

## الخطة الدراسية لبرنامج "الدرجة الجامعية المتوسطة"

### في تخصص إدارة الموارد البشرية

تم اعتماد هذه الخطة الدراسية بموجب قرار مجلس عمداء جامعة البلقاء التطبيقية رقم  
٢٠١٨/٢٠١٧/٢٦٤ تاريخ ٢٠١٧/١١/٢٨م (الجلسة التاسعة) وتطبق اعتباراً من مطلع العام  
الجامعي (٢٠١٧/٢٠١٨)

تتكون الخطة الدراسية لنيل الدرجة الجامعية المتوسطة في برنامج العلوم المالية والإدارية /تخصص  
إدارة الموارد البشرية من (٧٢) ساعة معتمدة، موزعة على النحو الآتي:

الرقم	المتطلب	ساعة معتمدة
١.	المهارات العامة	١٢
٢.	مهارات التشغيل	6
٣.	العلوم المساندة	٩
٤.	المهارات المتخصصة	٤٥
	المجموع	٧٢

## وصف مخرجات التخصص:

يهدف هذا التخصص إلى إعداد تقنيين مؤهلين لإدارة الموارد البشرية المهنية التي تعتبر شريكا استراتيجيا في إدارة المنظمات اليوم. حيث يهدف هذا التخصص الى اعداد اشخاص قادرين على القيام بوظائف الموارد البشرية الأساسية مثل التوظيف والاختيار والتطوير والتقييم، والاحتفاظ بالعاملين، والأجور والتعويضات من خلال منح الطالب المعرفة والتدريب الشامل للانخراط بسوق العمل بشكل مباشر.

## المجالات المعرفية للمهارات المتخصصة:

الرقم	اسم المجال	الساعات المعتمدة		المواد التعليمية للمجال
		نظري	عملي	
٠١	ادارة الاعمال وأنظمة المكاتب	٥	٣	ادارة المشاريع المتقدمه الادارة والعمليات بيئة العمل
٠٢	موارد بشرية	١٨	٧	تطبيقات الحاسب في الموارد البشرية تخطيط الموارد والكفاءات شؤون الموظفين استراتيجيات ادارة الموارد البشرية تطوير الأفراد وفرق العمل والمنظمات ادارة الموارد البشرية مبادئ سلوك تنظيمي قانون العمل الموارد البشرية ونجاح المنظمات
٠٣	المبيعات والتسويق	٢	١	اساسيات التسويق
٠٤	المحاسبة والإدارة المالية	4	2	مبادئ المحاسبة المالية المحاسبة الادارية
٠٥	التدريب الميداني	-	٣	
	مجموع الساعات المعتمدة	29	16	45 س.م

## الخطة الدراسية لتخصص "ادارة الموارد البشرية"

أولاً: المهارات العامة، (12) ساعات معتمدة موزعة على النحو الآتي:

رقم المادة	اسم المادة	س.م	نظري	عملي	المتطلب السابق
020000111	المواطنة الإيجابية ومهارات الحياة	٣	٣	٠	
020000121	ثقافة اسلامية	٣	٣	٠	
020000181	علوم عسكرية	١	١	٠	
020000131	التربية الوطنية	٢	٢	٠	
٠٢٠٠٠٠١٠١	مهارات لغوية /انجليزي	٣	٣	٠	
المجموع (س.م)					
		١٢	١٢	٠	

ثانياً: مهارات التشغيل ، (6) ساعات معتمدة موزعة على النحو الآتي:

رقم المادة	اسم المادة	س.م	نظري	عملي	المتطلب السابق
020000122	مهارات التواصل باللغة الإنجليزية	٢	٢	٠	020000121
020000231	ريادة الأعمال	٢	٢	٠	
020000141	الصحة والسلامة والبيئة المهنية	٢	٢	٠	
المجموع (س.م)					
		٦	٦	٠	

ثالثاً: المهارات المساندة، (٩) ساعات معتمدة موزعة على النحو الآتي:

رقم المادة	اسم المادة	س.م	نظري	عملي	المتطلب السابق
٠٢١٠٠٠١١١	مبادئ الادارة	٣	٣	٠	
٠٢١٠٠٠١٢١	مبادئ الاحصاء	٣	٣	٠	
٠٢١٠٠٠١٣١	مبادئ الاقتصاد الجزئي	٣	٣	٠	
المجموع (س.م)					
		٩	٩	٠	

## الخطة الدراسية لتخصص "إدارة الموارد البشرية"

رابعاً: المهارات المتخصصة، (45) ساعة معتمدة، موزعة على النحو الآتي:

