



## **ACADEMIC EXCELLENCE REDEFINED**

### **American University of Ras Al Khaimah**

**I. Course:** BHRM 303 – Human Resource recruitment, training and development

Course Credit Hours: 3

Co-requisites: MGHR 301

#### **II. Course Description:**

The Human Resource recruitment, training and development course focuses on employee staffing, training and development processes in organizations. Topics covered include human resource planning, job analysis for selection, recruitment methods, selection methods, assessing training needs, developing and delivering training, evaluating training outcomes, career planning and career management. Multiple recruitment and selection

methods are investigated, and the course looks in detail at how these HRM elements are typically implemented in the UAE/GCC region.

### **III. Course Materials and Basic Resources:**

#### **General Textbooks:**

*Staffing Organizations* 6<sup>th</sup> edition (2009) by Herbert G. Heneman III & Timothy A. Judge, McGraw Hill: Boston, MA, ISBN:978-0-07-353027-7.

*Human Resource Development*, 5<sup>th</sup> edition (2009) by Jon M. Werner and Randy.L. DeSimone, South-Western, Cengage Learning: Mason, OH, ISBN: 978-0-324-57874-4

#### **Region-Specific Textbooks:**

Managing Human Resources in the Middle-East, Pawan S. Budhwar and Kamel Mellahi (2006), Routledge Publishing; ISBN - 978-0415349628

Handbook of Research on Comparative Human Resource Management, C. J. Brewster & Wolfgang Mayrhofer (2012), Edward Elgar Publishing, ISBN – 9780857938718 (See Part III, Ch 22 - Human resource management in the Middle East)

#### **Other materials and supplies:**

- Robert E. Ployhart, Benjamin Schneider, Neal Schmitt, 2005, *Staffing Organizations: Contemporary Practice and Theory*, 3<sup>rd</sup> Edition, Lawrence Erlbaum Associates
- Phillips J, Gully S, 2011, *Strategic Staffing*, 2<sup>nd</sup> Edition
- Gatewood R, Feild H, Barrick M, 2010, *Human Resource Selection*, 7<sup>th</sup> Edition
- Arthur D, 2005, *Recruiting, Interviewing, Selecting & Orienting New Employees*, 4<sup>th</sup> Edition
- Goldstein. I, Ford. K, 2001, *Training in Organizations: Needs Assessment, Development, and Evaluation (with InfoTrac)*, 4<sup>th</sup> Edition
- Desimone. R, Werner. J, 2011, *Human Resource Development*, 6<sup>th</sup> Edition South-Western College Pub Publication

- **Magazines:** HR Magazine, Harvard Business Review, Gulf Business, Forbes, Fortune 500.
- **UAE-sourced Newspapers:** Economic Times, Gulf News, Khaleej Times, Gulf Today.

**Web resources:**

- **UAE/GCC Websites:**
  - <http://www.tanmia.ae/tanmia/> - - - The National Human Resource Development & Employment Authority (TANMIA) – United Arab Emirates (UAE).
  - <http://www.fahr.gov.ae/> - - - Federal Authority for Human Resources, UAE
  - <http://www.mol.gov.ae/> - - - Department of Labor, UAE
  
- **General Websites:**
  - <http://www.shrm.org/>
  - <http://www.workforce.com/>
  - <http://www.siop.org/>
  - <http://www.bpp.com/learningmedia/>
  - <http://hrcasestudies.blogspot.com/>

#### **IV. Course Goals and Student Learning Outcomes**

**Goals:**

The course enables the student to understand and characterize the rapidly evolving terrain of strategic, technological, practical and legal issues confronting organization and their staffing systems. This course provides an overview of the issues, processes, practices, and policies involved in staffing work organizations, with emphasis on the UAE/GCC region.

This course also examines the purpose and responsibilities of the training and development function within organizations. It will provide students with perspectives on the significance of training and development for improved productivity, efficiency and overall organizational performance. Students will learn and practice steps involved in designing, delivering and evaluating training within the region.

