

**UNIVERSITY OF THE PUNJAB**

**NOTIFICATION**

It is hereby notified that the Syndicate at its meeting held on 17-12-2022 has approved the recommendations of the Academic Council made at its meeting dated 24-11-2022 regarding approval of revised Curriculum/Scheme of Studies of MS Human Resource Management (MS-HRM) Regular and Self Supporting (18 Years) program with effect from the Academic Session Fall, 2022 subject to the following conditions: -

- i. The research thesis criteria shall be same for regular and self-supporting program with 3 CGPA requirements to undertake thesis research.
- ii. The scheme of studies for the morning shall be replicated for self-support program.
- iii. Thesis shall be offered for self-supporting program also.

The revised Curriculum/Scheme of Studies of MS Human Resource Management (MS-HRM) is enclosed herewith as Annexure-'A'.

Sd/-  
REGISTRAR

Admin. Block,  
Quaid-i-Azam Campus,  
Lahore.

No. D/ 716 /Acad.,

Dated: 26-1-2023.

Copy of the above is forwarded to the following for information and necessary action:-

1. Dean, Faculty of Business, Economics and Administrative Sciences
2. Director, Institute of Administrative Sciences
3. Controller of Examinations
4. Director, IT for placement at website
5. Admin. Officer (Statutes)
6. Secretary to the Vice-Chancellor
7. Private Secretary to the Registrar
8. Assistant Syllabus

  
Assistant Registrar (Academic)  
for Registrar



Curriculum Review

**MS-Human Resource Management  
(MS-HRM)  
18 Years Program**

Institute of Administrative Sciences  
University of the Punjab, Lahore

## Table of Contents

Department Mission .....	4
Introduction .....	4
Program Introduction.....	4
Program Objectives .....	5
Market Need / Rationale of the Program.....	5
Admission Eligibility Criteria .....	7
Duration of the Program.....	7
Categorization of Courses .....	7
Scheme of Studies / Semester-wise workload.....	8
Criteria for Award of Degree.....	10
NoC from Concerned Professional Council .....	10
Faculty Strength.....	10
Present Student-Teacher Ratio in the Department.....	10

## List of Courses

Course Code: HRM 501.....	12
Course Code: HRM 502.....	15
Course Code: HRM 503.....	19
Course Code: HRM 504.....	24
Course Code: RES 501.....	29
Course Code: HRM 505.....	32
Course Code: HRM 506.....	35
Course Code: HRM 507.....	38
Course Code: HRM 508.....	44
Course Code: RES 502 .....	51
Course Code: HRM 603.....	53
Course Code: HRM 604.....	56
Course Code: HRM 605.....	61
Course Code: HRM 606.....	64
Course Code: HRM 607.....	68
Course Code: HRM 608.....	72

**PROGRAM TITLE: MS-Human Resource Management (MS-HRM)**

**DEPARTMENT: Institute of Administrative Sciences**

**FACULTY: Business, Economics & Administrative Sciences**

## **1. Mission**

Mission Statement of IAS

‘Keeping in view the vision of IAS our aspiration is to prepare students with complete arena of knowledge, skills, attitude and experiences that will equip them for leadership and management roles required by the society at large’.

## **2. Introduction**

This document has been prepared to revise the previously approved scheme of studies of the MS-Human Resource Management (18 years) at the Institute of Administrative Sciences, University of the Punjab, Lahore, Pakistan.

## **3. Program Introduction**

The MS-HRM Program at the Institute of Administrative Sciences was approved by the Syndicate Punjab University w-e-f 17/5/2016 for Morning, Afternoon (Self-Supporting) and Evening (Self-Supporting) programs w-e-f the academic session 2016. This document has been prepared to revise the previously approved scheme of studies of the MS Human Resource Management (18 years) at the Institute of Administrative Sciences, University of the Punjab, Lahore, Pakistan with the following mission statement in mind. ‘IAS MSHRM equips students with the advanced knowledge, analytical skills, and practical tools required to design and execute talent, HR, and organizational solutions that positively impact society and stakeholders they serve’. The approved scheme of study is being revised as per the following strategic plan to achieve MS-HRM program mission and objectives: 1. In terms of curriculum design a wide variety of HRM specific subjects will be offered which brings diversity to the program. It also includes provision of research related courses during course work. 2. Concept building through extensive reading assignments and case studies and its verbalization and application in written projects and class discussions. 3. Throughout the coursework small projects are divided among the various courses being offered ranging from theoretical to practical including data collection and report writing. 4. Optional research thesis for the opting students helping them develop higher level of research capabilities under supervision of top class IAS faculty. 5. Co-curricular activities especially dissemination of opportunities for participation in national and international conferences, webinars, competitions, and research trainings etc. with funding options available via HEC.

MS-HRM program was stopped by HEC due to excessive enrolment for two years (2019 and 2020). After HEC's QAA team visit, arrangements were being made for faculty consultation/feedback/suggestions to update and improve the MS-HRM curriculum and improved teaching methodology with increased focus on practical components. The revised 30 credit hour program will be spread over four semesters covering the 24 credit hour coursework with the last two semesters for the completion of 6 credit hour research thesis (two additional elective courses can be opted in place of thesis as per HEC policy). The revised MS-HRM program will offer admission in Regular and Self-Support program with 25 and 40 seats each respectively to remain within the optimal student teacher ratio and avoid excessive enrolment. This rest of the document highlights the revised and improved changes made to the previously approved scheme of studies.

#### **4. Program Objectives**

1. To provide students with a strong foundation in human resource management and research methodologies that emphasizes the application of the fundamental and latest management principles in the areas of human resource management.
  
2. To pursue employment and higher studies in any international organization and/or university of high repute.
  
3. To enable the MSHRM graduates to apply knowledge gained in the degree program effectively and efficiently in the core competencies listed below:
  - a. Creative and Critical Thinking
  - b. Global Competency
  - c. Ethical Reasoning and Values
  - d. Applied Problem Solving
  - e. Information Literacy
  - f. Technological Competency
  - g. Communication

#### **5. Market Need / Rationale for the Program**

a) **Potential Students for the program.** (career needs, subject interest etc.) The students interested in a career in human resource management in a public/private organization.

b) **Potential Employers** (Public, private, NGOs, required skill set, industry projections,

employment opportunities/estimated market demand/Number of job openings, Current and future prospects) Private Organizations/Corporate Sector, NGOs, Commercial Banks, Manufacturing and Service Industry, Businesses at large.

c) **Academic Projections** (The national/ international universities that have launched the similar program) The MS-HRM Program is the pioneer program which was offered in the HR field at IAS, PU. This program is now being offered at all leading universities of Pakistan including UMT, Virtual University, Pakistan Institute of Management, Allama Iqbal Open University and University of Karachi etc.

d) **Faculty** (Faculty credentials, capacity, resources sufficiency etc.) IAS faculty members are highly qualified and active in their disciplines and have the necessary technical depth and breadth to support the program. Out of the 21 full-time faculty members of IAS, MS-HRM program is allocated to 7 full time faculty members (4 PhDs and 3 MPhil degree holders). These faculty members are able to cover the curriculum adequately and effectively, ensuring stability and continuity of the program. However, the entire faculty contributes to the program by teaching courses and providing research supervision.

e) **Physical Facilities** (Lab and library facilities etc.) Optimal institute facilities and environment and a well-designed scheme of studies are the major strengths of MSHRM Program including:

- Availability of computer lab specifically for MSHRM students housing almost 20 students.
- The computer lab is exclusively available for MSHRM students to use for their research work, compilation of their assignments and also for conducting specific courses.
- MSHRM courses of Quantitative and Qualitative Data Analysis and Human Resource Information System requires part of the course content to be taught in the computer lab.
- Softwares such as Microsoft Excel, SPSS, AMOS are readily available as well as Nvivo for qualitative analysis. These softwares are considered basic in nature and further advanced softwares are to be acquired in collaboration with ORIC PU.
- IAS has an updated library in its area of discipline. The institute ensures that it has the latest materials necessary for both faculty and students' future development. Recommendations are taken from the faculty members periodically to ensure availability of latest material.
- The library provides support to both students for their course material and research activity. Assistance if needed by the faculty members is also given by the library staff in the course material accumulation and for keeping track of faculty research activities and its likely promotion.

## 6. Admission Eligibility Criteria

- Years of Study completed: 16 Years.
- Study Program/Subject: BS/Masters in the following areas: Public Administration, Public Policy, Human Resource Management, Management, Public Management, Governance, Government, Health Administration, Development, Business Administration, Finance, Commerce, Political Science, Sociology, Psychology, Economics from an HEC recognized University.
- Entry Test (if applicable) with minimum requirement: Admission Test and Interview (As per PU and DPCC Rules and Regulations)

## 7. Duration of the Program

**Semesters:** Four Semesters

**Years:** Two Years (As per PU and DPCC Rules and Regulations)

**Credit hours:** 30 Credit Hours

**Nature of the Program:** Regular Program and Self-Support Program.

## 8. Categorization of Courses

Semester	Courses	Category (Credit Hours)					Semester Load
		Core Courses	Basic Courses	Major Electives	Electives	Any Other	
1	4	2			2		12
2	4	2			2		12
3	1				1		3
4	1				1		3
5							
6							
7							
8							
PU	10	4			6		30
HEC Guidelines	10						



<b>Difference (HEC &amp; PU</b>	<b>0</b>						<b>0</b>
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### 9. Scheme of Studies/Semester-Wise Workload for Regular and Self-Support Program

#	Code	Course Title	Course Type	Prerequisite	Credit hours		
<b>Semester I</b>							
1.	HRM 501	Strategic Human Resource Management: Theory and Practice	Core	None	3		
2.	HRM 502	Talent Management	Elective	None	3		
3.	HRM 503	Performance Management	Elective	None	3		
4.	RES 501	Research Methods & Design	Core	None	3		
<b>Total Credit Hours</b>							
<b>Semester II</b>							
1.	HRM 505	Contemporary Issues and Debates in Human Resource Management Research	Core	Strategic Human Resource Management: Theory and Practice	3		
2.	HRM 504	Training and Development	Elective	None	3		
3.	HRM 507	Compensation and Rewards Management	Elective	Strategic Human Resource Management: Theory and Practice	3		
4.	RES 502	Quantitative & Qualitative Data Analysis	Core	Research Methods & Design	3		
<b>Total Credit Hours</b>							
<b>Semester III</b>							
1.	HRM 603 to 608/ HRM 601	Elective Course I /Thesis I	Elective	For HRM 601: Research Methods & Design Quantitative & Qualitative Data Analysis	3		
<b>Total Credit Hours</b>							
<b>Semester IV</b>							
1.	HRM 603 to 608/ HRM 602	Elective Course II /Thesis II	Elective	For HRM 602: Research Methods & Design Quantitative & Qualitative Data Analysis	3		

• **List of Elective Courses**

#	Course Code	Course Title	Prerequisite
1	HRM 502	Talent Management	None
2	HRM 503	Performance Management	None
3	HRM 504	Training and Development	None
4	HRM 506	Employment Laws	Strategic Human Resource Management: Theory and Practice
5	HRM 507	Compensation and Rewards Management	Strategic Human Resource Management: Theory and Practice
6	HRM 508	Human Resource Information System	Strategic Human Resource Management: Theory and Practice
7	HRM 603	Leadership in Organizations: Theory and Practice	Strategic Human Resource Management: Theory and Practice
8	HRM 604	International Human Resource Management	Contemporary Issues and Debates in Human Resource Management Research
9	HRM 605	HR Analytics	Human Resource Information System
10	HRM 606	Core Competencies for HR Professionals	Strategic Human Resource Management: Theory and Practice
11	HRM 607	Equality, Diversity and Inclusion	Contemporary Issues and Debates in Human Resource Management Research
12	HRM 608	Occupational Health and Safety	Contemporary Issues and Debates in Human Resource Management Research

**Research Thesis**

Students obtaining a CGPA of 3.0 in their coursework will be given an option of completing their degree either with coursework or research thesis of 6 credit hours to be completed in third and fourth semesters. Those having CGPA of less than 3.0 at the end of second semester will be offered coursework of 6 credit hours to be completed in third and fourth semesters.

**10. Criteria for award of degree**

Criteria of award of MS-HRM degree is as per approved PU rules for MS/MPhil degrees.

Degree awarding criteria including:

- a. Only those students who scored CGPA  $\geq 2.5$  will be awarded MS-HRM degree.
- b. 6 Credit Hour supervised research thesis (two additional elective courses can be opted in place of thesis as per HEC policy).
- c. Any other requirements (for example comprehensive examination): Not Applicable.

### 11. NOC from Concerned Professional Council

Not Applicable.

### 12. Faculty Strength

IAS faculty members are highly qualified and active in their disciplines and have the necessary technical depth and breadth to support the program. Out of the 23 full-time faculty members of IAS, MS-HRM program is allocated to 7 full time faculty members (4 PhDs and 3 MPhil degree holders). These faculty members are able to cover the curriculum adequately and effectively, ensuring stability and continuity of the program. However, the entire faculty contributes to the program by teaching courses and providing research supervision.