رقم المادة	اسم المادة	س.م	نظري	عملي	المتطلب السابق
021009111	بيئة العمل	٢	2	0	
021007131	اساسيات التسويق	٣	2	3	
021008121	ادارة الموارد البشرية	٣	٢	٣	
021009112	الادارة والعمليات	3	2	3	
021006141	المحاسبة الادارية	٣	٢	٣	
021006142	مبادئ المحاسبة المالية	٣	2	3	
021009213	ادارة المشاريع المتقدمه	٣	1	6	
021008122	مبادئ السلوك التنظيمي	٣	3	0	
021008123	قانون العمل	٢	2	0	
021008229	تطبيقات الحاسوب في ادارة الموارد البشرية	٢	٠	٦	
021008224	تخطيط الموارد والكفاءات	٣	2	3	
021008225	شؤون الموظفين	٣	٢	٣	
021008226	استراتيجيات ادارة الموارد البشرية	٣	٢	٣	
021008227	تطوير الأفراد وفرق العمل والمنظمات	٣	٢	٣	
021008228	الموارد البشرية ونجاح المنظمات	٣	3	0	
021008251	التدريب الميداني	٣	-	-	
<b>المجموع (س.م)</b>					
		<b>45</b>	<b>29</b>	<b>16</b>	

\* - تدريب عملي متواصل لمدة (٨) أسابيع.

الخطة الاستراتيجية لتخصص " ادارة الموارد البشرية "

=====

الفصل الدراسي الثاني			الفصل الدراسي الأول		
س.م.	رقم المادة	اسم المادة	س.م.	رقم المادة	اسم المادة
٣	021008121	ادارة الموارد البشرية	٣	020000111	المواطنة الإيجابية ومهارات الحياة
٣	٠٢١٠٠٠١٣١	الاقتصاد الجزئي	٣	٠٢٠٠٠٠١٢١	الثقافة الاسلامية
3	021006142	مبادئ المحاسبة المالية	٣	٠٢١٠٠٠١١١	مبادئ الادارة
٣	021007131	اساسيات التسويق	٢	020000231	ريادة الأعمال
3	021009112	الادارة و العمليات	٢	020000131	التربية الوطنية
٣	٠٢٠٠٠٠١٠١	مهارات لغوية /انجليزي	٢	020000141	الصحة والسلامة والبيئة المهنية
			٣	٠٢١٠٠٠١٢١	مبادئ الاحصاء
١٨		المجموع	١٨		المجموع

الفصل الدراسي الرابع			الفصل الدراسي الثالث		
س.م.	رقم المادة	اسم المادة	س.م.	رقم المادة	اسم المادة
٣	٠٢١٠٠٠٨٢٢٥	شؤون الموظفين	٣	021008224	تخطيط الموارد والكفاءات
٣	٠٢١٠٠٠٦١٤١	المحاسبة الادارية	٣	021008228	الموارد البشرية ونجاح المنظمات
2	021009214	مهارات التواصل باللغة الانجليزية	٣	٠٢١٠٠٠٨٢٢٦	استراتيجيات ادارة الموارد البشرية
٣	٠٢١٠٠٠٨٢٢٧	تطوير الأفراد وفرق العمل والمنظمات	2	٠٢١٠٠٠٨١٢٣	قانون العمل
٢	٠٢١٠٠٠٨٢٢٩	تطبيقات الحاسب في الموارد البشرية	٣	021008122	مبادئ السلوك التنظيمي
٢	021009111	بيئة العمل	٣	٠٢١٠٠٠٨٢٥١	التدريب الميداني
3	021009213	ادارة المشاريع المتقدمه	١	020000181	علوم عسكرية
١٨		المجموع	١٨		المجموع

الوصف المختصر للمواد التعليمية لتخصص "ادارة الموارد البشرية"

