baha University
College/Department:	: Faculty of Administrative and Financial Sciences
	: Business Administration

A Course Identification and General Information

1. Course title and code:	: Human Resources Management 16011303
2. Credit hours	3
3. Program(s) in which the course is offered:	Business Administration
4. Name of faculty member responsible for the Course:	Dr. Faycel Daly
5. Level/year at which this course is offered:	5 th level/3 rd year
6. Pre-requisites for this course (if any)	
7. Co-requisites for this course (if any)	
8. Location if not on main campus	

B Objectives

<p>1. Summary of the main learning outcomes for students enrolled in the course.</p> <p>This course is a general introduction to the principles of Human Resources Administration with emphasis on practical applications. Students will become familiar with recruitment, selection, development, supervision, labor relations, wage and salary administration, human relations, benefits management, and motivation.</p>
<p>2. Briefly describe any plans for developing and improving the course that are being implemented. (eg increased use of IT or web based reference material, changes in content as a result of new research in the field)</p> <p>A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, case studies, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, and panels, conferencing, and performance. Methodology will be selected to best meet student needs.</p>

C. Course Description (Note: General description in the form to be used for the Bulletin or Handbook should be attached)

1 Topics to be Covered		
Topic	No of Weeks	Contact hours
Course Introduction; Definition, The importance of HRM to managers, the main duties of a HR manager, The changing environment of HRM, The changing role of HRM	1	3
Managing diversity in the Arab Countries, Diversity policies and practices, Discrimination practices at work, Affirmative actions	1	3
The strategic management process, Competitive advantage and HR, HRM strategic roles, Strategic HR management system	1	3
The basics of Job Analysis, Collecting Job Analysis information, writing job description, writing job specification	2	6
The recruitment and selection process, effective recruitment, internal versus outside candidates, Recruiting diversity workforce, developing and using application forms	2	6
The importance of selection process, basic testing concepts, types of test, job interview techniques, types of interviews, design effective interview	2	6
Employees development and training, training methods and process, evaluating the training effort, management of development	1	3
Performance management and appraisal, the appraisal interview, creating the total performance management process	1	3
The basics of career management, career planning and development, managing promotion and transfers, career management and employee commitment, basic factors in determining pay rates, establishing pay rates, paying for performance, motivation and incentives, individual versus team incentives	2	6
Ethics and fair treatment at work, HRM role in promoting ethics and fair treatment, Managing dismissals	1	3
Employee Health and Safety Management, main causes of occupational accidents and injuries, prevention management, occupational hazard: problems and solutions	1	3

2 Course components (total contact hours per semester):			
Lecture: 45	Tutorial: Varies	Practical/Fieldwork/Internship: Home assignments	Other:

3. Additional private study/learning hours expected for students per week. (This should be an average: for the semester not a specific requirement in each week) None

4. Development of Learning Outcomes in Domains of Learning

For each of the domains of learning shown below indicate:

- A brief summary of the knowledge or skill the course is intended to develop;
- A description of the teaching strategies to be used in the course to develop that knowledge or skill;
- The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

a. Knowledge

(i) Description of the knowledge to be acquired

Upon completion of course, student will be able to describe the functions and theories related to human resource management; the basic uses of resources, including time, money, materials, space, and staff; cultural diversity, evaluate current demographic and work force shifts which impact the practice of Human Resources Management; outline different methods for recruiting both internally and externally; learn how to effectively interview, select, hire, and retain employees; learn effective methods of orientation, training, and development and the impact training has on the organization; acquire knowledge to evaluate data, organize and maintain files; interpret and communicate, and use computers to process information; learn and interpret labor laws and relations.

(ii) Teaching strategies to be used to develop that knowledge

The basic instructional method will consist of interactive lecture, class discussion, and hands-on learning through class participation. Lectures will provide the framework for directing independent student learning activity and skills development. As such, students will be presented with relevant information, tasks and source material in lectures that will enable self-directed learning.