Degree	Area/Specialization	Total
PhD	<ol style="list-style-type: none"> <li>1. Management</li> <li>2. Human Resource Management</li> <li>3. Research</li> <li>4. IT</li> </ol>	4 Faculty Members
MS/MPhil	<ol style="list-style-type: none"> <li>1. Management</li> <li>2. Human Resource Management</li> <li>3. Research</li> <li>4. IT</li> </ol>	3 faculty Members
<b>Total</b>		<b>7 faculty members</b>

### 13. Present Student-Teacher Ratio in the Department

- The number of MS-HRM graduated (passed out) students for the last three years is 75.
- The faculty: graduated (passed out) student ratio for MS-HRM program for the last three years is 1:10.
- The institute intends to admit 25 (Regular) and 40 (Self Support) students to the program in Fall Semester every year. Although all 23 faculty members contribute to the program, 7 faculty members have been specifically allocated to this program. Hence the student-teacher ratio for this program is **9:1** (65 students: 7 faculty). However, the number of

admitted students will depend upon the current student-teacher ratio of the institute and will be done according to the HEC and PU prescribed guidelines.

**COURSE TITLE: Strategic Human Resource Management: Theory and Practice**

**COURSE CODE: HRM 501**

**SEMESTER: 1<sup>st</sup>**

**PROGRAM: MS-HRM**

**CREDIT HOURS: 3**

**PREREQUISITES: None**

### **Learning Outcomes**

The course is designed to provide students with an understanding of the principles and practices of strategic human resource management. Students will be introduced to key frameworks, theories, and constructs in the field. We will examine current issues and debates in the field to identify how human resource practices can increase both employee well-being and organisational effectiveness focusing on strategy and practice

On the completion of this course the students should be able to:

1. Understand and discuss the value of key strategic HRM concepts
2. Take a strategic approach to human resource management
3. Evaluate the strengths and weaknesses of SHRM practices across contexts
4. Forecast the human resource needs of organizations
5. Conduct a job analysis and competency audit of any organization
6. Identify competency gaps in an organization
7. Provide feedback to employees to help them reach personal and organizational goals
8. Use powerful "coaching" questions to help employees attain personal and organizational goals
9. Use competency-based recruitment and selection techniques

### **Contents**

**Unit-I:** What is Strategic Human Resource Management (SHRM)?

**Unit-II:** The External Environment and Your Organization

How does SHRM have an impact? (1. Direct effects)

**Unit-III:** How does SHRM have an impact? (2. Context)

**Unit-IV:** How does SHRM have an impact? (3. Process)

**Unit V:** HR's stakeholders (1. Employees)

**Unit VI:** HR's stakeholders (2. Line managers)

**Unit VII:** HR's stakeholders (3. Top managers)

**Unit VIII:** SHRM as a tool to respond to contemporary business problems (1)

**Unit X:** SHRM as a tool to respond to contemporary business problems (2)

**Unit XI:** Performance Management

**Unit XII:** Building Human Resources Strategy

### **Teaching Learning Strategies**

- Interactive lectures;
- Analysis of practical problems and readings;
- Discussion on the lecture materials research (articles and other practical scientific publications)

### **Assignments- Types and Number with calendar**

Cases (3-5 cases): Oral and written answers to the questions of cases, discussions and disputes based on the cases.

Report: Presentation of selected papers in the area of talent management, 10-15 minutes per team of 2 students.

Project defense: Presentations of the final project in teams of 4-5 students.

Project essay: Individual essay based on the part of the final project.

### **Assessment and Examinations**

S. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	After 7-8 weeks, students will have to appear for the midterm exam/assessment.
2.	Sessional	25%	Throughout the semester, students will be evaluated in terms of their attendance in the class, participation in the class,

			assignments, quizzes, group projects and presentations.
3.	Final Assessment	40%	After 15-16 weeks, a final-term exam/assessment will be conducted to conclude the course.

### **Textbooks and Suggested Readings\***

Agarwala, T. (2008). Strategic human resource management. *Arth Anvesan*, 71.

Armstrong, M. (2019). *Strategic human resource management*. pdf drive. com.

Bailey, C., Mankin, D., & Garavan, T. (2018). *Strategic human resource management*. Oxford University Press.

Greer, C. R. (2021). *Strategic human resource management*. Pearson Custom Publishing.

### **Suggested Readings**

Collins, C. J. (2021). Expanding the resource based view model of strategic human resource management. *The International Journal of Human Resource Management*, 32(2), 331-358.

Wright, P. M., & McMahan, G. C. (1992). Theoretical perspectives for strategic human resource management. *Journal of management*, 18(2), 295-320.

Ichsan, R. N., Santosa, S., Shara, Y., & Liriwati, F. Y. (2020). Investigation Of Strategic Human Resource Management Practices In Business After Covid-19 Disruption. *PalArch's Journal of Archaeology of Egypt/Egyptology*, 17(7), 13098-13110.

*\*The contents and suggested readings may include but are not limited to the above mentioned list. The instructors may add/change suggested contents and relevant books and research articles to the course outline to effectively achieve the learning objectives of the course while keeping the students abreast of the latest research and trends in the field.*

**COURSE TITLE: Talent Management**

**COURSE CODE: HRM 502**

**SEMESTER: 1<sup>st</sup>**

**PROGRAM: MS-HRM**

**CREDIT HOURS: 3**

**PREREQUISITES: None**

### **Learning Outcomes**

The course's objective is to instill a systematic perspective on talent management and to foster the development of a holistic approach to managing talented employees.

On the completion of this course the students should be able to:

1. Develop necessary skills and competencies that will enable them to see a comprehensive approach to human resource management in organizations
2. Demonstrate an in-depth and comprehensive understanding of the critical ideas and theoretical underpinnings of talent management
3. Get an understanding of how talent management systems in organizations are contextually dependent
4. Determine the effect of various elements on the development of a talent management system
5. Develop the ability to recognize indications that enable the development of the essential models for talent practices analysis
6. Establish prototypes of talent behavior within the organization

### **Contents**

#### **Unit-I: Historical development of talent management. Evolution of talent management in organizations through different approaches**

A review of the various scientific approaches to talent (pedagogy, psychology, and psychophysiology), the development of corporate understanding of talent, and the establishment of the notion of talent in practice (business, management). The preconditions for the emergence of talent management, the early approaches to talent management, the evolution from benchmarking and an exclusive approach to



contextualisation and inclusiveness in talent management, and the environmental factors that contribute to the formation of such an employee management approach.

### **Unit-II: Definition of talent in business, Talent management system**

The mission, philosophy, and value system of the firm, as well as the corporate culture, serve as the foundation for determining talent in business and in a distinct organization.

The components of talent definitions are identified. The company's business plan and its relationship to the development of a model talent management system. The fundamental dichotomous pairings define the model of the talent management system. The connection between the talent definition and the talent management system's structure.

### **Unit-III: Factors shaping the talent management system, the talent management system configuration.**

The series of lectures and seminars investigates sectoral labor markets, identifying variables that influence the establishment of distinctive labor market conditions, and factors that can result in an industry-specific need for exceptional individuals. The industries are segmented and the characteristics of the company's contact with the external environment, as well as the configuration of the talent management system in businesses, are considered.

### **Unit-IV: Talent management practices in organisations**

Organizational talent management practices include recruiting, selecting, developing, assigning, motivating, evaluating, and retaining personnel. Establish a continual procedure for recruiting talent for the organization.

### **Teaching Learning Strategies**

- Interactive lectures;
- Analysis of practical problems and readings;
- Discussion on the lecture materials research (articles and other practical scientific publications)

### **Assignments- Types and Number with calendar**

Cases (3-5 cases): Oral and written answers to the questions of cases, discussions and disputes based on the cases.

Report: Presentation of selected papers in the area of talent management, 10-15 minutes per team of 2 students.

Project defense: Presentations of the final project in teams of 4-5 students.

Project essay: Individual essay based on the part of the final project.

### Assessment and Examinations

S. No.	Elements	Weightage	Details
4.	Midterm Assessment	35%	After 7-8 weeks, students will have to appear for the midterm exam/assessment.
5.	Sessional	25%	Throughout the semester, students will be evaluated in terms of their attendance in the class, participation in the class, assignments, quizzes, group projects and presentations.
6.	Final Assessment	40%	After 15-16 weeks, a final-term exam/assessment will be conducted to conclude the course.

### Textbooks and Suggested Readings\*

Collings, D. G., Mellahi, K., & Cascio, W. F. (Eds.). (2017). *The Oxford handbook of talent management*. Oxford University Press.

Latukha, M. (2016). *Talent Management in Emerging Market Firms*. Palgrave Macmillan Publishers Ltd., London.

Lewis, R. E., & Heckman, R. J. (2006). Talent management: A critical review. *Human resource management review*, 16(2), 139-154.

### Suggested Readings

Chen, G. K. W., Tansley, C., & Chou, R. C. C. (2021). Towards liminality competence: a migrant's talent identity narratives for re-imagining global talent management. *Journal of Organizational Effectiveness: People and Performance*.

Anlesinya, A., & Amponsah-Tawiah, K. (2020). Towards a responsible talent management model. *European Journal of Training and Development*.

Lewis, R. E., & Heckman, R. J. (2006). Talent management: A critical review. *Human resource management review*, 16(2), 139-154.

*\*The contents and suggested readings may include but are not limited to the above mentioned list. The instructors may add/change suggested contents and relevant books and research articles to the course outline to effectively achieve the learning objectives of the course while keeping the students abreast of the latest research and trends in the field.*

**COURSE TITLE: Performance Management**

**COURSE CODE: HRM 503**

**SEMESTER: 1<sup>st</sup>**

**PROGRAM: MS-HRM**

**CREDIT HOURS: 3**

**PREREQUISITES: None**

## **1. Learning Outcomes**

On completion of this course, the student will be able to:

- I. To explain the concept of performance management and different advantages of implementing well-designed performance management systems.
- II. To explain and understand that performance management is an on-going process composed of several sub-processes, such as performance planning, execution, assessment, and review.
- III. To understand different approaches to performance measurement.
- IV. To design a performance management system.
- V. To understand and develop key skills involved in effective performance management.

## **2. Contents**

### **Unit-I: Performance Management in Context**

- 1.1 Overview of Performance Management
- 1.2 Purposes of Performance Management Systems
- 1.3 The Performance Management Contribution
- 1.4 Dangers of Poorly Implemented Systems
- 1.5 Characteristics of an Ideal Performance Management System
- 1.6 Integration with Other Human Resources and Development Activities
- 1.7 Performance Management and the Nature of Work and Organizations Today

### **Unit-II: Performance Management Process**

1. Prerequisites
2. Performance Planning
3. Performance Execution
4. Performance Assessment
5. Performance Review

### **Unit-III: Performance Management and Strategic Planning**

- 3.1 Overview and Purposes of Strategic Planning
- 3.2 Process of Linking Performance Management to the Strategic Plan

3.3 Strategic Planning Process

3.4 Building Support and Answering the "What's in it for me" Question

#### **Unit-IV: Defining Performance and Choosing a Measurement Approach**

4.1 Defining Performance: Behaviors and Results

4.2 Determinants of Performance: Abilities and Other Traits, Knowledge and Skills, and Context

4.3 Performance Dimensions

4.4 Approaches to Measuring Performance

#### **Unit-V: Measuring Results and Behaviors**

5.1 Measuring Results

5.2 Measuring Behaviors

5.3 The Role of Context

#### **Unit-VI: Performance Analytics**

6.1 Useful Components of Appraisal Forms

6.2 Desirable Features of Appraisal Forms

6.3 Determining Overall Rating

6.4 Appraisal Period and Number of Formal Meetings

6.5 Performance Touch points: Sources of Performance Data

6.6. Understanding Intentional Rating Distortion: A Model of Rater Motivation

#### **Unit-VII: Rolling Out the Performance Management System**

7.1 Communication Plan

7.2 Appeals Process

7.3 Training Programs for Minimizing Unintentional Rating Errors

7.4 Pilot Testing

7.5 Ongoing Monitoring and Evaluation

#### **Unit-VIII: Performance Management and Employee Development**

8.1 Personal Development Plans

8.2 Direct Supervisor's Role

8.3 Multisource Feedback Systems

**Unit-IX: Performance Management Leadership**

9.1 Coaching

9.2 Coaching Styles

9.3 Coaching Process

9.4 Coaching, Development, and Performance Review Meetings

**Unit-X: Performance Management, Rewards, and the Law**

10.1 Definition of Reward Systems

10.2 Traditional and Contingent Pay Plans

10.3 Reasons for Introducing Contingent Pay Plans

10.4 Possible Problems Associated with Contingent Pay Plans

10.5 Selecting a Contingent Pay Plan

10.6 Putting Pay in Context

10.7 Performance Management and the Law

10.8 Some Legal Principles Affecting Performance Management

10.9 Laws Affecting Performance Management

**Unit-XI: Team Performance Management**

11.1 Definition and Importance of Teams

11.2 Types of Teams and Implications for Team Performance Management

11.3 Purposes and Challenges of Team Performance Management

11.4 Including Team Performance in the Performance Management System

11.5 Rewarding Team Performance

### 3. Teaching Learning Strategies

The course delivery strategies include the combination of lectures, seminars, discussion on current trends, guest lectures, and possibly video monologues/dialogues of the global experts from the field.