أولاً: المهارات العامة

<p><b>المواطنة الإيجابية ومهارات الحياة - ٠٢٠٠٠٠١١١ (٣:٣-٠)</b></p> <p>يوضح المساق مفهوم المواطنة ومهارات الحياة وأهميتها في اكتساب مهارات قيمه، والعمل على استخدام هذه المهارات في سعيهم للحصول على تعليم افضل ونتائج ايجابية في العمل، حيث ان المساق يراعي بناء المعرفة في الموضوعات التي يتضمنها البرنامج كما ويبني المهارة عند الشباب لاستخدامها في تطبيق المعرفة كما ويبني الثقة في قدرات الشباب على استخدام هذه المعرفة والمهارة بالاضافة الى توفير الدعم الشخصي والبيئي لتغيير السلوك من خلال تعزيز قيم المواطنة الايجابية والثقافة المجتمعية البناء والعمل المجتمعي التطوعي.</p>
<p><b>الثقافة الإسلامية - ٠٢٠٠٠٠١٢١ (٣:٣-٠)</b></p> <ol style="list-style-type: none"><li>١. تعريف الثقافة الإسلامية وبيان معانيها وموضوعاتها والنظم المتعلقة بها - وظائفها وأهدافها.</li><li>٢. مصادر ومقومات الثقافة الإسلامية والأركان والأسس التي تقوم عليها.</li><li>٣. خصائص الثقافة الإسلامية.</li><li>٤. الإسلام والعلم، والعلاقة بين العلم والإيمان</li><li>٥. التحديات التي تواجه الثقافة الإسلامية.</li><li>٦. رد الشبهات التي تثار حول الإسلام.</li><li>٧. الأخلاق الإسلامية والآداب الشرعية في إطار الثقافة الإسلامية.</li><li>٨. النظم الإسلامية.</li></ol>
<p><b>التربية الوطنية - ٠٢٠٠٠٠١٣١ (٢:٢-٠)</b></p> <p>يعد مساق التربية الوطنية من المتطلبات الإجبارية لجميع طلبة كليات المجتمع الأردنية وامتدادا لعضوية لفلسفة التربية الوطنية والتعليم باعتبارها بعدا من أبعاد الإستراتيجية الوطنية للتعليم العالي، وينطلق مساق "التربية الوطنية" من مجموعة الثوابت الأردنية وعلى رأسها العقيدة الإسلامية السمحة، ومبادئ الثورة العربية الكبرى، والدستور الأردني والتجربة الوطنية.</p>
<p><b>علوم عسكرية - ٠٢٠٠٠٠١٨١ (١:١-٠)</b></p> <p>المحور الأول: نشأة وتطور القوات المسلحة/ الجيش العربي، أسلحة المناورة، أسلحة الإسناد، أسلحة الخدمات</p> <p>المحور الثاني: الثورة العربية الكبرى، الحروب العربية الإسرائيلية (حروب ١٩٤٨، ١٩٦٧، معركة الكرامة ١٩٦٨، حرب تشرين ١٩٧٣)، دور القوات المسلحة الأردنية- الجيش العربي في التنمية الوطنية الشاملة</p>

المحور الثالث: الأمن العام، المخابرات العامة، قوات الدرك، الدفاع المدني

مهارات لغوية/ انجليزي ٠٢٠٠٠٠١٠١ (٣ : ٠-٣)

The course consists of 8 units. Each unit has speaking activities that deal with dialogues, introducing oneself, talking about families. Also the units include pronunciation and listening with intonation activities. The reading and writing activities concentrate on question writing biography, E-mail, and writing blog post.

ثانياً: مهارات التشغيل

مهارات التواصل باللغة الإنجليزية -٠٢٠٠٠٠١٢٢ (٢ : ٠-٢)

This is a communication skills course which aims at improving learners' oral and written communication skills by providing learners with the language needed to naturally and confidently communicate in an English speaking workplace environment and real life situations.

ريادة الأعمال -٠٢٠٠٠٠٢٣١ (٢ : ٠-٢)

يوضح المساق مفهوم ريادة الأعمال، تأثيرها في الإقتصاد الوطني ودورها في القضاء على البطالة، وكيفية استحداث أفكار ريادة ومبتكرة لتوائم احتياجات المجتمع و مواجهة المخاطر والتحديات التي تعترضها، وتقييم فرص نجاحها من خلال دراسة الجدوى، وكيفية حساب كلفتها وتمويلها وإدارة شؤونها المالية، وكيفية عمل تسويق لها، والطبيعة القانونية لها وخطة العمل اللازمة للبدء بها مع التركيز على التجربة الأردنية في هذا المجال.

الصحة والسلامة والبيئة المهنية -٠٢٠٠٠٠١٤١ (٢ : ٠-٢)

اهداف الصحة والسلامة في بيئة العمل وطرق حماية المتواجدين والمتأثرين. دراسة أهم الاخطار وأكثرها إنتشارا في مختلف مجالات العمل ، تمييز المخاطر الكيماوية والبيولوجية والسقوط من المرتفعات والمخاطر الفيزيائية في بيئة العمل و الحريق والكهرباء والمخاطر الناتجة من الملائمة، تمييز مصادر المخاطر وتأثيرتها على الصحة وسلامة العمل وطرق ضبط المخاطر لتخفيف احتمالية حدوثها والتخفيف من نتائجها في حالة حدوثها. مناقشة التسلسل الهرمي للسيطرة على المخاطر وطرق إختيار معدات الحماية الشخصية وتطبيق الاسعافات الالوية في حالات الاصابات البشرية. التعرف على المتطلبات القانونية الاردنية الرئيسية لحماية العاملين.