(iii) Methods of assessment of knowledge acquired

The student is required to respond to topic-related discussion questions after every chapter. These questions will be provided weekly. Grading of responses will be based on content and general to specific knowledge of information covered. Although a specific length is not mandated, responses should be well thought out and add value to the class discussion.

Assignments and examination questions will consist of problem-solution and objective type questions and will be derived from text and lecture material and class handouts.

b. Cognitive Skills

(i) Cognitive skills to be developed

Upon completion of course, student will understand the main functions of HRM issues related to ethics, health and safety and industrial relations, diversity and equal opportunities policies; performance appraisals; design and/or improve human resources internal systems; identify applications regarding the labour law; describe labour-management relations and collective bargaining; develop skills needed for effective negotiations and appropriate conflict management; demonstrate understanding of internal and external factors affecting the management of human resources.

(ii) Teaching strategies to be used to develop these cognitive skills

The basic instructional method will consist of interactive lecture, class discussion, and hands-on learning through class participation. Lectures will provide the framework for directing independent student learning activity and skills development. As such, students will be presented with relevant information, tasks and source material in lectures that will enable self-directed learning.

(iii) Methods of assessment of students cognitive skills

The student is required to respond to topic-related discussion questions after every chapter. These questions will be provided weekly. Grading of responses will be based on content and general to specific knowledge of information covered. Although a specific length is not mandated, responses should be well thought out and add value to the class discussion.

Assignments and examination questions will consist of problem-solution and objective type questions and will be derived from text and lecture material and class handouts.

c. Interpersonal Skills and Responsibility

(i) Description of the interpersonal skills and capacity to carry responsibility to be developed

Students will integrate processes of thinking, communication, leadership, and management in order to apply interpersonal relationships knowledge and skills. Students will also learn to evaluate effectiveness of communication processes, demonstrate leadership that encourages participation and respect for the ideas, perspectives, and contributions of group members; apply management, decision-making, and problem solving processes to accomplish tasks and fulfill responsibilities; examine interrelationships among thinking, communication, leadership, and management processes to address individual, family, community, and workplace issues. Students will develop and demonstrate ethical behavior that is appropriate for

<p>the business professional in today's society.</p>
<p>(ii) Teaching strategies to be used to develop these skills and abilities</p> <p>The basic instructional method will consist of interactive lecture, class discussion, and hands-on learning through class participation.</p>
<p>(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility</p> <p>Student's contributions to the topic-related discussions will be assessed by instructor who will lead, oversee, and/or facilitate class discussions. Instructor will assess students ability and willingness to apply standards of ethical behavior when making judgments or taking personal actions and demonstrate effective listening and feedback.</p>
<p>d. Communication, Information Technology and Numerical Skills</p>
<p>(i) Description of the skills to be developed in this domain.</p> <p>Upon completion of the course the student will be able to effectively understand the main functions and issues related to the management of Humana Resource. He or she will use communication and human relations knowledge and skills; analyse the main techniques and methods of recruiting and selecting candidates; evaluate the use of human resources, including training process, appraisal and compensation and how to increase personnel performance and motivation. Student will be able to organize and maintain files; effective use of information technology skills, including the use of internet resources and tools.</p>
<p>(ii) Teaching strategies to be used to develop these skills</p> <p>The teaching strategies are lecture, discussion and problem solving oriented. Students will be encouraged to ask questions and provide comments as considered appropriate.</p>
<p>(iii) Methods of assessment of students numerical and communication skills</p> <p>The student is required to respond to topic-related discussion questions after every chapter. These questions will be provided weekly. Grading of responses will be based on content and general to specific knowledge of information covered.</p> <p>Assignments and examination questions will consist of problem-solution and objective type questions and will be derived from text and lecture material and class handouts.</p>
<p>e. Psychomotor Skills (if applicable) Not Applicable</p>
<p>(i) Description of the psychomotor skills to be developed and the level of performance required</p>

(ii) Teaching strategies to be used to develop these skills
(iii) Methods of assessment of students psychomotor skills

5. Schedule of Assessment Tasks for Students During the Semester			
Assessment	Assessment task (e.g. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Discussion Questions	1-14	5%
2	Team assignments	10	10%
3	Mid- Term Examination	7	30%
4	Team presentation	12	5%
5	Final Examination	17	50%

D. Student Support

1. Arrangements for availability of faculty for individual student consultations and academic advice. (include amount of time faculty are available each week)

Instructor will be available for student consultation and academic advice at office hours. Additional assistance will be arranged by appointment only.