### 4. Assignments- Types and Number with calendar

#### Individual assignments (3):

Students will be assessed individually in these assignments where they will be given a reading and it will be expected of them to write a critical review of that reading so that they can explore the same topic from different perspectives. In addition to a reading, they can be asked to review an influential book in the field.

#### Group Project (1):

It is also important to assess the students' performance in the teams. Ideally, they will be given a research-based project where they will choose a topic by going through recently published articles from good databases and find 10-15 articles surrounding that topic and write a research article. They can also be asked to present their article in front of the class so as to share the important findings of the study.

### 5. Assessment and Examinations

S. No.	Elements	Weightage	Details
7.	Midterm Assessment	35%	After 7-8 weeks, students will have to appear for the midterm exam/assessment.
8.	Formative Assessment	25%	Throughout the semester, students will be evaluated in terms of their attendance in the class, participation in the class, assignments, quizzes, group projects and presentations.
9.	Final Assessment	40%	After 15-16 weeks, a final-term exam/assessment will be conducted to conclude the course.

## 6. Textbooks and Suggested Readings\*

### Required Textbook:

Aguinis, H. (2019). *Performance Management* (4<sup>th</sup> ed.). Chicago Business Press.

### Supplementary Textbooks and Readings (Alphabetical Order):

Aguinis, H., & Burgi-Tian, J. (2021). Measuring performance during crises and beyond: The Performance Promoter Score. *Business Horizons*, 64(1), 149-160.

DeNisi, A. S., & Murphy, K. R. (2017). Performance appraisal and performance management: 100 years of progress?. *Journal of Applied Psychology*, 102(3), 421-436.

Shapiro, M. (2017). *HBR Guide to Performance Management*. Harvard Business Publishing.

Joo, H., Aguinis, H., Lee, J., Kremer, H., & Villamor, I. (2021). HRM's financial value from obtaining more star performers. *The International Journal of Human Resource Management*, 1-36.

Murphy, K. R., Cleveland, J. N., & Hanscom, M. E. (2018). *Performance appraisal and management*. SAGE Publications.

Schleicher, D. J., Baumann, H. M., Sullivan, D. W., Levy, P. E., Hargrove, D. C., & Barros-Rivera, B. A. (2018). Putting the system into performance management systems: A review and agenda for performance management research. *Journal of Management*, 44(6), 2209-2245.

*\*The contents and suggested readings may include but are not limited to the above mentioned list. The instructors may add/change suggested contents and relevant books and research articles to the course outline to effectively achieve the learning objectives of the course while keeping the students abreast of the latest research and trends in the field.*



**COURSE TITLE: Training and Development**

**COURSE CODE: HRM 504**

**SEMESTER: 1<sup>st</sup>**

**PROGRAM: MS-HRM**

**CREDIT HOURS: 3**

**PREREQUISITES: None**

### **1. Learning Outcomes**

This course clarifies the role of Training and Development in Human Resource Management. Students will be taught different concepts related to Training and Development and will be given an opportunity to plan and execute a training program – including needs assessment, evaluating trainee learning style, costing, considering delivery alternatives, motivating trainees, and evaluation. This is a research intensive course and a lot of research articles will be provided to students with an intention to improve students' creativity and professional development in the field of Training and Development. A wide variety of issues and activities are also incorporated to make this course extremely diverse and thought provoking. By the end of this course, students will be able to

- Differentiate between training and development, and recognize the roles these activities play in Human Resource Management.
- Recognize the importance of needs assessment for the training process.
- Devise a pre- test and summative evaluation procedure for an actual training session.
- Produce a training plan with clear goals and specific learning outcomes.
- Independently conduct need assessment (Individual and Organizational Need Assessments).
- Design training programs with objectives.
- Conducting training programs & evaluation.

### **2. Contents**

#### **Unit-I: Introduction to Employee Training & Development**

- 1.1- Basic Cognition Designing.
- 1.2- Effective Training Forces influencing.
- 1.3- Learning Models.
- 1.4- Overview of Training Practices Global.

#### **Unit-II: Strategic Training**

- 2.1- Evolution of Training.
- 2.2- Strategic importance of T&D and the process.
- 2.3- Business Strategy Formulation.

- 2.4- Organizational Culture influencing Training and Needs.
- 2.5- In House or out sourcing training.

### **Unit-III: Conduction Needs Assessment**

- 3.1- TNA (Training Need Analysis or Assessment)
- 3.2- Models & Methods of TNA ( Observations/ Interviews/ Feedback Forms etc.)
- 3.3- Future of TNA

### **Unit-IV: Learning and Transfer of Training**

- 4.1- Learning & Cognition
- 4.2- Learning Theories
- 4.3- The Learning Process
- 4.4- OBL- Output or Objective Based Learning

### **Unit-V: Program Design**

- 5.1- Selecting Trainers/Venue/ Outsourcing or In house
- 5.2- Program Design Exercises

### **Unit-VI: Training Evaluations**

- 6.1- Reasons & Overview of Evaluation
- 6.2- Outcome or Objective Determination
- 6.3- Determining ROI & Cost benefit analysis
- 6.4- Human Capital & Training Activity-Big data and
- 6.5- Workforce Analytics Usage

### **Unit-VII: Traditional Training Methods**

- 7.1- Traditional Training Methods
- 7.2- Presentation Methods/ Role Plays
- 7.3- Group Building/ Team Building Activities and Methods
- 7.4- Determining a Training Method

### **Unit- VIII: Technology Based Training Methods**

- 8.1- Online Learning Methods
- 8.2- Social Media Learning Tools
- 8.3- LMS Learning Management System
- 8.4- Factors while Choosing Tech based Learning

### **Unit- IX: Employee Development & Career Management**

- 9.1- Development Planning Systems
- 9.2- Approaches to Employee Development

### **Unit-X: Training and Development**

- 10.1- Training and Development: Strategic Implications and Learning Organizations
- 10.2- Training Metrics and Benefit-Cost Analysis
- 10.3- HRIS Applications in Training
- 10.4- Case Study: Training and Development at Meddevco

### **Unit-XI: Social Responsibility and Diversity**

- 11.1- Work Life Balance
- 11.2- Diversity Challenges
- 11.3- Cultural and Internationalization of Work

### **Unit- XII: Future of T&D**

- 12.1- Changing times & new challenges
- 12.2- Just In Time Learning

### **3. Teaching Learning Strategies**

Course will be conducted as a blend of lectures and seminar. All students will be required to attend their classes regularly.

### **4. Assignments- Types and Number with calendar**

Following assignments will be given to the students

- i- Weekly Assignment

Students will be given a reading material before the next class. Each student will be required to read the material, make participation and answer the asked questions in the next class. Every student will be given involved in this activity. The course instructor will closely monitor the exercise and evaluate the students.

- ii- Final Group Project

Students will be divided into different groups. Each group will be given extensive reading material comprising of articles, case studies or additional books in the area of training and development. All the groups will be required to read, prepare and present their reading material and submit a detailed report providing the critical review of the assigned material. The presentation and report submission of the final projects will take place in the last two weeks.

### **5. Assessment and Examinations**

S. No.	Elements	Weightage	Details
10.	Midterm Assessment	35%	Mid Term exam comprising of Subjective, Short questions, MCQs or the combination of all these will take place after 8 weeks of semester.

11.	Formative Assessment	25%	Students will be assessed on the basis of their class room discussions, assignments, final project and its presentation.
12.	Final Assessment	40%	A Final exam comprising of subjective questions, case study, MCQs or the combination of all these types of questions shall take place at the end of semester.

## 6. Textbooks and Suggested Readings\*

### Required Text:

Noe, R. (2020). *Employee training & development* (8th ed.). McGraw Hill.

### Additional Readings:

Armstrong, M. B., & Landers, R. N. (2018). Gamification of employee training and development. *International Journal of Training and Development*, 22(2), 162-169.

Chatzimouratidis, A., Theotokas, I., & Lagoudis, I. N. (2012). Decision support systems for human resource training and development. *The International Journal of Human Resource Management*, 23(4), 662-693.

Cohen, E. (2017). *Employee training and development*. Routledge.

Fletcher, L., Alfes, K., & Robinson, D. (2018). The relationship between perceived training and development and employee retention: the mediating role of work attitudes. *The International Journal of Human Resource Management*, 29(18), 2701-2728.

Imran, M., & Tanveer, A. (2015). Impact of training & development on employees' performance in banks of pakistan. *European journal of training and development studies*, 3(1), 22-44.

Ismael, B. N., Othman, J.B., Gardi, B., Hamza, A. P., Sorguli, S., Aziz, M. H., & Anwar, G. (2021). The role of training and development on organizational effectiveness. *International Journal of Engineering, Business and Management*, 5(3), 15-24.

Khan, A. A., Abbasi, S. O. B. H., Waseem, R. M., Ayaz, M., & Ijaz, M. (2016). Impact of training and development of employees on employee performance through job satisfaction: A study of telecom sector of Pakistan. *Business Management and Strategy*, 7(1), 29-46.

Kum, F. D., Cowden, R., & Karodia, A. M. (2014). The impact of training and development on employee performance: A case study of ESCON Consulting. *Singaporean Journal of Business Economics and Management Studies*, 3(3), 72-105.

Maity, S. (2019). Identifying opportunities for artificial intelligence in the evolution of training and development practices. *Journal of Management Development*, 38(8).

- Obi-Anike, H. O., & Ekwe, M. C. (2014). Impact of training and development on organizational effectiveness: Evidence from selected public sector organizations in Nigeria. *European Journal of Business and Management*, 6(29), 66-75.
- Salas, E., Tannenbaum, S. I., Kraiger, K., & Smith-Jentsch, K. A. (2012). The science of training and development in organizations: What matters in practice. *Psychological science in the public interest*, 13(2), 74-101.
- Sheehan, M. (2014). Investment in training and development in times of uncertainty. *Advances in Developing Human Resources*, 16(1), 13-33.
- Smith, S. M., Stokes, P., & Wilson, J. F. (2014). Exploring the impact of investors in people: A focus on training and development, job satisfaction and awareness of the standard. *Employee Relations*, 36(3).
- Topno, H. (2012). Evaluation of training and development: An analysis of various models. *Journal of Business and Management*, 5(2), 16-22.

Adopted and modified from the course outlines developed by

- i- Gary Ziebel, Wisconsin University, USA.
- ii- Hassan Imam, Riphah University, Pakistan.

*\*The contents and suggested readings may include but are not limited to the above mentioned list. The instructors may add/change suggested contents and relevant books and research articles to the course outline to effectively achieve the learning objectives of the course while keeping the students abreast of the latest research and trends in the field.*

**COURSE TITLE: Research Methods & Design**

**COURSE CODE: RES 501**

**SEMESTER: 1<sup>st</sup>**

**PROGRAM: MS-HRM**

**CREDIT HOURS: 3**

**PREREQUISITES: None**

### **Learning Outcomes**

Successful participants at the conclusion of this course should be able to:

- Demonstrate knowledge and understanding of the principal methods of data collection used by social scientists;
- Plan and use one or more of these methods in developing an empirical research project;
- Critically reflect on the appropriateness and effectiveness of different methods in different circumstances;
- Discuss the essential challenges associated with different methods of data collection with peers and others, both orally and in writing; and
- Display appropriate levels of responsibility in working alone and in collaboration with others, notably in the application of ethical and other professional guidelines

### **Contents**

Unit-I: The nature and process of social research

Unit-II: Research designs

Unit-III: Planning and preparing for research

Unit-IV: Reviewing the literature

Unit-V: Ethics in social research

Unit-VI: The nature of quantitative research

Unit-VII: Sampling in quantitative research

Unit-VIII: Quantitative Research Methods

8.1 Self-administered questionnaires

8.2 Structured interviewing

8.3 Structured observation

Unit-IX: The nature of qualitative research

Unit-X: Sampling in qualitative research

Unit-XI: Qualitative Research Methods

11.1 Ethnography and participant observation

11.2 Interviewing in qualitative research

11.3 Focus groups

11.4 Documents as sources of data

Unit-XII: Mixed methods research

### **Assignments- Types and Number with calendar**

The instructor may assign assignments, class tasks, research projects or presentations throughout the course to supplement the lectures and class discussions. The assignments will be graded and will contribute toward the formative assessment of the course. The instructor may decide upon the nature and calendar of the assignments to be completed during the course. The detailed course plan will be shared with the students in the first week of the semester.

### **Textbooks and Suggested Readings\***

Clark, T., Foster, L., Sloan, L., Bryman, A., & Vacchelli, E. (2021). *Bryman's social research methods*. Oxford: Oxford University Press.