ثالثاً: المهارات المساندة

<p>مبادئ الإدارة - ٠٢١٠٠٠١١١ (٣:٣-٠)</p> <ol style="list-style-type: none"><li>١. مفهوم الإدارة و أهميتها و مجالاتها وعلاقتها بالعلوم الأخرى</li><li>٢. تطور الفكر الإداري</li><li>٣. الوظائف الإدارية المتمثلة في التخطيط و التنظيم و التوجيه و الرقابة.</li></ol>
<p>مبادئ الاقتصاد الجزئي - ٠٢١٠٠٠١٣١ (٣:٣-٠)</p> <ol style="list-style-type: none"><li>١. مفهوم المشكلة الاقتصادية وأركانها</li><li>٢. مفهوم العرض والطلب</li><li>٣. مفهوم المرونة</li><li>٤. التوازن (الإنتاج)</li><li>٥. التكاليف، الإيرادات</li><li>٦. دراسة وتحليل سلوك المستهلك والمنتج</li><li>٧. توازن المؤسسة الاقتصادية</li></ol>
<p>مبادئ الإحصاء - ٠٢١٠٠٠١٢١ (٣:٣-٠)</p> <ol style="list-style-type: none"><li>١. طرق جمع البيانات وعرضها</li><li>٢. مقاييس النزعة المركزية</li><li>٣. مقاييس التشتت</li><li>٤. نظرية الاحتمالات وتطبيقاتها</li><li>٥. التوزيعات الاحتمالية، المعاينة، الانحدار الخطي البسيط</li><li>٦. الارتباط، الأرقام القياسية، الاختبارات الإحصائية.</li></ol>



رابعاً : المهارات المتخصصة

<p><b>Business and the Business Environment - 021009111 (2: 2-0)</b> Different types of organization, The range of legal structures associated with different forms of business, Size and scope of organization, The various functions within an organization, Organizational structure, The context of the macro environment, Frameworks for analysis</p>
<p><b>Marketing Essentials - 021007131 (3: 2-3)</b> Explain the role of marketing and how it interrelates with other functional units of an organization, Marketing mix (7Ps) to achieve overall business objectives, Compare ways in which organizations use elements of the marketing, Develop and evaluate a basic marketing plan</p>
<p><b>Human Resource Management - 021008121 (3: 2-3)</b> The nature and scope of HRM, Recruitment , Selection and On-boarding and induction, Learning, Development and training, Job and workplace design, The flexible organization, Performance and reward, Employee relations, Employee relations and the law, Trade unions and workplace representation, Job and person specifications, Recruitment and selection in practice</p>
<p><b>Management and Operations - 021009112 (3: 2-3)</b> Management theory, Leadership vs management, Theories of leadership, Role of a leader and function of a manager, Apply the role of a leader, Theories of operations and operations management, Different operations management approaches, Operational functions, Different dimensions of contemporary business environment, Introduction of stakeholders, The relationship between leadership and management in a contemporary</p>
<p><b>Management Accounting - 021006141 (3: 2-3)</b> Management accounting systems, Management accounting techniques, Planning tools used in management accounting, Management accounting to respond to financial problems</p>
<p><b>Financial accounting - 021006142 (3: 2-3)</b> Accounting in Action, The Recording Process, Final accounts preparation, Bank reconciliations, Reconcile control accounts</p>
<p><b>Advance management project - 021009213 (3: 1-6)</b> Developing a research proposition, Literature review, Research as a process, Selecting a sample, Ethics, Reliability and validity, Analyzing data, Stakeholders, Communicating research outcomes, Convincing arguments, Reflection for learning and practice, The cycle of reflection, Reflective writing</p>
<p><b>Organizational Behavior - 021008122 (3: 3-0)</b> Influence of culture, Influence of politics, Influence of power, Motivational theories, Behavioral psychology, Different types of organizational teams, Team dynamics and teamwork, Concepts and philosophy</p>
<p><b>Business Law - 021008123 (2:2-0)</b> Nature of the legal system, Impact of the law on a business, legal solutions to business</p>

<p>problems, Appropriate legal solutions based upon alternative legal advice provided</p>
<p><b>Applications in HR - 021008229 (2: 0-6)</b>                  Basics of HRM IT Systems, The ALPHA System: and Introduction, ALPHA basic functions, ALPHA Applications: Leaves and absences and Salary, ALPHA Applications: Vacations</p>
<p><b>Resources and Talent Planning - 021008224 (3: 2-3)</b>                  Workforce planning and talent management, Labour market trends and legal restrictions, Contemporary HR issues , Job analysis , Job design , Recruitment and selection policies and processes, The HR life-cycle</p>
<p><b>Employee Relations - 021008225 (3: 2-3)</b>                  Employee relations, Power and politics in organizations, Legislation and law, Key contemporary trends in employee relations , The rights of employees and the rights of employers and The psychological contract , Developing positive employee relations and Protecting the rights of employees , Determining positive employee relationships and Effective relationship management , Managing conflict , Impact of positive relationships on employee motivation and Employee welfare</p>
<p><b>Strategic Human Resource Management - 021008226 (3: 2-3)</b>                  Strategic HRM and external influences, External and contextual developments , The theory of HR , The impact of theory on HR practices , Change management strategies, Models and concepts , HR Strategy , Sustainable performance and business growth , Evaluating the contribution of HR management</p>
<p><b>Developing Individuals, Teams and Organizations - 021008227 (3: 2-3)</b>                  Continuing professional development (CPD) AND Frameworks for CPD, Reflective learning , Feedback for learning , Supporting organizational and individual learning , The learning organization , Training or development , The learning cycle , Barriers to learning:, High-performance working (HPW) , HPW organizations , High-performance HRM practice , HPW and external stakeholders and Partnerships in a HPWO , Performance management (PM), Organizational culture and Transformation process , The developmental approach to PM</p>
<p><b>Human Resources “Value and Contribution to Organizational Success” - 021008228 (3:3-0)</b>                  Suitable organization and location, Negotiation, Nature of duties, Supervisors, Expectations of learning, Business constraints, Tasks, Priorities, Plan for the work experience , Benefits to organization and learner , Carry out the planned activities , Record activities in the appropriate manner , Revise the initial plan as required , Evaluation of the quality of the work undertaken , Account of learning during the work experience , Recommendations on how the learning experience could have been enhanced</p>



