

In view of the health context linked to the spread of the coronavirus, the methods of organisation and evaluation of the learning units could be adapted in different situations; these possible new methods have been - or will be - communicated by the teachers to the students.


5 credits

30.0 h

Q2

Teacher(s)	Bonny Gaëtan ;Jammaers Eline ;
Language :	English
Place of the course	Louvain-la-Neuve
Main themes	<p>Purpose and Philosophy of the course:</p> <p>The course Advanced Human Resource & Organization Management (AHROM) has two targets: the future Operational (or line) managers, and the future Human Resource generalist practitioner. To the future line manager, the course will bring an understanding of the HR function and its interactions with the business - it will answer questions such as: "how does HR help me ; to the future HR practitioner, it will provide a framework and methodology to deliver value. To the future HR generalist or manager, the course will provide a strong framework and introduction in the core of the HR "business". It will answer questions such as: "how does HR create value in an organization?", "how do i create an HR strategy aligned with the business?"; "what are the roles HR should organize?".... and much more.</p> <p>The course is designed to confront students with real cases (incl. testimonials) where operations and HR/ Organization specialists teams up to face organization transformation challenges.</p> <p>The course is rooted in the contemporary managerial context where the following (non exhaustive) trends can be easily spotted:</p> <ul style="list-style-type: none"> - typical organizational lifecycle events: merger, acquisition, downsizing, restructuring, transformation, ... - organizations are challenged: flat organizations, "entreprise libérée/liberated company" holocracy, ... - the role of manager is equally challenged: from a command-control perspective to a mentoring, coaching approach ...still delivering results; - organization of the work is challenged: new ways of working, "happiness at work", remote working, outsourcing, ... - leadership: new mandate for the leaders, ie to inspire, communicate, to impersonate the firm and not (only) "to tell" people... <p>and for which a theoretical framework will be provided, in the form of keys to understand the role and value-add of an "HR/Business manager".</p> <p>Course assumptions:</p> <p>In this program, we assume that:</p> <ul style="list-style-type: none"> - HR (and organization management) are in the business not side to the business; the strategic alignment between what is typically described as "supporting" functions is key to business success; - HR processes and practices are not the preserve of HR professionals; the effective management of people and organization is a combined responsibility of line manager, HR and employee (in generic term); - knowledge on HRM and Organisation Design and Development (how to organize work) are key to any manager, and learning how HR (must) create value and/or how to interact with HR Professionals is essential to line manager and leaders; <p>Main topics covered:</p> <ul style="list-style-type: none"> - Formal components of organizations, - Organization transformation, - Business & HR Value Proposition,
Aims	<p>Upon successful completion of the course, each student must acquire the following knowledge, skills and aptitude:</p> <ul style="list-style-type: none"> • - recognize the importance of aligning HR and Business strategy, • - understand the components of an HR strategy embedded in a business context, • - understand the role(s) of HR professionals, • - mastery of key HR processes/services and their interdependencies, • - understanding of the breakdown of HR & Org. management btw HR professionals and Line Managers, • - capacity to assess the impact of an organisational transformation on HR services/processes,

	<ul style="list-style-type: none"> • - capacity to structure a strategy for a "supporting" fonction. <p>-----</p> <p><i>The contribution of this Teaching Unit to the development and command of the skills and learning outcomes of the programme(s) can be accessed at the end of this sheet, in the section entitled "Programmes/courses offering this Teaching Unit".</i></p>
Evaluation methods	<p>Due to the COVID-19 crisis, the information in this section is particularly likely to change.</p> <p>Collective evaluation (75% of total grade):</p> <ul style="list-style-type: none"> • students will write an essay (in group) <ul style="list-style-type: none"> • = 50% of total grade • evaluated by teaching staff • students will do an oral pitch of their group assignment (in group) <ul style="list-style-type: none"> • = 25% of total grade • peer-evaluated by other groups & evaluated by the teaching staff <p>Individual evaluation (25% of total grade):</p> <ul style="list-style-type: none"> • students will individually write a reflection on working together in a diverse group of students (individual) <ul style="list-style-type: none"> • = 25% of total grade • evaluated by teaching staff • students will get a "peer factor", allowing for the individual variation of the total grade on collectively written essay and oral pitch <ul style="list-style-type: none"> • peer factor is calculated based on peer-evaluation of group members <p>Second examination period:</p> <ul style="list-style-type: none"> • students whose total score is below 10/20 will have to individually improve the collectively written essay and re-write the individual reflection, followed by an individual oral presentation of these assignments
Teaching methods	<p>Due to the COVID-19 crisis, the information in this section is particularly likely to change.</p> <ul style="list-style-type: none"> • Interactive seminars; • Guest lectures; • Coaching sessions for the group assignment; • Presentations by students.
Content	<p>This course consists of three parts. In the first part, a general introduction to HRM and strategic HRM will be given. In the second part, a zoom-in on diversity management theory, as a form of advanced human resource management, will be offered. In the third part, students are expected to practically engage with an HR or organizational issue through a group presentation and group essay. Details of the course are provided in the course descriptive.</p>
Inline resources	Moodle
Bibliography	<p>Selected book chapters and academic articles make up the material for this course. All articles and book chapters will be made available to the students on Moodle.</p> <p>Here are some indicative references:</p> <ul style="list-style-type: none"> • Bratton, J., & Gold, J. (2017). Human resource management: theory and practice. Palgrave. • Leopold, J., & Harris, L. (Eds.). (2009). The strategic managing of human resources. Pearson Education. • Kelly, E., & Dobbin, F. (1998). How affirmative action became diversity management: Employer response to antidiscrimination law, 1961 to 1996. <i>American Behavioral Scientist</i>, 41(7), 960-984. • Robinson, G., & Dechant, K. (1997). Building a business case for diversity. <i>Academy of Management Perspectives</i>, 11(3), 21-31. • Ely, R. J., & Thomas, D. A. (2001). Cultural diversity at work: The effects of diversity perspectives on work group processes and outcomes. <i>Administrative science quarterly</i>, 46(2), 229-273. • Noon, M. (2010). The shackled runner: time to rethink positive discrimination?. <i>Work, Employment and Society</i>, 24(4), 728-739. • Kalev, A., Dobbin, F., & Kelly, E. (2006). Best practices or best guesses? Assessing the efficacy of corporate affirmative action and diversity policies. <i>American sociological review</i>, 71(4), 589-617.
Faculty or entity in charge	CLSM

Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Aims
Master [120] in Management	GEST2M	5		
Master [120] in Human Resources Management	GRH2M	5		