Creswell, J. W., & Creswell, J. D. (2020). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, CA: Sage.

Bordens, K. S., & Abbott, B. B. (2022). *Research design and methods: A process approach*. McGraw Hill LLC.

Burkholder, G. J. (2020). *Research design and methods: An applied guide for the scholar-practitioner*. SAGE.

Maxwell, J. (2020). *Qualitative research design: An interactive approach*. Sage Publications.

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches*. SAGE Publications.

Harris, D. J. (2020). *Literature Review and Research Design: A guide to effective research practice*. Routledge.

American Psychological Association. (2020). *Publication manual of the American Psychological Association (7th ed.)*. Washington, DC: American Psychological Association.

*\*The contents and suggested readings may include but are not limited to the above mentioned list. The instructors may add/change suggested contents and relevant books and research articles to the course outline to effectively achieve the learning objectives of the course while keeping the students abreast of the latest research and trends in the field.*



**COURSE TITLE: Contemporary Issues and Debates in Human Resource Management Research**

**COURSE CODE: HRM 505**

**SEMESTER: 2<sup>nd</sup>**

**PROGRAM: MS-HRM**

**CREDIT HOURS: 3**

**PREREQUISITES: Strategic Human Resource Management: Theory and Practice**

### **1. Learning Outcomes**

By the end of the course, the students will be able to demonstrate knowledge and understanding of:

- the global workforce and related challenges facing HR practitioners.
- principles and main challenges of diversity management, and implications for policy makers and HR specialists.
- changing notions of career and career development, with an emphasis on boundaryless careers and career self-management.
- differences between a range of theoretical perspectives suitable to analyze and review “theories in use”, taken for granted assumptions and approaches to HRM in contemporary organizations.
- corporate social responsibility (CSR) and HRM implications, including ethical and responsible leadership.

### **2. Contents**

**Unit-I: Theoretical approaches for critical thinking – what are organizations?**

**Unit-II: HRM in the Contemporary workplace**

2.1 The contemporary workplace

2.2 Managing talent

**Unit-III: Contemporary Career Perspectives**

**Unit-IV: Flexibility and the Flexible firm**

**Unit-V: The future of work & HRM: The Gig economy**

**Unit-VI: Diversity at the Workplace**

**Unit-VII: Crisis Management: The Role of HRM**

**Unit-VIII: Workplace ethics & Sustainable HRM**

**Unit-IX: Work-life balance (WLB) & the Future of Work**

**Unit-X: Organizational development and change**

**Unit-XI: Contemporary human resource management information systems**

**Unit-XII: Leadership development and strategic HR**

### **3. Teaching Learning Strategies**

Teaching strategies include: lectures, case studies, directed reading, small and large group discussions.

### **4. Assignments- Types and Number with calendar**

Every week, some journal articles will be given to students. The students will critically evaluate them and write a brief review.

### **5. Assessment and Examinations**

S. No.	Elements	Weightage	Details
13.	Midterm Assessment	35%	Individual essay (3000 words)
14.	Formative Assessment	25%	Class participation and presentations
15.	Final Assessment	40%	Research project

### **6. Textbooks and Suggested Readings\***

Sims, R. R. (2007). Human resource management: Contemporary issues, challenges and opportunities: IAP.

Taylor, S. (2011). Contemporary issues in human resource management: Kogan Page Publishers.

Human resource management journal

International journal of human resource management.

*\*The contents and suggested readings may include but are not limited to the above mentioned list. The instructors may add/change suggested contents and relevant books and research articles to the course outline to effectively achieve the learning objectives of the course while keeping the students abreast of the latest research and trends in the field.*

**COURSE TITLE: Employment Laws**

**COURSE CODE: HRM 506**

**SEMESTER: 2<sup>nd</sup>**

**PROGRAM: MS-HRM**

**CREDIT HOURS: 3**

**PREREQUISITES: Strategic Human Resource Management: Theory and Practice**

## **1. Learning Outcomes**

By the end of the module, the students should have:

- The knowledge and understanding of the key theories and concepts necessary to understand contemporary employee relations and the employment laws.
- The ability to analyze, compare, and contrast employment relations trends and evidence.
- The understanding of the main facts about employment relations trends and employer and government policies that aim to address problematic issues.

## **2. Contents**

### **Unit-I: Introduction-The nature of employee relations**

- 1.1 Regulating work and employee relations
- 1.2 Employee relations as a field of study
- 1.3 Employee relations: actors, processes, outcomes and context

### **Unit-II: Employee relations stakeholders**

- 2.3 Trade unions and trade union associations
- 2.4 Employer and employer associations
- 2.5 Government
- 2.6 Regional and international labor institutions
- 2.7 Labor courts

### **Unit-III: Process of employee relations**

- 3.1 Personal contracts
- 3.2 Collective bargaining
- 3.3 Collective agreements
- 3.4 Joint consultation
- 3.5 Unilateral action and industrial sanctions

#### **Unit-IV: The changing contexts of employee relations**

- 4.1 The economic context
- 4.2 The social context
- 4.3 The political context

#### **Unit-V: Globalization, multinational corporations, and employee relations**

- 5.1 Globalization and internationalization of business
- 5.2 International Trade union organization
- 5.3 International regulation and control of MNCs activities

#### **Unit-VI: The legislative context of employee relations in Western countries**

#### **Unit-VII: The legislative context of employee relations in non-Western countries**

#### **Unit-VIII: Employment laws in Pakistan**

- 8.1 Civil rights laws

#### **Unit-IX: Employment laws in Pakistan**

- 9.1 Labor relations laws

#### **Unit-X: Employment laws in Pakistan**

- 10.1 Workplace safety laws

#### **Unit-XI: Employment laws in Pakistan**

- 11.1 Compensation and child labor laws

#### **Unit-XII: Employment laws in Pakistan**

- 12.1 Gender employment laws

#### **Unit-XIII: Employment laws in Pakistan**

- 13.1 Disability employment laws
- 13.2 Religion and ethnicity employment laws
- 13.3 Transgender employment laws
- 13.4 Immigrant employment laws

#### **Unit-XIV: Dynamics of employee relations and employment laws**

### **3. Teaching Learning Strategies**

Teaching strategies include: lectures, case studies, directed reading, small and large group discussions.

#### 4. Assignments- Types and Number with calendar

Every week, some journal articles will be given to students. The students will critically evaluate them and write a brief review.

#### 5. Assessment and Examinations

S. No.	Elements	Weightage	Details
16.	Midterm Assessment	35%	Individual essay (3000 words)
17.	Formative Assessment	25%	Class participation and presentations
18.	Final Assessment	40%	Research project

#### 6. Textbooks and Suggested Readings\*

Farnham, D. (2000). *Employee relations in context*: CIPD Publishing.

Gennard, J., & Judge, G. (2005). *Employee relations*: CIPD Publishing.

Leat, M. (2012). *Exploring employee relations*: Routledge.

Williams, S. (2020). *Introducing employment relations: A critical approach*: Oxford University Press.

Academy of management journal

British journal of management

Human resource management journal

International journal of human resource management

*\*The contents and suggested readings may include but are not limited to the above mentioned list. The instructors may add/change suggested contents and relevant books and research articles to the course outline to effectively achieve the learning objectives of the course while keeping the students abreast of the latest research and trends in the field.*

**COURSE TITLE: Compensation and Rewards Management**

**COURSE CODE: HRM 507**

**SEMESTER: 2<sup>nd</sup>**

**PROGRAM: MS-HRM**

**CREDIT HOURS: 3**

**PREREQUISITES: Strategic Human Resource Management: Theory and Practice**

### **1. Learning Outcomes**

Compensation & Rewards Management provides an understanding of the process, issues and techniques involved in developing and administering a compensation system. This course prepares the students for all aspects of the human resource management that deal with rewards - sometimes termed as "pay and benefits" or "benefits and compensation". These rewards and benefits are a vital aspect of any HRM professionals and consume a large part of HRM activity. The course aims are to provide an understanding in the field of reward management and blends both theoretical understanding with practical application. By the end of course, students will be able to:

- Secure knowledge of the conceptual apparatus and theoretical debates informing reward management.
- Understand key determinants of changes in remuneration practices over the past two decades.
- Understand the rationale embraced in the terms "Reward Management" and "The New Pay - a strategic approach".
- Develop a reward strategy, taking into account key business, organizational and HR issues.
- Understand the impact of the options for various reward programs.
- Identify different job evaluation methodologies and decide when to apply them.
- Evaluate different pay structures and pay progression methods and when it is appropriate to apply particular methods.
- Be clear about employee motivation, engagement and the links with rewards.
- Assess the relationship between pay and the wider performance management system.
- Evaluate incentive schemes and the different approaches to individual and group incentive schemes.

### **2. Contents**

#### **Unit-I: A Road map to Effective Compensation**

- 1.1- Purpose of a compensation system.

- 1.2- Effectiveness of a compensation system.
- 1.3- Difference between extrinsic and intrinsic rewards.
- 1.4- Difference between a reward system and a compensation system.
- 1.5- Reward strategy.
- 1.6- Two key aspects of a compensation strategy.
- 1.7- Why a compensation system must be viewed in the context of the total reward system?
- 1.8- Evaluation a compensation system.

## **Unit-II: A Strategic Framework for Compensation**

- 2.1- Success and failure of a compensation system.
- 2.2- Strategic framework for compensation to design effective reward and compensation systems.
- 2.3- Three main sets of elements of strategic compensation framework
- 2.4- Main managerial strategies for effective reward and compensation system.
- 2.5- Most appropriate managerial strategy for different compensation systems.

## **Unit-III: A Behavioral Framework for Compensation**

- 3.1- Types of reward problems that can afflict organizations.
- 3.2- Key employee behaviors.
- 3.3- Key job attitudes and their role in determining employee behavior.
- 3.4- Causes and consequences of reward dissatisfaction.
- 3.5- How to generate membership behavior?
- 3.6- How to generate organizational citizenship behavior?
- 3.7- Role of managerial strategy in determining the type of employee attitudes and behavior.
- 3.8- Integrated model for human behavior.

## **Unit-IV: Components of a Compensation Strategy**

- 4.1- Base pay, performance pay and indirect pay.
- 4.2- Methods for establishing base pay.
- 4.3- Market pricing, job evaluation and pay for knowledge.
- 4.4- Categories of performance pay.
- 4.5- Types of individual performance pay.
- 4.6- Types of group performance pay.
- 4.7- Types of organizational performance pay.

## **Unit-V: Performance Pay Choices**

- 5.1- Types of individual performance pay systems
- 5.2- Types of group compensation pay systems
- 5.3- Types of organizational compensation pay systems

## **Unit-VI: Formulating the Reward and Compensation Strategy**



- 6.1- Formulating compensation strategy.
- 6.2- Constraints of a compensation strategy.
- 6.3- Compensation strategy formulation process.
- 6.4- Considerations in deciding whether to adopt a lead, lag, or match compensation level policy.
- 6.5- Evaluation of a compensation strategy.
- 6.6-** Special issues involved in compensating contingent workers, new employees, executives, and international employees.

**Unit-VII: Job Evaluation Process**

- 7.1- Purpose of job evaluation.
- 7.2- Process for job analysis.
- 7.3- Methods of job evaluation.
- 7.4- Process for conforming to pay equity legislation

**Unit- VIII: The Point Method of Job Evaluation**

- 8.1- Designing a point system of job evaluation.
- 8.2- Pitfalls in designing a point system of job evaluation.
- 8.3- Designing base pay structure, including pay grades and pay ranges.
- 8.4- Issues involved in applying a new pay structure.

**Unit- IX: Evaluating the Market**

- 9.1- Considerations in understanding labor markets.
- 9.2- Sources of compensation data.
- 9.3- Compensation surveys.
- 9.4- Analyze, interpret, and apply compensation survey data.

**Unit-X: Evaluating Individuals**

- 10.1- Reasons for conducting performance appraisals
- 10.2- Failure of performance appraisal systems.
- 10.3- Methods for appraising performance.
- 10.4- Performance management
- 10.5- Linking pay to performance appraisals.
- 10.6- Merit system.
- 10.7- Skill-based and competency-based pay-for-knowledge systems.
- 10.8- Issues in developing a skill-based pay system.
- 10.9- Issues in developing a competency-based pay system.

**Unit-XI: Designing Performance Pay Plans**

- 11.1- Types of targeted incentives.
- 11.2- Pros and cons of using promotions as an incentive.
- 11.3- Gain-sharing plans.
- 11.4- Goal-sharing plans.
- 11.5- Profit-sharing plans.
- 11.6- Employee stock plans.

11.7- Non-monetary rewards.

**Unit- XII: Designing Indirect Pay Plans**

- 12.1- Categories of employee benefits.
- 12.2- Fixed vs. flexible benefits.
- 12.3- Process of designing a benefits system.