## Finance and Business Management Program

<b>Specialization</b>	Human Resource Management
<b>Course Number</b>	021009111
<b>Course Title</b>	<b>Business and the Business Environment</b>
<b>Number of Credit Hours</b>	(2)
<b>Number to Theoretical Credit Hours</b>	(2)
<b>Number to Practical Credit Hours</b>	(0)

## **Course Description**

The aim of this course is to provide students with background knowledge and understanding of business, the functions of an organization and the wider business environments in which organization operate. Students will examine the different types of organization (including for profit and not for profit), their size and scope (for instance, micro, SME, transnational and global) and how they operate.

Students will explore the relationships that organization have with their various stakeholders and how the wider external environments influence and shape business decision-making.

## **Main Course Objectives**

### **On successful completion of this course a learner will:**

1. Explain the different types, size and scope of organization.
2. Demonstrate the interrelationship of the various functions within an organization
3. Use contemporary examples to demonstrate both the positive and negative influence/impact the macro environment has on business operations.
4. Determine the internal strengths and weaknesses of specific businesses.

**General Course Description:**

Unit #	Unit Name	Unit Contents	Time Allocation
1.	Different types of organization:	<ul style="list-style-type: none"> <li>Differences between for profit and not for profit and non-government</li> <li>Organization (NGOs).</li> <li>Micro, small, medium-sized enterprises (SMEs). Different business purposes, Objectives and supply of goods and services.</li> </ul>	2 Weeks
2.	The range of legal structures associated with different forms of business:	<ul style="list-style-type: none"> <li>Sole traders, partnerships and private limited companies.</li> </ul>	2 Weeks
3.	Size and scope of organization:	<ul style="list-style-type: none"> <li>Differences between large, medium-sized and small organization including Objectives and goals, market share, profit share, growth and sustainability.</li> <li>Global growth and developments of transnational, international and global Organization.</li> <li>Differences between franchising, joint ventures and licensing.</li> <li>Industrial structures and competitive analysis.</li> <li>Market forces and economic operations e.g. scarcity and choice, supply and demand, income elasticity.</li> <li>Stakeholders and responsibilities of organization to meet different Stakeholder interests and expectations.</li> </ul>	4 Weeks

4.	The various functions within an organization:	<ul style="list-style-type: none"> <li>• The role of marketing, finance, human resource management and operations</li> <li>• Within an organizational context and the interrelationships.</li> <li>• How functions relate to overall organization mission and objectives.</li> </ul>	2 Weeks
5.	Organizational structure:	<ul style="list-style-type: none"> <li>• Different structures depending upon the size and scope of the organization, including bureaucratic and post-bureaucratic, parent, strategic business units (SBUs), matrix and functional levels.</li> <li>• Organization structures and complexities of transnational, international and global organization.</li> </ul>	2 Weeks
6.	The context of the macro environment:	<ul style="list-style-type: none"> <li>• The application of the PESTLE framework and how organization need to monitor and forecast external influences.</li> <li>• How the macro environment influences/impacts upon business activities: the impact of the digital revolution on production and consumption; the impact of social technologies; cybersecurity; emerging BRICS markets, the global shift in economic and social power and ethical and sustainable growth.</li> <li>• How organization go through the transformation process and overcome Resistance to change in response to the changing market environment.</li> </ul>	2 Weeks

7.	Frameworks for analysis:	<ul style="list-style-type: none"> <li>• Introduction to SWOT and/or TOWS analysis and how they can assist in the Decision-making process within organization.</li> <li>• Key external macro factors including the competitive environment and Government intervention that influence organization and business.</li> </ul>	2 Weeks
----	--------------------------	---	---------

### Evaluation System In-Use

Exams	Percentage of Total Mark	Date
<b>First Exam</b>	20%	Date: / /
<b>Second Exam</b>	20%	Date: / /
<b>Participation</b>	10%	
<b>Final Exam</b>	50%	Date: / /
<b>Projects and Assignments</b>		
<b>Discussions and Presentations</b>		

### Teaching Methodology

- The instructor decides on the suitable method for teaching the material (lectures, presentations, discussions, lab assignments... etc).

