

Due to the COVID-19 crisis, the information below is subject to change, in particular that concerning the teaching mode (presential, distance or in a comodal or hybrid format).



5 credits

30.0 h

Q2

Teacher(s)	Aust-Gronarz Ina ;Jammaers Eline (compensates Aust-Gronarz Ina) ;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 practioner. 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 practioner, 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 interdependancies, • - understanding of the breakdown of HR & Org. management btw HR professionnals 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>Individual evaluation (100% of total grade):</p> <ul style="list-style-type: none"> • students will be examined through an open-book, multiple choice exam <p>Second examination period:</p> <ul style="list-style-type: none"> • students whose score for the multiple choice exam is below 10/20 will have to re-take the exam in the second examination period
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 lecture • Case-study excercises to apply theory
Content	<p>This course consists of two parts. In the first part, a general introduction to HRM and strategic HRM will be given. In the second part, a zoom-in on HR trends and fashions will take place. Details of the course are provided in the course descriptive.</p>
Inline resources	<p>Moodle and Teams</p>
Bibliography	<p>Bibliography:</p> <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"> • Analoui, F. (2007) Chapter 1: Introduction. In <i>Strategic Human Resource Management</i>. London: Thompson, pp. 1-29. • Newell, S. & Shackleton, V. (2001) Selection and assessment as an interactive decision-action process. In: Redman, T. & Wilkinson, A. (Eds.) <i>Contemporary human resource management: Text and cases</i>, pp 24-56. Harlow: Prentice Hall. • Redman, T. (2001) Performance appraisal. In: Redman, T. & Wilkinson, A (Eds) <i>Contemporary human resource management: Text and cases</i>, pp 57-97. Harlow: Prentice Hall. • Robinson, G., & Dechant, K. (1997). Building a business case for diversity. <i>Academy of Management Perspectives</i>, 11(3), 21-31. • Noon, M. (2010). The shackled runner: time to rethink positive discrimination?. <i>Work, Employment and Society</i>, 24(4), 728-739.
Other infos	<p>Powerpoint slides will be made available to the students before the beginning of each seminar. These slides often only contain key concepts and ideas. Students are adviced to take notes during class to help them render the slide more comprehensive. The slides, along with a selection of book chapters and scientific articles form the core material to study for the exam.</p>
Faculty or entity in charge	<p>CLSM</p>

Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Aims
Master [120] in Management	GEST2M	5		
Master [120] in Psychology	PSY2M	5		
Master [120] in Law [Double Degree Law-Management: for Bachelors in Law]	DROI2M	5		