**Unit-XIII: Activate and Maintain an Effective Compensation System**

- 13.1- Implementation of a compensation system.
- 13.2- Implementation plan for a new compensation system.
- 13.3- Communicating the compensation system.
- 13.4- Effectiveness of a compensation system.
- 13.5- Changes to the compensation system.
- 13.6- Adapting the compensation system

**3. Teaching Learning Strategies**

Both the seminar and lecture mode will be adopted to teach this course. All students will be required to attend their classes regularly.

**4. Assignments- Types and Number with calendar**

Following assignments will be given to the students

- iii- Weekly Assignment

Students will be given a reading material before the next class. Each student will be required to read the material and participate during the session. Students will also be required to answer the questions before the next class. Every student will be given involved in this activity. The course instructor will closely monitor the exercise and evaluate the students.

- iv- Final Group Project

A group project will be given to the students in which students will be divided into different groups and each group will be given an extensive reading material comprising of articles, case studies or additional books in the area of compensation and reward management. All the groups will be required to read, prepare and present their reading material and submit a detailed report providing the critical review of the assigned material. The presentation and report submission of the final projects will take place in the last two weeks.

**5. Assessment and Examinations**

S. No.	Elements	Weightage	Details
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19.	Midterm Assessment	35%	Mid Term exam comprising of Subjective, Short questions, MCQs or the combination of all these will take place after 8 weeks of semester.
20.	Formative Assessment	25%	Students will be assessed on the basis of their class room discussions, assignments, final project and its presentation.
21.	Final Assessment	40%	A Final exam comprising of subjective questions, case study, MCQs or the combination of all these types of questions shall take place at the end of semester.

## 6. Textbooks and Suggested Readings\*

### Required Text:

Excerpts from the following texts will be given to the students.

Perkins,S.J., White,G., & Jones,S. (2016). *Reward management: alternatives, consequences and contexts* (3rd ed.). Kogan Page.

Long, R. (2013). *Strategic compensation in canada* (5<sup>th</sup> ed.). Thompson Learning.

Rose, M. (2014). *Reward management*. Kogan Page.

### Additional Readings:

Aubert, N., Garnotel, G., Lapied, A., & Rousseau, P. (2014). Employee ownership: A theoretical and empirical investigation of management entrenchment vs. reward management. *Economic Modelling*, 40, 423-434.

Brown, D. (2014). The future of reward management: From total reward strategies to smart rewards. *Compensation & Benefits Review*, 46(3), 147-151.

Bryant, P. C., & Allen, D. G. (2013). Compensation, benefits and employee turnover: HR strategies for retaining top talent. *Compensation & Benefits Review*, 45(3), 171-175.

Custers, M. (2012). Rethinking existing HR technologies for new gains in employee engagement and benefits. *Compensation & Benefits Review*, 44(6), 332-335.

Giancola, F. L. (2014). Should HR professionals devote more time to intrinsic rewards?. *Compensation & Benefits Review*, 46(1), 25-31.

Malik, A. (2018). Strategic Compensation and Benefits Management. In *Strategic Human Resource Management and Employment Relations* (pp. 133-139). Springer, Singapore.

- Patnaik, P., & Suar, D. (2019). Analyses of publications on compensation management from 2004 to 2017. *Compensation & Benefits Review*, 51(2), 55-76.
- Tangthong, S., Trimetsoontorn, J., & Rojniruntikul, N. (2014). HRM Practices and Employee Retention in Thailand. *International Journal of Trade, Economics and Finance*, 5(2), 162-166.
- Uddin, M. R., Iqbal, M. J., & Hoque, N. (2014). Compensation management from Islamic perspective. *European Journal of Business and Management*, 6(17), 37-43.
- Van Dyke, M., & Ryan, M. (2012). Changing the compensation conversation and the growing utility of noncash rewards and recognition. *Compensation & Benefits Review*, 44(5), 276-279.
- Xavier, B. (2014). Shaping the future research agenda for compensation and benefits management: Some thoughts based on a stakeholder inquiry. *Human Resource Management Review*, 24(1), 31-40.
- Zeb, A., Sultan, F., Hussain, K., Javaid, M., Abbas, Z., & Imran, M. (2018). The influence of compensation and benefits and employees' involvement on employees' outcomes-evidence from PTCL. *International Journal of Research and Review*, 5(11), 98-103.

Adopted and modified from the course outlines developed by

- iii- Carol Tristani, McMaster University, Canada.
- iv- Prof. Brian Main, The University Of Edinburgh, UK.

*\*The contents and suggested readings may include but are not limited to the above mentioned list. The instructors may add/change suggested contents and relevant books and research articles to the course outline to effectively achieve the learning objectives of the course while keeping the students abreast of the latest research and trends in the field.*

**COURSE TITLE: Human Resource Information System**

**COURSE CODE: HRM 508**

**SEMESTER: 2<sup>nd</sup>**

**PROGRAM: MS-HRM**

**CREDIT HOURS: 3**

**PREREQUISITES: Strategic Human Resource Management: Theory and Practice**

### **1. Learning Outcomes**

In the present day modern world, technology is the new vehicle to bring information to managers and employees working in public and private sector organizations. Access to information has become very easy and managers can easily make their decisions based upon the information they receive. Businesses are also trying to manage their information efficiently. Human Resource Information System (HRIS) collects and distributes human resource related information to support the making of HR and organizational decisions. HRIS can be used within organizations to increase productivity, support HR planning, and support organization level strategy. In this course, different concepts related to HRIS will be taught and linked to other HR activities such as performance management, compensation and benefits, employee communications and support, recruiting, equal employment opportunity and affirmative action, labor relations, training and talent management, human resource planning and enterprise computing. By the end of this course, students will be able to.

- Learn basic concepts, technology, application, and management of HRIS.
- Understand the organizational benefits of HRIS.
- Describe the applications of HRIS in the HR functional areas or practices.
- Identify and describe the perspectives in managing automated Human Resource data/information.
- Explain the characteristic features of HRIS.
- Use HR technology for delivery of HR related services.
- Design leading edge Internet and Intranet HR applications to create strategic value.
- Facilitate use of HR technology systems.
- Understand trends in technology and their resultant applications to HR.
- Work with senior IS and IT management to understand the organization's overall IS/IT strategy and issues.

### **2. Contents**

#### **Unit-I: The Evolution of HRM and HRIS**

- 1.5- HR Activities
- 1.6- Technology and Human Resources

- 1.7- Evolution of HRM and HRIS
- 1.8- HRIS Within the Broader Organization and Environment
- 1.9- Case Study: Position Description and Specification for an HRIS Administrator

## **Unit-II: Systems Considerations in the Design of an HRIS**

- 2.1- HRIS Customers/Users: Data Importance
- 2.2- HRIS Architecture
- 2.3- Best of Breed
- 2.4- Planning for System Implementation
- 2.5- Case Study: HRIS in Action Revisited

## **Unit-III: The Systems Development Life Cycle and HRIS Needs Analysis**

- 3.9- The Systems Development Life Cycle
- 3.10- Analysis
- 3.11- Needs Analysis
- 3.12- Case Study: Planning the Needs of Other Organizations

## **Unit-IV: System Design and Acquisition**

- 4.8- Design Considerations During the Systems Development Life Cycle
- 4.9- Working With Vendors
- 4.10- Assessing System Feasibility
- 4.11- Case Study: Larson Property Management Company

## **Unit-V: Change Management and System Implementation**

- 5.4- Introduction to the Management of Change
- 5.5- Models of the Change Process
- 5.6- Selected Change Models
- 5.7- Why Do System Failures Occur?
- 5.8- HRIS Implementation
- 5.9- Critical Success Factors in HRIS Implementation
- 5.10- Case Study: The Grant Corporation

## **Unit-VI: Cost-Justifying HRIS Investments**

- 6.7- HRIS Benefit-Cost Analysis
- 6.8- Implementation Costs
- 6.9- Estimating the Value of Indirect Benefits
- 6.10- Estimating Indirect Benefit Magnitude
- 6.11- Mapping Indirect Benefits to Revenues and Costs
- 6.12- Methods for Estimating the Value of Indirect Benefits
- 6.13- Estimating the Timing of Benefits and Costs
- 6.14- Avoiding Common Problems
- 6.15- Packaging the Analysis for Decision Makers
- 6.16- Case Study: Justifying an HRIS Investment at Investment Associates

## **Unit-VII: HR Administration and HRIS**

- 7.5- The HRIS Environment and Other Aspects of HR Administration

- 7.6- HRM Administration and Organizing Approaches
- 7.7- Legal Compliance and HR Administration
- 7.8- HR Administration and Equal Employment Opportunity
- 7.9- HR Strategic Goal Achievement and the Balanced Scorecard
- 7.10- Case Study: The Calleeta Corporation

#### **Unit- VIII: Talent Management and HR Planning**

- 8.5- Talent Management
- 8.6- Technology and Talent Management
- 8.7- Human Resource Planning
- 8.8- Case Study: HRIS in Action Case Continued

#### **Unit- IX: Recruitment and Selection in an Internet Context**

- 9.5- Recruitment and Technology
- 9.6- Online Recruitment Guidelines
- 9.7- Selection and Technology
- 9.8- Case Study: Recruitment and Selection in a Global Organization

#### **Unit-X: Training and Development**

- 10.10- Training and Development: Strategic Implications and Learning Organizations
- 10.11- Training Metrics and Benefit-Cost Analysis
- 10.12- HRIS Applications in Training
- 10.13- Case Study: Training and Development at Meddevco

#### **Unit-XI: Rewarding Employees and HRIS**

- 11.1- Performance Management
- 11.2- Compensation
- 11.3- Benefits
- 11.4- Payroll
- 11.5- Case Study: Grandview Global Financial Services, Inc.

#### **Unit- XII: Strategic Considerations in HRIS**

- 12.4- HRM and Technology
- 12.5- eHRM: From Strategy to Results
- 12.6- eHRM and the HRM Function
- 12.7- The Future of eHRM

#### **Unit XIII: HRIS and International HRM**

- 13.1- HR Programs in Global Organizations
- 13.2- HRIS Applications in IHRM
- 13.3- Case Study: Global Issues in a Multinational Company

#### **Unit- XIV: HR Metrics and Workforce Analytics**

- 14.1- A Brief History of HR Metrics and Analytics
- 14.2- Limitations of Historical Metrics

- 14.3- Contemporary HR Metrics and Workforce Analytics
- 14.4- HR Metrics, Workforce Analytics, and Organizational Effectiveness
- 14.5- So Where Are the Best Workforce Analytics Opportunities Likely to Be Found?
- 14.6- An Example Analysis: The Case of Staffing
- 14.7- Building a Workforce Analytics Function
- 14.8- Useful Things to Remember About HR Metrics and Analytics
- 14.9- Case Study: Regional Hospital

#### **Unit- XV: HRIS Privacy and Security**

- 15.1- Employee Privacy in a Global Environment
- 15.2- Components of Information Security
- 15.3- Information Policy and Management
- 15.4- Case Study: Practical Applications of an Information Privacy Plan

#### **Unit- XVI: The Role of Social Media in HR**

- 16.1- Global Social Media Platform Use
- 16.2- Social Media and HR Practices
- 16.3- Concerns over Social Media
- 16.4- Guidelines for Corporate Social Media Policies
- 16.5- Research-Based Tips for the Use of Social Media in HR

#### **Unit-XVII: The Future of HRIS**

- 17.1- Future Trends in HRM
- 17.2- Future Trends in HRIS

### **3. Teaching Learning Strategies**

The course is delivered through the combination of lectures and in-classroom seminars. Students will be encourage to express their ideas, share their opinions and make discussions on the shared reading material and ask questions.

### **4. Assignments- Types and Number with calendar**

Following assignments will be given to the students.

#### **i- Weekly Discussion Questions**

Discussion questions will be given to the students every week. This assignment will offer students with an opportunity to reflect on the readings and get their thoughts organized for class discussion later.

#### **ii- Book Review**

Students will be required to write a review on a book that deals with a topic in HRIS and its impact on organizational performance. The book review should not only be a summary of the content, but a critical analysis of the book. A list of books will be given to the students from



where they can choose the one that interests them the most. Each student will choose a different book.

### iii- Group Research Project

Students will be required to work in the form of groups on their final projects. This project will enable the students to become an expert on a concept/theory/topic in the field of HRIS.

The group project will include two components:

1) A research paper (15-20 pages, double spaced, Time New Roman, 12) on any topic (related to course materials) in the field of HRIS. Once students choose their topic, they will be required to search for 10-15 academic articles on their chosen topic.

2) A group presentation on research paper will also be given by the students. The presentation should last 10 to 15 minutes (depending on how many students will be enrolled in our class). There will be a 2-3 minutes Q&A session after each presentation. The presentation will be graded on both the quality of the paper and of the presentation itself.

## 5. Assessment and Examinations

S. No.	Elements	Weightage	Details
22.	Midterm Assessment	35%	Mid Term exam comprising of Subjective, Short questions, MCQs or the combination of all these will take place after 8 weeks of semester.
23.	Formative Assessment	25%	Students will be assessed on the basis of their class room discussions, assignments, final project and its presentation.
24.	Final Assessment	40%	A Final exam comprising of subjective questions, case study, MCQs or the combination of all these types of questions shall take place at the end of semester.