### References

- BARON, P. (2012) Business and its Environment. 7th Ed. London: Prentice Hall.
- PALMER, A. and HARTLEY, B. (2011) The Business Environment. 7th Ed. Maidenhead: McGraw-Hill.
- WEATHERLEY, P. (Editor) and OTTER, D. (Editor) (2014) The Business Environment: Themes and Issues in a Globalised World. 3rd Ed. Oxford: Oxford University Press.
- WORTHINGTON, I. and BRITTON. C. (2014) The Business Environment. 7th Ed. Harlow Pearson.



## Finance and Business Management Program

<b>Specialization</b>	Human Resource Management
<b>Course Number</b>	021007131
<b>Course Title</b>	<b>Marketing Essentials</b>
<b>Number of Credit Hours</b>	(3)
<b>Number to Theoretical Credit Hours</b>	(2)
<b>Number to Practical Credit Hours</b>	(٣)



## **Course Description**

This course is designed to introduce students to the principles of marketing, enabling them to develop a basic marketing plan and to employ elements of the marketing mix to achieve results. While they will learn the underpinning theories and frameworks, they will also be able to relate these to real-world examples, including products/services that they encounter in their own daily lives.

Organizations such as Apple, Google, VISA, Burberry, Zara, Cadbury, Nestle, Unilever, Coca-Cola, Unicef, BP and small local businesses all have at least one thing in common: they all use marketing to influence us to engage with their products and/or services. Whether it is becoming a loyal customer buying a product and service or donating to a charity, organization use a range of marketing techniques and tools to inform and influence us.

## **Main Course Objectives**

**On successful completion of this course the learners will be to:**

1. Explain the role of marketing and how it interrelates with other functional units of an organization.
2. Compare ways in which organizations use elements of the marketing mix (7Ps) to achieve overall business objectives.
3. Develop and evaluate a basic marketing plan.

**General Course Description:**

Unit #	Unit Name	Unit Contents	Time Allocation
1.	Explain the role of marketing and how it interrelates with other functional units of an organization	<ul style="list-style-type: none"> <li>• Definitions and the marketing concept</li> <li>• Definitions of marketing and the nature of marketing.</li> <li>• The development of the marketing concept, including current and future trends. How the external environment influences and impacts upon marketing activities?</li> <li>• The role of marketing</li> <li>• The interrelationships of functional units</li> </ul>	4 Weeks
2.	Marketing mix (7Ps) to achieve overall business objectives	<ul style="list-style-type: none"> <li>• Product: Differences between products and services, importance of brands, product development and product lifestyle.</li> <li>• Price: Pricing context, pricing strategies and tactics.</li> <li>• Place: Channel management, supply chain management and logistics.</li> <li>• Promotion: Integrated communication mix and promotional tools.</li> <li>• People: The different roles of 'people' in marketing, including customer interfacing and support personnel. The different skills, attitudes and behavior of people delivering the product or service to customers.</li> <li>• Physical evidence: The tangible aspects of service delivery – visual, aural and olfactory elements</li> </ul>	4 Weeks

<p>3.</p>	<p>Compare ways in which organizations use elements of the marketing</p>	<ul style="list-style-type: none"> <li>• Process: Systems and processes involved in delivering a consistent service. Different types of processes used to expedite the marketing function.</li> <li>• Achieving overall business objectives.</li> <li>• The shift from the 4Ps to the 7Ps and the significance of the extended marketing mix.</li> <li>• An overview of the marketing planning process (Analysis, Planning, Implementation and Control) and marketing strategy.</li> </ul>	<p>4 Weeks</p>
<p>4.</p>	<p>Develop and evaluate a basic marketing plan.</p>	<ul style="list-style-type: none"> <li>• Marketing planning.</li> <li>• The importance and value of marketing plans.</li> <li>• The links between marketing plans, marketing objectives and marketing strategies.</li> <li>• Evaluating and monitoring marketing plans using appropriate control and evaluation techniques such as sales analysis, market-share analysis, efficiency ratios and cost-profitability analysis.</li> <li>• Structure and development of marketing plans.</li> <li>• Market segmentation and target market selection.</li> <li>• Setting goals and objectives, situational analysis tools and techniques, creating a marketing strategy and allocation of resources and monitoring and control measures.</li> </ul>	<p>4 Weeks</p>

### Evaluation System In-Use

Exams	Percentage of Total Mark	Date
<b>First Exam</b>	20%	Date: / /
<b>Second Exam</b>	20%	Date: / /
<b>Participation</b>	10%	
<b>Final Exam</b>	50%	Date: / /
<b>Projects and Assignments</b>		
<b>Discussions and Presentations</b>		

### Teaching Methodology

- The instructor decides on the suitable method for teaching the material (lectures, presentations, discussions, lab assignments...etc).

