

## Human Resource Management

Human Resource Management  
15 credits

Single subject and programme course

759G62

Valid from: 2019 Autumn semester

<b>Determined by</b>	<b>Main field of study</b>	
Course and Programme Syllabus Board at the Faculty of Arts and Sciences	Sociology, Human Resource Management and Development, Education	
<b>Date determined</b>	<b>Course level</b>	<b>Progressive specialisation</b>
2019-06-13	First cycle	G2F
<b>Revised by</b>	<b>Disciplinary domain</b>	
	Social sciences	
<b>Revision date</b>	<b>Subject group</b>	
	Education	
<b>Offered first time</b>	<b>Offered for the last time</b>	
Autumn semester 2019		
<b>Department</b>	<b>Replaced by</b>	
Institutionen för beteendevetenskap och lärande		

## Course offered for

- Bachelor's Programme in Human Resources

## Entry requirements

General entry requirements for undergraduate studies  
and

Social Studies and Mathematics corresponding to the level in Swedish upper  
secondary education (Samhällskunskap 1b/(1a1 och 1a2 and Matematik 2a/2b/2c  
or Matematik B)

and

105 ECTS credits passed passed from Bachelor's Programme in Human  
Resources or Bachelor's Programme in Human resource management and work  
sciences including the courses HR practice from a behavioural science perspective  
- introduction and integration (7,5 ECTS credits), Human Resources and Research  
Methods (7,5 ECTS credits) , Individuals and Groups in Working Life (15 ECTS  
credits), Society and Working Life (15 ECTS credits), Learning and Competence  
Development in Working Life (15 ECTS credits), Working in HR – development  
and models (7,5 ECTS credits), The Human Resource supply chain with focus on  
recruitment (7,5 ECTS credits), Conflict management and bullying in a work life  
context (7,5 ECTS credits), Work and health (7,5 ECTS credits) and Workbased  
Education (7,5 ECTS credits)

## Intended learning outcomes

After completion of the course, the student should be able to:

### Knowledge and Understanding

- Account for theories and previous research on HRM with focus on operational HR practices in organisations
- Describe how different theories and perspectives on the external environment, organisations and leadership are important for HRM and operational HR practices

### Skills and Abilities

- Apply theories, theoretical perspectives and previous research in the field of HRM as tools to formulate and solve problems in operational HRM practices
- Demonstrate the ability to compile and critically interpret relevant information regarding a defined HRM problem

### Analysis and Judgement

- Analyze and critically examine theories, theoretical perspectives and previous research in the field of HRM, organisations and leadership.
- Analyze and critically examine operational HR practices, organisations and leadership based on theories and research from the course

## Course content

The course covers theories, models and research in the area of HRM, organisations and leadership. In the course, micro-, meso- and macro-theoretical perspectives are used to describe, analyse and critically examine HRM, organisations and leadership in working life. The above theories and research are highlighted from national and international perspectives.

## Teaching and working methods

The teaching consists primarily of lectures, seminars and group work. In addition to scheduled hours the students are expected to work with independent studies, individually and in groups.

## Examination

The course is examined by:

- written individual exam, grade scale: Fail, Pass, Pass with distinction
- oral and written presentation of group assignments, grade scale: Fail, Pass

To pass as a final grade for the course:

- approved oral and written presentation of group assignments and approved written individual examination

To pass with distinction as a final grade for the course:

- approved oral and written presentation of group assignments and well-approved written individual examination

Detailed information about the examination can be found in the study guide.

If special circumstances prevail, and if it is possible with consideration of the nature of the compulsory component, the examiner may decide to replace the compulsory component with another equivalent component.

If the LiU coordinator for students with disabilities has granted a student the right to an adapted examination for a written examination in an examination hall, the student has the right to it.

If the coordinator has recommended for the student an adapted examination or alternative form of examination, the examiner may grant this if the examiner assesses that it is possible, based on consideration of the course objectives.

An examiner may also decide that an adapted examination or alternative form of examination if the examiner assessed that special circumstances prevail, and the examiner assesses that it is possible while maintaining the objectives of the course.

Students failing an exam covering either the entire course or part of the course twice are entitled to have a new examiner appointed for the reexamination.

Students who have passed an examination may not retake it in order to improve their grades.

## Grades

Three-grade scale, U, G, VG

## Other information

Planning and implementation of a course must take its starting point in the wording of the syllabus. The course evaluation included in each course must therefore take up the question how well the course agrees with the syllabus.

The course is conducted in such a way that there are equal opportunities with regard to sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation and age.

If special circumstances prevail, the vice-chancellor may in a special decision specify the preconditions for temporary deviations from this course syllabus, and delegate the right to take such decisions.