**Student Learning Outcomes:**

At the end of the course the student should be able to:

<b>SLO 1</b>	<b>Evaluate</b> the procedures for recruiting and selecting employees, taking into account constraints imposed by the organization and legislation
<b>SLO 2</b>	<b>Devise</b> plans to search for and obtain applicants through traditional and new venues
<b>SLO 3</b>	<b>Develop</b> and assess the strategies and their usefulness for the process of screening and selecting candidates.
<b>SLO 4</b>	<b>Discuss</b> the concepts of the learning organization and organizational learning and <b>Evaluate</b> alternative approaches to staff development using cost benefit and cost effectiveness analyses techniques.
<b>SLO 5</b>	<b>Design and Apply</b> the training and development program to address performance concerns.

## V. Weekly Topics and Assignments

### Tentative Schedule

Week	Chapter No.	Topics/In-Class Activities	Assessment Due Dates	SLO
1	<b>Chapter 1,3 Handouts &amp; web links provided by instructor</b>	<ul style="list-style-type: none"> <li>➤ Introduction to the staffing process</li> <li>➤ Legal issues for staffing in the UAE</li> <li>➤ Human resource planning</li> </ul>		1
2	<b>Chapter 4, 5,6,7</b>	<ul style="list-style-type: none"> <li>➤ Job analysis for recruitment purposes</li> <li>➤ Internal recruitment (pros and cons)</li> <li>➤ External recruitment (pros and cons)</li> </ul>		1, 2,3
3	<b>Chapter 8,9</b>	<ul style="list-style-type: none"> <li>➤ External Selection methods</li> <li>➤ UAE/GCC cultural issues influencing External Selection methods</li> </ul>		1, 2,3
4	<b>Chapter 9, 10</b>	<ul style="list-style-type: none"> <li>➤ Internal selection methods</li> <li>➤ UAE/GCC cultural issues influencing External Selection methods</li> </ul>	Assignment 1 Case study analysis of selection methods used by UAE public and private sector	1, 2,3

			organizations Due: 7 <sup>th</sup> week	
5	Chapter 11, 12, 13	<ul style="list-style-type: none"> <li>➤ The hiring process – general process flow</li> <li>➤ Employee orientation &amp; socialization</li> <li>➤ Management of the staffing system – the role of HR departments in the UAE for this process</li> </ul>	Quiz 1 Q/A	1, 2,3
6	Chapter 14	<ul style="list-style-type: none"> <li>➤ Employee turnover and retention</li> <li>➤ UAE/GCC issues related to worker turnover and retention</li> </ul>		1, 2,3
7	Chapter 1, 2 Core Text 2	<ul style="list-style-type: none"> <li>➤ Training &amp; development – formal and informal approaches</li> <li>➤ Influences on employee behavior</li> <li>➤ Short-termism versus Long-term approach with regards to training in the UAE/GCC</li> </ul>		4
8	Chapters 1-14 (Core Text 1) Chapter 1, 2 Core Text 2	<ul style="list-style-type: none"> <li>• <b>REVISION SESSION</b></li> </ul>		1,2,3, 4
9		<b>MID TERM EXAM</b>		
10	Chapters 3,4 Core Text 2	<ul style="list-style-type: none"> <li>➤ Employee learning issues</li> <li>➤ Needs assessment – individualized versus cohort-based</li> <li>➤ Needs analysis within the UAE/GCC context</li> </ul>		4
11	Chapters 5,6,7, 8 Core Text 2	<ul style="list-style-type: none"> <li>➤ Designing training programs</li> <li>➤ Evaluating training programs</li> <li>➤ Implementing training programs</li> <li>➤ Salient UAE/GCC factors to take into account when implementing training programs</li> </ul>	Assignment 2 Report formulating a bespoke training program for a large UAE company based on perceived employee needs Due: 14 <sup>th</sup> Week	4, 5
12	Chapters 7, 8 Core Text 2	<ul style="list-style-type: none"> <li>➤ Implementing training programs - other specifics and realities within the UAE/GCC(Continued)</li> </ul>		4, 5

13	<b>Chapters 9,10 Core Text 2</b>	<b>Benefit Options</b> ➤ Skills and technical training ➤ Socialization and orientation ➤ Coaching	Quiz 2 Q/A	4, 5
14	<b>Chapter 11, 12, 13 Core Text 2</b>	➤ Career management ➤ Management development ➤ Organizational development within the UAE's multicultural context		4, 5
15		<b>Recap and revision</b>		
16		<b>FINAL EXAMINATION</b>		