### References

- BRASSINGTON, F. and PETTITT, S. (2012) Essentials of Marketing. 3rd Ed. Harlow: Pearson.
- GROUCUTT, J. and HOPKINS, C. (2015) Marketing (Business Briefings). London: Palgrave Macmillan.
- JOBBER, D. and CHADWICK, F. (2012) Principles and Practice of Marketing. 7th Ed. Maidenhead: McGraw-Hill.
- KOTLER, P. and ARMSTRONG, G. (2013) Principles of Marketing. London: Prentice Hall.
- MCDONALD, M. and WILSON, H. (2011) Marketing Plans: How to Prepare Them, How to Use Them. 7th Ed. Chichester: John Riley and Sons.

## Finance and Business Management Program

<b>Specialization</b>	Human Resource Management
<b>Course Number</b>	021008121
<b>Course Title</b>	<b>Human Resource Management</b>
<b>Number of Credit Hours</b>	(3)
<b>Number to Theoretical Credit Hours</b>	(2)
<b>Number to Practical Credit Hours</b>	(3)

## **Course Description**

The aim of this course is to enable students to appreciate and apply principles of effective Human Resource Management (HRM). People are the lifeblood of any organization and being able to attract, recruit and retain talented staff is at the core of all HRM activity. This unit will explore the tools and techniques used in HRM to maximize the employee contribution and how to use HR methods to gain competitive advantage. Students will explore the importance of training and development in building and extending the skills base of the organization and ensuring it is relevant to the ever-changing business environment. Students will also consider the growing importance of becoming a flexible organization with an equally flexible labor force, and become familiar with techniques of job design and with different reward systems.

## **Main Course Objectives**

**On successful completion of this course the learners will be to:**

1. Explain the purpose and scope of Human Resource Management.
2. Evaluate the effectiveness of the key elements of Human Resource Management in an organization.
3. Analyze internal and external factors that affect Human Resource Management
4. Apply Human Resource Management practices in a work-related context.

**General Course Description:**

Unit #	Unit Name	Unit Contents	Time Allocation
1.	The nature and scope of HRM	<ul style="list-style-type: none"> <li>• Definitions of HRM.</li> <li>• What are the main functions and activities of HRM the 'Best Fit' approach vs 'Best Practice.</li> <li>• The hard and soft models of HRM. Workforce planning.</li> <li>• Types of labor market, labor market trends and PESTLE.</li> <li>• The internal labor market.</li> <li>• Analyzing turnover, stability and retention.</li> <li>• The impact of legal and regulatory frameworks.</li> <li>• The impact that advances in technology have had upon improving the efficiency of HR practices.</li> </ul>	2 Weeks
2.	Recruitment , Selection and On-boarding and induction	<ul style="list-style-type: none"> <li>• Sources of recruitment: internal vs external recruitment.</li> <li>• Job analysis, job descriptions, and competency frameworks.</li> <li>• Main methods of selection: strengths and weaknesses of each. Reliability and validity as key criteria.</li> <li>• The issues affecting successful induction and socialization of employees.</li> </ul>	2 Weeks
3.	Learning, development and training	<ul style="list-style-type: none"> <li>• Differentiating development and training.</li> <li>• Identifying training needs – the training gap.</li> <li>• Types of training.</li> </ul>	2 Weeks

		<ul style="list-style-type: none"> <li>• Evaluation of training.</li> </ul>	
4.	Job and workplace design	<ul style="list-style-type: none"> <li>• Reward management: extrinsic and intrinsic rewards from work.</li> <li>• The link between motivational theory and reward.</li> <li>• Series of job design-job extension.</li> </ul>	2 Weeks
5.	The flexible organization	<ul style="list-style-type: none"> <li>• Types of flexibility: numerical, structural and functional flexibility.</li> <li>• Models of flexible organization (e.g. Handy, Atkinson).</li> <li>• Flexible working options in modern organization.</li> <li>• Benefits to employers and benefits to employees of flexible working practices.</li> </ul>	2 Weeks
6.	Performance and reward	<ul style="list-style-type: none"> <li>• Performance management and methods used to monitor employee performance.</li> <li>• Types of payment and reward system.</li> <li>• Methods of a determination.</li> </ul>	1 Week
7.	Employee relations	<ul style="list-style-type: none"> <li>• Maintaining good employee relations.</li> <li>• Strategies for building and improving employee relations and engagement.</li> </ul>	1 Week
8.	Employee relations and the law	<ul style="list-style-type: none"> <li>• The purpose of employment law.</li> <li>• Key legal issues and constraints (e.g. equality, data protection, health and safety, redundancy, dismissal, employment contracts).</li> <li>• Ethical and social responsibilities.</li> </ul>	1 Week
9.	Trade unions and workplace representation	<ul style="list-style-type: none"> <li>• The role of trade unions – local/national.</li> <li>• Collective agreements.</li> <li>• Discipline, grievances and redundancy – best practice.</li> </ul>	1 Week