## 6. Textbooks and Suggested Readings\*

### Required Text:

Johnson, R.D., Carlson, K.D. & Kavanagh, M.J. (2020). *Human resource information systems :basics, applications, and future directions* (5<sup>th</sup> ed.). Sage Publishing.

### **Additional Readings:**

- Boudreau, J., & Rice, S (2015). Bright, shiny objects and the future of HR. *Harvard Business Review*, 93(7/8), 72-78.
- Boudreau, J. W. (2015). HR at the Tipping Point: The Paradoxical Future of Our Profession. *People & Strategy*, 38(4), 46-54.
- Brown, L., Murphy, E., & Wade, V. (2006). Corporate e-learning: Human resource development implications for large and small organizations. *Human Resource Development International*, 9(3), 415-427.
- Ceriello, V. & Freeman, C. (1991). *Human Resource Management Systems*. New York: VRC Consulting Group.
- Haag, S., Cummings, M. & Dawkins, J.P. (2007). *Management Information Systems for the Information Age*. The McGraw – Hill Companies.
- Haines, V.Y. & Lafleur, G. (2008). Information technology usage and human resource roles and effectiveness. *Human Resource Management*, 47(3), 525-540
- Hendrickson, A. R. (2003). Backbone technology of contemporary human resources. *Journal of Labor Research*, 24(3), 381-393.
- Higgins, J. (2013). Getting to "Yes:" Building a Winning Business Case. *Workforce Solutions Review*, 4(4), 28-31.
- Jackson, R.A. (2012) Facing IT risk head-on. *Internal Auditor*, 69(4), 36-42.
- Lengnick-Hall, C. A. & Lengnick-Hall, M. L. (2006). HR, ERP, and knowledge for competitive advantage. *Human Resource Management*, 45(2), 179-194.
- McCullough, R. & Sims, R. R. (2007). A look at contemporary human resource management information systems. In R. R. Sims (Ed.), *Human resource management: Contemporary issues, challenges, and opportunities* (pp. 537-571). Charlotte, NC: Information Age Publishing.
- Meade, J. G. (2003). *The human resources software handbook: Evaluating technology solution for your organization*. San Francisco: Jossey-Bass/Pfeiffer.
- Roberts, B. (2007). HRMS for the rest of us. *HR Magazine*, 52(7), 91-94.
- Sykes, T. A., Venkatesh, V., and Johnson, J. L. (2014). Enterprise system implementation and employee job performance: Understanding the role of advice networks. *MIS Quarterly*, 38(1), 5172.

Adopted and modified from the course outlines developed by

- v- Rachel M. Cervin Kubel, Moravian College, Pennsylvania
- vi- Dr. Boon-Anan Phinaitrup, Graduate School of Public Administration, National Institute of Development Administration, Thailand.
- vii- Paul Jr. Garcia, Benguet State University, Phillipines

*\*The contents and suggested readings may include but are not limited to the above mentioned list. The instructors may add/change suggested contents and relevant books and research articles to the course outline to effectively achieve the learning objectives of the course while keeping the students abreast of the latest research and trends in the field.*

**COURSE TITLE: Quantitative & Qualitative Data Analysis**

**COURSE CODE: RES 502**

**SEMESTER: 2<sup>nd</sup>**

**PROGRAM: MS-HRM**

**CREDIT HOURS: 3**

**PREREQUISITES: Research Methods and Design**

### **Learning Outcomes**

This course is a follow up course to Research Methods & Design. In this course the students are expected to learn how to deal with data that comprises of multiple variables that they have gathered in the course of data collection in light of understanding a phenomenon. Different techniques of multivariate analysis will be learnt on the basis of their dependence or interdependent relationship. The course comprises of both Quantitative and Qualitative data analysis techniques.

On completion of this course, students should be able to:

- Understand various quantitative and qualitative techniques for analyzing data.
- Develop appreciation for the diversity of methodological approaches.
- Demonstrate knowledge and recognition of the uniqueness and distinctiveness of quantitative & qualitative data analysis.
- Conduct their research projects and theses with greater independence and confidence.
- Understand how to perform the analysis using appropriate software.
- Be able to interpret the results in a research context.
- Summarize, interpret and explain a multivariate data set using key statistics and graphical displays.
- Understand that qualitative research often involves an iterative process.
- Induce from qualitative data explanations of a social science phenomenon and articulate them clearly.

### **Contents**

**Unit-I:** Introduction to Data Analysis: Planning, link to research question and instrument development.

**Unit-II:** Quantitative Data Analysis: Introduction

**Unit-III:** Introduction to SPSS: Data collection and entry into SPSS, Examining and screening your Data

**Unit-IV:** Univariate and Bivariate techniques

**Unit-V:** Validity and Reliability Analysis: Factor Analysis: EFA and CFA

**Unit-VI:** Difference of Means: t-test and ANOVA

**Unit-VII:** Regression Analysis: Moderation and Mediation Analysis

**Unit-VIII:** SEM using AMOS

**Unit-IX:** Qualitative Analysis: Introduction

**Unit-X:** Qualitative Data Analysis using NVivo

- Unit-XI:** Coding and Memos  
**Unit-XII:** Ethical issues in analysis  
**Unit-XIII:** Thematic Analysis

### **Assignments- Types and Number with calendar**

The instructor may assign assignments, class tasks, research projects or presentations throughout the course to supplement the lectures and class discussions. The assignments will be graded and will contribute toward the formative assessment of the course. The instructor may decide upon the nature and calendar of the assignments to be completed during the course. The detailed course plan will be shared with the students in the first week of the semester.

### **Textbooks and Suggested Readings\***

- Hair, J.F., Black, W. C., Babin, B. J., Anderson, R. E. & Tatham, R. L.(2006). *Multivariate Data Analysis*. 6th Edition. Pearson Prentice Hall.
- Fields, A. (2013). *Discovering Statistics Using IBM SPSS Statistics*. 4th Edition. Sage Publishers.
- Bernard & Ryan (2010). *Analyzing Qualitative Data: Systematic Approaches*. Sage Publishers.
- Creswell, J. W. & Cheryl, N. P. (2018). *Qualitative inquiry & research design: choosing among five approaches* (4<sup>th</sup> ed.). Thousand Oaks, CA: Sage Publications, Inc.
- Flick, U. (2014). *The SAGE handbook of qualitative data analysis*. Los Angeles, Sage Publications, Inc.
- Miles, M. B., Huberman, M. & Saldaña, J. (2020). *Qualitative data analysis: a methods sourcebook*. London: Sage Publications, Inc.
- Saldaña, J. (2016). *The coding manual for qualitative researchers*. London: Sage Publications, Inc.

*\*The contents and suggested readings may include but are not limited to the above mentioned list. The instructors may add/change suggested contents and relevant books and research articles to the course outline to effectively achieve the learning objectives of the course while keeping the students abreast of the latest research and trends in the field.*

**COURSE TITLE: Leadership in Organizations: Theory and Practice**

**COURSE CODE: HRM 603**

**SEMESTER: 2<sup>nd</sup>**

**PROGRAM: MS-HRM**

**CREDIT HOURS: 3**

**PREREQUISITES: Strategic Human Resource Management: Theory and Practice**

### **Learning Outcomes**

The course is designed to “bridge the gap between the frequently oversimplified popular approaches to leadership and the more abstract theoretical methods” given by several writers and practitioners in the subject. In order to effectively lead in an organization as a post graduate student, one must understand the context and dynamics of leadership.

Leadership is the ability to influence others to achieve a goal. As a result, my goal is to help you better grasp how strong leaders inspire others to success, focusing on the various organizational theories, styles, models, and principles. Theoretical and research literature are discussed, analyzed, and critiqued. You will be encouraged to question current leadership thinking and to reflect on your own viewpoint and experience in companies.

On the completion of the course students will be able:

- To understand the intellectual development of the study of leadership in modern organizations, with an emphasis on the theory and practice in public and private organizations.
- Develop personal understanding and self-awareness of your leadership style, and how to develop new skills and techniques to support effective leadership skills; and
- Examine leadership practices in various work environments

### **Contents**

This course will expand your understanding and awareness of how leaders in any business may guide staff to deliver services and goods effectively and efficiently to their constituencies, clients, customers, and the general public. This course will examine the theory and practice of leadership in the public sector, the private non-profit sector, and the private for-profit sector.

**Unit-I:** Introduction to Leadership

**Unit-II:** Trait and Skills Approaches to Leadership

**Unit-III:** Motivation: Science or Art?

**Unit-IV:** Behavioral Approach to Leadership

**Unit-V:** Situational Approach to Leadership and Contingency Theories

**Unit-VI:** Path-Goal Theory of Leadership

Leader-Member Exchange Theory

**Unit-VII:** Transformational Leadership

**Unit-VIII:** Authentic Leadership

**Unit-X:** Servant Leadership

**Unit XI:** Adaptive Leadership

Psychodynamic Approach to Leadership

**Unit XII:** Leadership Ethics

Team leadership

### **Teaching Learning Strategies**

- Interactive lectures;
- Analysis of practical problems and readings;
- Discussion on the lecture materials research (articles and other practical scientific publications)

### **Assignments- Types and Number with calendar**

Cases (3-5 cases): Oral and written answers to the questions of cases, discussions and disputes based on the cases.

Report: Presentation of selected papers in the area of leadership, 10-15 minutes per team of 2 students.

Project defense: Presentations of the final project in teams of 4-5 students.

Project essay: Individual essay based on the part of the final project.

### **Assessment and Examinations**

S. No.	Elements	Weightage	Details
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25.	Midterm Assessment	35%	Mid Term exam comprising of Subjective, Short questions, MCQs or the combination of all these will take place after 8 weeks of semester.
26.	Sessional	25%	Students will be assessed on the basis of their class room discussions, assignments, final project and its presentation.
27.	Final Assessment	40%	A Final exam comprising of subjective questions, case study, MCQs or the combination of all these types of questions shall take place at the end of semester.

### **Textbooks and Suggested Readings\***

Northouse, P. G. (2021). *Leadership: Theory and practice*. Sage publications.

Nohria, N., & Khurana, R. (Eds.). (2010). *Handbook of leadership theory and practice*. Harvard Business Press.

### Suggested Readings

By, R. T. (2021). Leadership: In pursuit of purpose. *Journal of Change Management*, 21(1), 30-44.

Muff, K., Liechti, A., & Dyllick, T. (2020). How to apply responsible leadership theory in practice: A competency tool to collaborate on the sustainable development goals. *Corporate Social Responsibility and Environmental Management*, 27(5), 2254-2274.

Tourish, D. (2020). Introduction to the special issue: Why the coronavirus crisis is also a crisis of leadership.

*\*The contents and suggested readings may include but are not limited to the above mentioned list. The instructors may add/change suggested contents and relevant books and research articles to the course outline to effectively achieve the learning objectives of the course while keeping the students abreast of the latest research and trends in the field.*



**COURSE TITLE: International Human Resource Management**

**COURSE CODE: HRM 604**

**SEMESTER: 2<sup>nd</sup>**

**PROGRAM: MS-HRM**

**CREDIT HOURS: 3**

**PREREQUISITES: Contemporary Issues and Debates in Human Resource Management Research**

## **1. Learning Outcomes**

On successful completion of the course students will be able to:

- Explain the major functions, concepts and policies of HRM in an international context.
- Articulate the reasons for the differences between the HRM activities within international and domestic enterprises.
- Discuss in depth the effective management of expatriates and inpatriates in international operations
- Compare and contrast HRM and employee relations systems across a range of countries.
- Analyze the differences between the management and legal obligations of international enterprises arising from the employment of personnel in different countries.
- Critically appraise the impact of cultural and contextual factors in shaping human resource practices in MNCs.
- From the literature form an opinion and express a logically argued view regarding the adequacy of HR systems in international organizations.