## VI. Evaluation of Learning

The grade breakdown is as follows:

Methods	Dates	Weights
Class Participation	Continuous assessment throughout the semester	10%
Quizzes	5 <sup>th</sup> & 13 <sup>th</sup> week	20%
Assignments	4 <sup>th</sup> & 11 <sup>th</sup> week	20%
Mid Term Exam	9 <sup>th</sup> week	20%
Final Exam	16 <sup>th</sup> week	30%

## Mapping of Learning outcomes and assessments

Assessment	Grade Weightage	Mapping with Course Learning Outcomes				
		1	2	3	4	5
Class participation	10%	x	x	x	x	x
Quizzes	20%	x	x	x	x	x

Assignments	20%	x	x	x	x	x
Mid-Term Exam	20%	x	x	x	x	
Final Exam	30%		x	x	x	x

## XII. Grading System and Scale

University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of independent or laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university system for undergraduate grading is as follows:

Grade	Percentage Scores	Grade Points
A	90-100	4.0
A-	87-89	3.75
B+	84-86	3.3
B	80-83	3.0
B-	77-79	2.7
C+	74-76	2.3
C	70-73	2.0
C-	67-69	1.7
D+	64-66	1.3
D	60-63	1.0
F	0-59	0

## IX. Methodologies for Teaching and Learning:

Student's performance will be assessed based on Assignments, Quizzes, Mid-Term and Final Examinations as mentioned in the course calendar. Class participation and doing class assignments is a compulsory part of this course and these will also be used to assess student's performance throughout the course period.

All take home assignments will be handed out to the students in a timely fashion. End dates of take home assignments will be announced in class.

The mid-term and final examinations will constitute a significant portion of the overall grade. The Mid-term Examination would be conducted after the 7<sup>th</sup> week from the start of the semester and the Final examination will be conducted in the 16<sup>th</sup> week.

## X. Relevant Policies

**Relevant policies [Except for the policy on academic misconduct, the inclusion of the following is only suggested and is at the discretion of the instructor].**

### A. Academic Misconduct. A. Academic Misconduct:

#### The Honor Code and Honor System

The Honor Code is an integral part of university life. Students are responsible, therefore, for understanding the code's provisions. Cheating and attempted cheating, plagiarism, lying, and stealing of academic work and related materials constitute Honor Code violations. In the spirit of the code, a student's word is a declaration of good faith acceptable as truth in all academic matters. To maintain an academic community according to these standards, students and faculty must report all alleged violations to the Honor Committee.

AURAK expects its students to uphold high standards of academic integrity and conduct. In particular, students are required to:

- Attend classes regularly and punctually.
- Be actively involved in class discussions and other course related classroom activities.
- Complete assignments on time.
- Meet the requirements for course and program completion.
- Abide by high standards of academic integrity, ethics, and honesty.
- Refrain from cheating on homework and examinations, plagiarizing other people's work by submitting it as their own, or any other forms of academic dishonesty.
- Adhere to the published test or examination rules and regulations.
- Make every effort to maintain good academic standing.

Given the internet and easy access to information and knowledge sources, the University is committed to students' learning in an ethical manner. For all academic assignments, project work, and presentations, students need to ensure that due acknowledgement is given to the source of any information which they incorporate in their work. The following are some examples of academic misconduct:

- Cheating/using unfair means in examinations
- Significant paraphrasing in written academic work that is unacknowledged
- Unacknowledged use of information or ideas unless such ideas are commonplace
- Citing sources which student has not read or referred to
- Breaching the word limit of assignments and mentioning wrong word count
- Plagiarism

**Plagiarism.** Plagiarism is a serious academic offense. Plagiarism is the use of someone else's ideas, words, projects, artwork, phrasing, sentence structure or other work without properly acknowledging the ownership (source) of the property (item). Plagiarism is



dishonest because it misrepresents the work of someone else as one's own. It is intellectual theft as it robs others of credit for their work. Plagiarism takes many forms including:

- Using someone else's words without putting those words in quotation marks and providing full information about their source, sufficient information so that another person could easily locate the words that are being quoted, whether it is in an article, a book, or on the web.
- Using unique, original ideas, phrases, sentences, paragraphs, or other materials, etc. from a single source or a variety of sources such as a text, journal, web page, electronic source, design, artwork, etc. in one's work without citing all sources. For a student found plagiarizing, the punishment will be a failing grade in the assignment without the right to redo the assignment up to a failing grade in the course.