E Learning Resources

<p>1. Required Text(s)</p> <p>Human Resources Management, Arab World Edition. G. Dessler and A. Al Ariss, Pearson/Prentice Hall 2012</p>
<p>2. Essential References</p> <p>Human Resources Management by Wendell L. French</p>
<p>3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)</p> <p>Human Resource Management Journal International Journal of Human Resource Management Personnel Review People Management Oxford English Dictionary <u>or</u> Collins Dictionary <u>and</u> a Thesaurus</p>

<p>4. Electronic Materials, Web Sites etc</p> <p>Textbook Online Learning Center with free student resources:</p> <p>http://highered.mcgraw-hill.com/sites/0072920378/student_view0/index.html</p>
<p>5- Other learning material such as computer-based programs/CD, professional standards/regulations</p> <p>Not Required</p>

F. Facilities Required

<p>Indicate requirements for the course including size of classrooms and laboratories (ie number of seats in classrooms and laboratories, extent of computer access etc.)</p>
<p>1. Accommodation (Lecture rooms, laboratories, etc.)</p> <p>Classes will be held in classroom in conjunction with business computer laboratory, and will accommodate approximately twenty-five (25).</p>
<p>2. Computing resources</p> <p>Not Required</p>
<p>3. Other resources (specify --eg. If specific laboratory equipment is required, list requirements or attach list)</p> <p>Not Required</p>

G Course Evaluation and Improvement Processess

<p>1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching</p> <p>Evaluations of performance and teaching effectiveness will be administered to the students at the end of the course. A questionnaire will be used in order to determine appropriateness of communication of course expectations (learning objectives), communication of course requirements (e.g., assessment), student perception of the quality of classroom teaching, adequacy of assessment feedback, and accessibility of learning resources and support.</p>
<p>2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department</p> <p>Evaluations will be conducted by colleagues of the instructor who have expertise in the course/discipline. Evaluations will result from information obtained through classroom visits and review of course materials and instructional contributions.</p>
<p>3 Processes for Improvement of Teaching</p> <p>Instructor will conduct evaluations from a number of sources including, but not limited to, student questionnaires, peer reviews, department focus groups, and self-evaluations. Instructor will collect and respond to feedback on their teaching from colleagues, peers, and students on a continual basis. Instructor and department will utilize a systematic approach to evaluate information obtained from feedback to make appropriate</p>

improvement of teaching that is firmly based on professional practices.

4. Processes for Verifying Standards of Student Achievement (eg. check marking by an independent faculty member of a sample of student work, periodic exchange and remarking of a sample of assignments with a faculty member in another institution)

To help instructor review the extent of the student's achievement, a mid-course and end of course rating scale will be utilized in an effort to survey goals for student learning. Based on the survey results, instructor will collect data to verify student's perceived strengths and weaknesses. The purpose of collecting evidence of student achievement is to help to establish baseline data to monitor improvements in student learning over time. A summary of a description of students' current levels of achievement will be provided to student upon completion. Conference between instructor and student will be available, upon request, to discuss students' achievement review.

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

Periodic focus groups will be conducted by instructor, faculty of the department, and department administrators to critique appropriateness of learning outcomes, content choice and concurrency , teaching and assessment methods, match between all of the above.

Faculty In charge
Dr. Faycel Daly

Head of Department
Dr Mohammed Makni

Vice Dean (Academic Affair)
Dr Najeeb Al Mater

Dean
Dr Mohammed Al Zehrani