## **2. Contents**

### **Unit-I: Globalization and Human Resource Management**

- 1.1 Evolution of global HRM
- 1.2 Global versus domestic HRM
- 1.3 Mapping global HRM

### **Unit-II: Cultural and institutional context of international human resource management**

- 2.1 Cultural context
- 2.2 Institutional context
- 2.3 Convergence, divergence or equilibrium
- 2.4 The HR function across national contexts

2.5 Psychological contract across national contexts

**Unit-III: Organizational context of international HRM**

3.1 Organizational structure

3.2 Culture and organizational structure

3.3 Informal organization

3.4 Multinational enterprise structure

3.5 Subsidiary structure and global HR

3.6 International HR and control mechanisms in MNEs

3.7 International HR in SMEs

3.8 Role of global HR manager

**Unit-IV: Transfer of HRM across boundaries**

4.1 Why firms transfer practices

4.2 Factors influencing transfer of HR practices

4.3 Local affiliate response to transfer

4.4 Recontextualization

4.5 Diffusion of practices and knowledge transfer

**Unit-V: HRM in international joint ventures, mergers and acquisitions and collaborative alliances**

5.1 Mergers and acquisition success and failure

5.2 Types of mergers and acquisition integration

5.3 Critical HRM issues at different stages of mergers and acquisition

5.4 Cultural differences in integration strategies

5.5 International joint ventures collaborative alliances

5.6 HRM in international joint ventures

5.7 Strategic alliance learning

**Unit-VI: International staffing**

6.1 Approaches to international staffing

6.2 International recruitment and selection

6.3 Selecting expatriates

6.4 Comparative recruitment and selection

6.5 Global staffing systems

**Unit-VII: International human resource development**

7.1 Comparative educational systems

7.2 Global management development

- 7.3 Overseas experience and global management development
- 7.4 Training for international assignments
- 7.5 Trends in global training and development

**Unit-VIII: International Performance management**

- 8.1 Performance management
- 8.2 Performance appraisal process
- 8.3 Performance management in international context

**Unit-IX: International compensation management**

- 9.1 Compensation in international context
- 9.2 Compensation of expatriates and other
- 9.3 International assignees and global taxation

**Unit-X: International mobility and global careers**

- 10.1 Global careers
- 10.2 Global assignment types
- 10.3 Adjustment to the foreign culture
- 10.4 Predictors of adjustment
- 10.5 Women on overseas assignments
- 10.6 Impact of overseas assignments
- 10.7 Repatriation
- 10.8 Designing a global mobility program
- 10.9 Beyond repatriate retention

**Unit-XI: International employee representation**

- 11.1 International industrial relations
- 11.2 Industrial relations policies in MNEs
- 11.3 MNEs and labor relation system
- 11.4 Influence of trade unions on MNEs
- 11.5 MNE interest in employee representation

**Unit-XII: International corporate social responsibility**

- 12.1 Corporate social responsibility
- 12.2 Ethical global HR decisions
- 12.3 Moral philosophies

12.4 Corporate codes of conduct

12.5 CSR and the global supply chain

### **Unit-XIII: Emerging issues in international HRM**

13.1 Changing environment of international HRM

13.2 International HRM challenges

### **Unit-XIV: Internationalization and developing countries, case of Pakistan**

#### **3. Teaching Learning Strategies**

Teaching strategies include: lectures, case studies, directed reading, small and large group discussions.

#### **4. Assignments- Types and Number with calendar**

Every week, some journal articles will be given to students. The students will critically evaluate them and write a brief review.

#### **5. Assessment and Examinations**

S. No.	Elements	Weightage	Details
28.	Midterm Assessment	35%	Individual essay (3000 words)
29.	Formative Assessment	25%	Class participation and presentations
30.	Final Assessment	40%	Research project

#### **6. Textbooks and Suggested Readings\***

Dowling, P. J., Festing, M., & Engle, A. (2017). *International Human Resource Management* (7th ed.): Cengage Learning. Gennard, J., & Judge, G. (2005). *Employee relations*: CIPD Publishing.

Lazarova, M., Thomas, D. C., & Farndale, E. (2021). *Essentials of International Human Resource Management: Managing People Globally*: Edward Elgar Publishing.

Human resource management journal

International journal of human resource management

*\*The contents and suggested readings may include but are not limited to the above mentioned list. The instructors may add/change suggested contents and relevant books and research articles to the course outline to effectively achieve the learning objectives of the course while keeping the students abreast of the latest research and trends in the field.*

**COURSE TITLE: HR Analytics**

**COURSE CODE: HRM 605**

**SEMESTER: 2<sup>nd</sup>**

**PROGRAM: MS-HRM**

**CREDIT HOURS: 3**

**PREREQUISITES: Human Resource Information System**

### **Learning Outcomes**

This course equips students with the analytics knowledge, skills, and competencies necessary to manage human capital concerns in commercial, public, and non-profit organizations. It presents the fundamental concepts of people-oriented analytics and builds skills and abilities in data administration, analysis, and visualization through hands-on exercises. The subject examines how analytics enables managers to solve human resource concerns at both the tactical and strategic levels.

On completion of the course, you should be able to:

- Demonstrate an understanding of and a willingness to discuss the significance of human resource analytics principles.
- Demonstrate proficiency in implementing analytics by comprehending and discussing the importance of methodological principles pertinent to analytics
- Persuasively express appropriate (i.e., theoretically sound and practical) recommendations

### **Contents**

**Unit-I:** What is HR Analytics

**Unit-II:** The role of data in HR analytics

**Unit-III:** Modeling human capital and its outcomes

**Unit-IV:** Obtaining good data: Designing and implementing employee surveys

**Unit-V:** Obtaining good data: Designing and implementing interviews and archival approaches

**Unit-VI:** Data quality assurance and introductory analysis

**Unit-VII:** Advanced data analysis

**Unit-VIII:** Human resource data ethics

**Unit-X:** Using analytics to drive change

### Teaching Learning Strategies

- Interactive lectures;
- Analysis of practical problems and readings;
- Discussion on the lecture materials research (articles and other practical scientific publications)

### Assignments- Types and Number with calendar

Cases (3-5 cases): Oral and written answers to the questions of cases, discussions and disputes based on the cases.

Report: Presentation of selected papers in the area of HR analytics, 10-15 minutes per team of 2 students.

Project defense: Presentations of the final project in teams of 4-5 students.

Project essay: Individual essay based on the part of the final project.

### Assessment and Examinations

S. No.	Elements	Weightage	Details
31.	Midterm Assessment	35%	Mid Term exam comprising of Subjective, Short questions, MCQs or the combination of all these will take place after 8 weeks of semester.
32.	Sessional	25%	Students will be assessed on the basis of their class room discussions, assignments, final project and its presentation.
33.	Final Assessment	40%	A Final exam comprising of subjective questions, case study, MCQs or the combination of all these types of

			questions shall take place at the end of semester.
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### **Textbooks and Suggested Readings\***

Dahlberg, L., & McCaig, C. (Eds.). (2010). *Practical research and evaluation: A start-to-finish guide for practitioners*. Sage.

Fitz-Enz, J. (2010). *The new HR analytics*. American Management Association.

#### Suggested Readings

Marler, J. H., & Boudreau, J. W. (2017). An evidence-based review of HR Analytics. *The International Journal of Human Resource Management*, 28(1), 3-26.

Bassi, L. (2011). Raging debates in HR analytics. *People and Strategy*, 34(2), 14.

Alsuliman, B. R. A., & Elrayah, M. (2021). The Reasons that affect the implementation of HR analytics among HR professionals. *Can. J. Bus. Inf. Stud*, 3(2), 29-37.

Falletta, S. V., & Combs, W. L. (2020). The HR analytics cycle: a seven-step process for building evidence-based and ethical HR analytics capabilities. *Journal of Work-Applied Management*.

Greasley, K., & Thomas, P. (2020). HR analytics: The onto-epistemology and politics of metricised HRM. *Human Resource Management Journal*, 30(4), 494-507.

*\*The contents and suggested readings may include but are not limited to the above mentioned list. The instructors may add/change suggested contents and relevant books and research articles to the course outline to effectively achieve the learning objectives of the course while keeping the students abreast of the latest research and trends in the field.*



**COURSE TITLE: Core Competencies for HR Professionals**

**COURSE CODE: HRM 606**

**SEMESTER: 2<sup>nd</sup>**

**PROGRAM: MS-HRM**

**CREDIT HOURS: 3**

**PREREQUISITES: Strategic Human Resource Management: Theory and Practice**

### **1. Learning Outcomes**

In this elective course, students will gain an overall understanding of the core competencies of human resources and their relationship to creating an effective HR strategy able to adapt and thrive in a constantly changing global world. Emphasis will be placed on behavioral, technical and organizational workforce issues and solutions. Through case studies, applied research, and team projects, students will gain an understanding of the stakeholders and systems needed to execute business strategy and an appreciation for typical challenges and potential solutions for human resource professionals.

Upon successfully completing this course, students will be able to identify core competencies and HR Specializations and potential approaches to HR Management in the own organizations.

### **2. Contents**

Unit-I: Strategic Positioner (Ulrich)

Unit-II: Credible Activist

Unit-III: Paradox Navigator

Unit-IV: Culture and Change Champion

Unit-V: Human Capital Curator

Unit-VI: Analytics Designer and Interpreter

Unit-VII: Total Rewards Steward

Unit-VIII: Technology and Media Integrator

Unit-IX: Compliance Manager

Unit-X: Leadership and Navigation (SHRM)

Unit-XI: Ethical Practice

Unit-XII: Business Acumen

Unit-XIII: Relationship Management

Unit-XIV: Consultation

Unit-XV: Critical Evaluation

Unit-XVI: Global and Cultural Effectiveness

Unit-XVII: Communication

Unit-XVIII: HR Expertise

### 3. Teaching Learning Strategies

The course delivery strategies include the combination of lectures, seminars, discussion on current trends, guest speakers, and video monologues/dialogues of the global experts from the field.

### 4. Assignments- Types and Number with calendar

#### Individual assignments (3):

Students will be assessed individually in these assignments where they will be given a reading and it will be expected of them to write a critical review of that reading so that they can explore the same topic from different perspectives. In addition to a reading, they can be asked to review an influential book in the field.

#### Group Project (1):

It is also important to assess the students' performance in the teams. Ideally, they will be given a research-based project where they will choose a topic by going through recently published articles from good databases and find 10-15 articles surrounding that topic and write a research article. They can also be asked to present their article in front of the class so as to share the important findings of the study.

### 5. Assessment and Examinations

S. No.	Elements	Weightage	Details
34.	Midterm Assessment	35%	After 7-8 weeks, students will have to appear for the midterm exam/assessment.
35.	Formative Assessment	25%	Throughout the semester, students will be evaluated in terms of their attendance in the class, participation in the class,

			assignments, quizzes, group projects and presentations.
36.	Final Assessment	40%	After 15-16 weeks, a final-term exam/assessment will be conducted to conclude the course.

## 6. Textbooks and Suggested Readings\*

- Ulrich, D., Brockbank, W., Johnson, D., Sandholtz, K., & Younger, J. (2008). *HR Competencies: Mastery at the Intersection of People and Business*. Society for Human Resource Management.
- Ulrich, D., Younger, J., Brockbank, W., & Ulrich, M. (2012). *HR from the Outside In: Six Competencies for the Future of Human Resources*. McGraw Hill.
- Campion, M. A., Fink, A. A., Ruggeberg, B. J., Carr, L., Phillips, G. M., & Odman, R. B. (2011). Doing competencies well: Best practices in competency modeling. *Personnel Psychology, 64*(1), 225-262.
- Cohen, D. J. (2015). HR past, present and future: A call for consistent practices and a focus on competencies. *Human Resource Management Review, 25*(2), 205-215.
- Geimer, J. L., Zolner, M., & Allen, K. S. (2017). Beyond HR competencies: removing organizational barriers to maximize the strategic effectiveness of HR professionals. *Industrial and Organizational Psychology, 10*(1), 42-50.
- Lo, K., Macky, K., & Pio, E. (2015). The HR competency requirements for strategic and functional HR practitioners. *The International Journal of Human Resource Management, 26*(18), 2308-2328.
- McCartney, S., Murphy, C., & McCarthy, J. (2020). 21st century HR: a competency model for the emerging role of HR Analysts. *Personnel Review, 50*(6), 1495-1513.
- Mcdonnell, L., & Sikander, A. (2017). Skills and competencies for the contemporary human resource practitioner: a synthesis of the academic, industry and employers' perspectives. *The Journal of Developing Areas, 51*(1), 83-101.
- Strobel, K. (2016). *HR Competencies: The Foundation Upon Which to Build Today's and Tomorrow's HR Business Leader*. Society for Human Resource Management.
- Ulrich, D., Brockbank, W., Younger, J., & Ulrich, M. (2012). *Global HR competencies*. McGraw-Hill Publishing.

- Ulrich, D., Brockbank, W., Ulrich, M., & Kryscynski, D. (2015). Toward a Synthesis of HR Competency Models: The Common HR "Food Groups". *People & Strategy*, 38(4), 56-66.
- Ulrich, D., Kryscynski, D., Brockbank, W., & Ulrich, M. (2017). *Victory through organization: Why the war for talent is failing your company and what you can do about it*. McGraw Hill Professional.
- Ulrich, D., Younger, J., Brockbank, W., & Ulrich, M. (2012). HR talent and the new HR competencies. *Strategic HR Review*, 11(4), 217-222.

Learning outcomes in this outline are adapted from Manhattanville College, USA.

*\*The contents and suggested readings may include but are not limited to the above mentioned list. The instructors may add/change suggested contents and relevant books and research articles to the course outline to effectively achieve the learning objectives of the course while keeping the students abreast of the latest research and trends in the field.*

**COURSE TITLE: Equality, Diversity and Inclusion**

**COURSE CODE: HRM 607**

**SEMESTER: 2<sup>nd</sup>**

**PROGRAM: MS-HRM**

**CREDIT HOURS: 3**

**PREREQUISITES: Contemporary Issues and Debates in Human Resource Management Research**

### **1. Learning Outcomes**

- Provide a critical analysis of traditional approaches to management, organization and employment from the perspectives of disadvantaged groups.
- Critically assess equality, diversity and inclusion policy and practice in Western and non-Western contexts.
- Consider appropriate strategies and structures for overcoming discrimination and inequalities in employment and in workplaces.
- Consider the contribution that workforce diversity can make to organizations.