**Examples of Cheating.** Acts of cheating include, but are not limited to, the following:

16. Copying from another student's paper during an exam, or allowing or encouraging another student to copy from your paper during an exam.
17. Having someone else take your exam in your place, or taking an exam for someone else.
18. Obtaining unauthorized access to exams and accepting exams obtained by unauthorized access.

**Examples of Plagiarism.** Acts of plagiarism include, but are not limited to, the following

22. Handing in as 'original', work prepared by someone else or preparing/completing someone else's work.
23. Copying from a book or other publication without citing sources.
24. Using the same work to satisfy the requirements of two or more courses (during the same or different terms).
25. Having someone else rewrite a rough draft or rewriting a rough draft that is not your own work.

Violations of plagiarism are subject to evaluation according to the criterion of "reasonable doubt". The student's right to appeal and the procedures to be followed in carrying out the appeal of the University's decision is clearly stated in the *Student Handbook*.

Any violations of the University's academic rules, regulations or directives are reported to the Deputy Vice Chancellor Academic Affairs and may result in one of the following disciplinary measures.

- Verbal or written warning
- Repeating the term
- Dismissal from the University

Please refer to the relevant section in the *Handbook* and ensure a clear understanding of the provisions of the University honor code and honor system in order to avoid infringement of the policy and attendant penalization.

**B. Concerns about grades or other course matters.** Students are responsible for their learning experiences. If you are concerned about a class matter, first discuss it with the instructor. If the matter is not resolved, the next step is to meet with the Program Chair. If you still have a concern, meet with the Dean. The matter is likely to be resolved before it reaches that point, but if it is not, then the following positions are next on the organization chart: the Deputy Vice Chancellor for Academic Affairs, and, finally, the Vice Chancellor. Students who decide to “jump to the top” will be referred back to the appropriate next step.

**C. Assignments.** University policy is that assignments are due on the date assigned. Instructors may refuse to accept late assignments or lower the grade that would be otherwise given.

**D. Attendance.**

- Attend all learning and teaching sessions associated with their program of study.
- Notify their course instructors in advance (in person, by phone or e-mail) that they will be absent from time-tabled class sessions.
- Obtain prior permission from their instructor or course manager, for planned absences of two or more consecutive class sessions during the semester.
- Provide a medical certificate or other corroborating evidence to explain their absence, if required by the University.

Unsatisfactory student attendance includes failure to regularly attend learning and teaching sessions without providing a satisfactory reason to instructors for absence and/or persistent late arrival at, or early departure from, learning and teaching sessions.

Where a student fails to attend classes for two weeks cumulatively without the University's permission, the student will receive a "non-attendance warning (NAW)", and will be required to provide satisfactory explanation for their non-attendance. With each subsequent NAW issued, a formal report on the student's non-attendance is made to their sponsor.

Where a student fails to attend classes for four or more weeks cumulatively, or where a recurring pattern of non-attendance (that is more than two NAWs) is observed, over the course of the semester, the student may be deemed to have failed the course, in which case they will receive an "F (Fail)" or "U (Unsatisfactory)" grade, as appropriate. At this point, and at the instructor's recommendation, the dean has the authority to instruct the registrar to remove the student from the course.

Course Instructors are responsible for reminding students of the importance of regular attendance at learning or teaching sessions, and for accurately recording student attendance. Instructors and Course Managers (Department Chairs or Program Coordinators) will be required to consult with the relevant School Deans, to ensure timely issuance of NAWs, non-attendance reports to sponsors (subject to data confidentiality stipulations) and to provide relevant academic counseling where necessary.

**E. Mobile Phones:** All mobile phones, pagers and/or other communication devices should be turned off before entering the classroom.

**F. Diversity and the Use of English.** English is the common language of the AURAK campus, the use of which includes everyone. It is the only language to be used in the classroom. AURAK brings together students and faculty from diverse cultural and linguistic backgrounds, which is one of the strengths of the university. This diversity provides an opportunity to share our different experiences and enlarge our understanding of the world. Classroom discussions and other activities are to be conducted with courtesy and civility and respect for one another and for our differences.