### **2. Contents**

#### **Unit-I: Introduction-The dynamics of managing diversity**

- 1.1 What is diversity?
- 1.2 The social construction of identity
- 1.3 The social construction of inequalities
- 1.4 Focusing on Western and non-Western contexts

#### **Unit-II: Diversity in the labor market**

- 2.1 Gender and the labor market
- 2.2 Minority-ethnic and migrant employment
- 2.3 Employment and religion
- 2.4 Disability and employment
- 2.5 Older worker in the labor market
- 2.6 Transgender individuals and labor market

#### **Unit-III: Diversity in the workplace**

- 3.1 Analyzing equality and diversity at the workplace
- 3.2 Unpacking workplace diversity issues

#### **Unit-IV: Theorizing policy approaches to equality and diversity**

- 4.1 The equality agenda 1970s-80s: liberal and radical approaches
- 4.2 A critique of liberal and radical equality approaches
- 4.3 The equality agenda 1990s: the diversity paradigm
- 4.4 A critique of the diversity paradigm
- 4.5 How can equality and diversity be theorized in the 2000s

#### **Unit-V: The practice of inclusion in diverse organizations**

- 5.1 Inclusion as a key to diversity benefits
- 5.2 Inclusion as essential to support and work with diversity
- 5.3 Elements of inclusion at work
- 5.4 Facing the challenges and paradoxes of the practice of inclusion

#### **Unit-VI: Equality, diversity, inclusion and the law**

- 6.1 The origins and evolution of equality and antidiscrimination law
- 6.1 Equality law enforcement and legal remedies

#### **Unit-VII: Equality, diversity and inclusion policy in action**

- 7.1 Diversity practitioners
- 7.1 The role of line managers
- 7.1 Equality, diversity and inclusion policy in organizations

#### **Unit-VIII: Diversity and organizational performance**

- 8.1 The business case for diversity
- 8.1 Workforce diversity impact on competitive advantage
- 8.1 Corporate board diversity and organization's performance
- 8.1 Impact of diversity at work group and team levels

#### **Unit-IX: The social policy context of equality and diversity**

- 9.1 Policies impacting on gender equality
- 9.1 Policies impacting on equality for older workers
- 9.1 Policies impacting on younger workers
- 9.1 Policies impacting on disability equality
- 9.1 Policies impacting on equality for transgender employees
- 9.1 Policies impacting on religion and belief equality

#### **Unit-X: Equality, diversity & inclusion: a review & future research agenda**

### 3. Teaching Learning Strategies

This course will be delivered in a seminar format where course instructor will encourage the students to contribute effectively. The students will be given feedback throughout the course. The course instructor will give a variety of responses, comments, advice and suggestions of on the contribution of students in class (such as your own questions, answers to questions, contributions to discussion, and your presentations in class). The purpose of this feedback, which is given orally, is to enable students to improve their learning, to help them to identify their strengths and weaknesses and to work on them.

### 4. Assignments- Types and Number with calendar

Every week, some journal articles will be given to students. The students will critically evaluate them and write a brief review.

### 5. Assessment and Examinations

S. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	Individual essay (3000 words)
2.	Formative Assessment	25%	Class participation and presentations
3.	Final Assessment	40%	Research project

### 6. Textbooks and Suggested Readings\*

Kirton, G. and A.M. Greene (2016) *The Dynamics of Managing Diversity: A critical Approach*, 4<sup>th</sup> edition.

Ferdman, B. M., & Deane, B. R. (2013). *Diversity at work: The practice of inclusion* (Vol. 33): John Wiley & Sons.

International journal of human resource management

Gender, work and organization

Human resource management journal

*\*The contents and suggested readings may include but are not limited to the above mentioned list. The instructors may add/change suggested contents and relevant books and research articles to the course outline to effectively achieve the learning objectives of the course while keeping the students abreast of the latest research and trends in the field.*



**COURSE TITLE: Occupational Health and Safety**

**COURSE CODE: HRM 608**

**SEMESTER: 2<sup>nd</sup>**

**PROGRAM: MS-HRM**

**CREDIT HOURS: 3**

**PREREQUISITES: Contemporary Issues and Debates in Human Resource Management Research**

### **1. Learning Outcomes**

At the completion of the course, the students will be able to:

- Recognize the interrelatedness of health, management, employees, organizations and the government to the goals of occupational health and safety.
- Demonstrate a base of knowledge in the recognition and assessment of health and safety hazards in the workplace.
- Identify a conceptual framework for the practice of occupational health and safety.
- Relate health promotion/prevention/protection concepts to the occupational health and safety program.
- Discuss the roles and functions of the occupational health and safety professional in the application of the conceptual framework.
- Apply theories and concepts of occupational health and safety to the development and management of programs.
- Identify education, engineering, and enforcement controls for the prevention of occupational health and safety problems.

### **2. Contents**

#### **Unit-I: In the Beginning: Introduction and History of OHS**

- 1.1 History
- 1.2 Numbers
- 1.3 True Bottom Line

#### **Unit-II: Making a Commitment: Management's Commitment and Involvement**

- 2.1 Management's Commitment and Involvement
- 2.2 Roles and Responsibilities
- 2.3 Discipline
- 2.4 Management Accountability

2.5 Supervisory Accountability

**Unit-III: Being a Part: Workforce Involvement**

3.1 Involvement

3.2 Joint Labor/Management Safety and Health Committees

3.3 Policy Establishing Joint Committees

**Unit-IV: Put It in Writing: A Written Safety and Health Program**

4.1 Reasons for a Comprehensive Safety Program

4.2 Building a Safety and Health Program

4.3 Other Required Written Programs

4.4 Requirements and Elements of OSHA Guidelines for a Safety and Health Program

4.5 Emergency and Medical Planning

4.6 First Aid and Medical Availability

4.7 Emergency Procedures and Response

**Unit-V: Getting Safe Performance: Motivating Safety and Health**

5.1 Setting the Stage

5.2 Defining Motivation

5.3 Principles of Motivation

5.4 Motivational Environment

5.5 Self-Motivation

5.6 Needs Move Mountains and People

5.7 Motivational Leadership

5.8 Effects of Other Factors

**Unit-VI: How They Act: Behavior-Based Safety**

6.1 Behavior-Based Safety

6.2 Heinrich's Domino Concept

6.3 Behavior-Based Safety Today

6.4 Hindrances to Implementing BBS

**Unit-VII: New Approaches: Lean Safety and Sustainability**

7.1 Benefits of Lean Approach

7.2 Challenges of Lean Safety

7.3 Changing Culture

7.4 Learning and Training

7.5 Lean Techniques and Tools

7.6 Standard Safety Tools

7.7 Sustainability

## **Unit-VIII: Search for the Culprits: Hazard Identification**

- 8.1 Hazard Identification
- 8.2 Accident Types
- 8.3 Hazard Reporting System
- 8.4 Workplace Inspections or Audits
- 8.5 Accident Investigations

## **Unit-IX: Taking a Serious Look: Analyzing Hazards**

- 9.1 Hazard Analysis
- 9.2 Root Cause Analysis
- 9.3 Change Analysis
- 9.4 Job Hazard Analysis
- 9.5 Analyzing Accident Data
- 9.6 Risk Versus Cost

## **Unit-X: Hurting: Occupational Injuries**

- 10.1 Occupational Trauma Deaths
- 10.2 Occupational Injuries
- 10.3 Injury and Death Cost

## **Unit-XI: Sick: Occupational Illnesses**

- 11.1 Identifying Health Hazards
- 11.2 Temperature Extremes
- 11.3 Ionizing Radiation
- 11.4 Noise-Induced Hearing Loss
- 11.5 Nonionizing Radiation
- 11.6 Vibration
- 11.7 Health Hazards
- 11.8 Hazardous Chemicals
- 11.9 Biological Monitoring
- 11.10 Flammable and Combustible Liquids
- 11.11 Hazard Communications Standard

## **Unit-XII: Bent Too Far: Ergonomics**

- 12.1 Ergonomics
- 12.2 Extent of the Problem
- 12.3 Developing an Ergonomic Program
- 12.4 Ergonomic Risk Factors

- 12.5 Physical Work Activities and Conditions
- 12.6 Limits of Exposure
- 12.7 Ergonomic Controls
- 12.8 Tracking Progress
- 12.9 Proactive Ergonomics
- 12.10 Education and Training

**Unit-XIII: Addressing Illnesses: Industrial Hygiene**

- 13.1 Introduction to Occupational Illness Prevention
- 13.2 Industrial Hygienist.
- 13.3 Environmental Factors or Stressors
- 13.4 Modes of Entry for Contaminants
- 13.5 Types of Air Contaminants
- 13.6 Exposure Monitoring
- 13.7 Units of Concentration
- 13.8 Exposure Guidelines
- 13.8 When You Need an Industrial Hygienist

**Unit-XIV: Taking Action: Intervention, Controls, and Prevention**

- 14.1 Hazard Prevention and Controls
- 14.2 Elimination or Substitution
- 14.3 Engineering Controls
- 14.4 Awareness Devices
- 14.5 Work Practices
- 14.6 Administrative Controls
- 14.6 Personal Protective Equipment
- 14.7 Ranking Hazard Controls
- 14.8 Other Tools That Can Be Used for Hazard Control

**Unit-XV: Using the Tools: Accident Prevention Techniques**

- 15.1 Safety and Health Audits
- 15.2 Safety Talks and Meetings
- 15.3 Accident Investigations
- 15.4 Job Hazard Analysis
- 15.5 Safe Operating Procedures
- 15.6 Job Safety Observation
- 15.7 Fleet Safety Program.
- 15.8 Preventive Maintenance Program

- 15.9 Special Emphasis Program
- 15.10 Using Safety and Health Consultants

### **Unit-XVI: Who Knows What: Safety and Health Training**

- 16.1 Training and Education
- 16.2 When to Train
- 16.3 OSHA Training Model
- 16.4 Education/Training and Technology
- 16.5 Training New Hires
- 16.6 Training Managers
- 16.7 Training Supervisors
- 16.8 Training Employees

### **Unit-XVII: Let Us Find a Way: Safety Communications**

- 17.1 The Communicator
- 17.2 Safety Culture
- 17.3 Communication Tools

### **Unit-XVIII: OHS Laws in Pakistan**

- 18.1 Pakistan Occupational Health and Safety Act 2018

## **3 Teaching Learning Strategies**

The course delivery strategies include the combination of lectures, seminars, discussion on current trends, guest speakers, and video monologues/dialogues of the global experts from the field.

## **4 Assignments- Types and Number with calendar**

### **Individual assignments (3):**

Students will be assessed individually in these assignments where they will be given a reading and it will be expected of them to write a critical review of that reading so that they can explore the same topic from different perspectives. In addition to a reading, they can be asked to review an influential book in the field.

### **Group Project (1):**

It is also important to assess the students' performance in the teams. Ideally, they will be given a research-based project where they will choose a topic by going through recently published articles from good databases and find 10-15 articles surrounding that topic and write a research

article. They can also be asked to present their article in front of the class so as to share the important findings of the study.

## 5 Assessment and Examinations

S. No.	Elements	Weightage	Details
4.	Midterm Assessment	35%	After 7-8 weeks, students will have to appear for the midterm exam/assessment.
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6.	Final Assessment	40%	After 15-16 weeks, a final-term exam/assessment will be conducted to conclude the course.

## 6 Textbooks and Suggested Readings\*

Reese, C. D. (2018). *Occupational Health and Safety Management: A Practical Approach*. CRC press.

### Suggested Readings:

Alzyoud, A. A. Y., Ogalo, H. S., & ACDMHR, A. (2020). Strategic Management of Health and Safety at Work: Critical Insights for HR Professionals in the Construction Sector. *Annals of Contemporary Developments in Management & HR (ACDMHR)*, Print ISSN, 2632-7686.

Badri, A., Boudreau-Trudel, B., & Souissi, A. S. (2018). Occupational health and safety in the industry 4.0 era: A cause for major concern?. *Safety Science*, 109, 403-411.

De Cieri, H., & Lazarova, M. (2020). “Your health and safety is of utmost importance to us”: A review of research on the occupational health and safety of international employees. *Human Resource Management Review*, 100790.

Fan, D., Zhu, C. J., Timming, A. R., Su, Y., Huang, X., & Lu, Y. (2020). Using the past to map out the future of occupational health and safety research: where do we go from here?. *The International Journal of Human Resource Management*, 31(1), 90-127.

Kelloway, K., Francis, L., & Gatien, B. (2020). *Management of Occupational Health and Safety* (8<sup>th</sup> edition). Top Hat Publications.

Mansdorf, S. Z. (2019). *Handbook of Occupational Safety and Health*. John Wiley & Sons, Inc.

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**Program Coordinator**

**Director**