10.	Job and person specifications	<ul style="list-style-type: none"> <li>Preparing job specifications and person specifications applicable to the recruitment context and needs of the organization, taking into account.</li> <li>Legislation and company policies.</li> </ul>	1 Week
11.	Recruitment and selection in practice	<ul style="list-style-type: none"> <li>The impact of technology on improving the recruitment and selection process.</li> <li>The use of online resources, digital platforms and social networking.</li> <li>Designing and placing job. advertisements.</li> <li>Shortlisting and processing applications.</li> <li>Interviewing preparation and best practice.</li> </ul>	1 Week

### Evaluation System In-Use

Exams	Percentage of Total Mark	Date
<b>First Exam</b>	20%	Date: / /
<b>Second Exam</b>	20%	Date: / /
<b>Participation</b>	10%	
<b>Final Exam</b>	50%	Date: / /
<b>Projects and Assignments</b>		
<b>Discussions and Presentations</b>		

### Teaching Methodology

- The instructor decides on the suitable method for teaching the material (lectures, presentations, discussions, lab assignments... etc).

### References

- ARMSTRONG, M. and TAYLOR, S. (2014) Armstrong's Handbook of Human Resource Management Practice. 13th Ed. London: Kogan Page.
- BACH, S. and EDWARDS, M. (2013) Managing Human Resources. Oxford: Wiley.
- BRATTON, J. and GOLD, J. (2012) Human Resource Management: Theory and Practice. 5th Ed. Basingstoke: Palgrave.
- TORRINGTON, D, et al. (2011) Human Resource Management. 8th Ed. London:

## Finance and Business Management Program

<b>Specialization</b>	Human Resource Management
<b>Course Number</b>	021009112
<b>Course Title</b>	<b>Management and Operations</b>
<b>Number of Credit Hours</b>	(3)
<b>Number to Theoretical Credit Hours</b>	(2)
<b>Number to Practical Credit Hours</b>	(3)

## **Course Description**

The aim of this course is to help students understand the difference between the function of a manager and the role of a leader. Students will consider the characteristics, behaviors and traits which support effective management and leadership. In addition, this course will introduce the concept of operations as both a function and a process which all organization must adopt to conduct business. Students will be introduced to contemporary and historical theories and concepts which will support their learning for this unit. On successful completion of this course students will have developed sufficient knowledge and understanding of how management and operations make a positive, efficient and effective contribution to an organization at a junior level.

## **Main Course Objectives**

### **On successful completion of this course a learner will:**

1. Differentiate between the role of a leader and the function of a manager.
2. Apply the role of a leader and the function of a manager in given contexts.
3. Demonstrate an appreciation of the role leaders and managers play in the operations function of an organization
4. Demonstrate an understanding of the relationship between leadership and management in a contemporary business environment.

**General Course Description:**

Course #	Course Name	Course Contents	Time Allocation
1.	Management theory	<ul style="list-style-type: none"> <li>Contemporary and seminal theories of management such as management by objectives, classical management theories, behavioral theory and contingency theory.</li> </ul>	1 Week
2.	Leadership vs management	<ul style="list-style-type: none"> <li>The definitions and differences of both a leader and a manager.</li> <li>Management functions such as planning, organizing, controlling and directing.</li> <li>Theories of leadership traits, style and contingency. Transformational and Transactional Leadership. Action Centred Leadership. 'Hard' management skills and 'soft' leadership skills.</li> </ul>	1 Weeks
3.	Theories of leadership	<ul style="list-style-type: none"> <li>Theories of leadership traits, style and contingency. Transformational and Transactional Leadership. Action Centred Leadership. 'Hard' management skills and 'soft' leadership skills.</li> </ul>	1 Weeks
4.	Role of a leader and function of a manager	<ul style="list-style-type: none"> <li>Situational leadership, systems leadership, task or relationship-orientated approaches.</li> </ul>	1 Week
5.	Apply the role of a leader	<ul style="list-style-type: none"> <li>The application of chaos theory and management by objectives.</li> </ul>	2 Weeks

6.	Theories of operations and operations management	<ul style="list-style-type: none"> <li>• Six sigma, lean production and queuing theory.</li> </ul>	2 Weeks
7.	Different operations management approaches	<ul style="list-style-type: none"> <li>• The use of different management approaches: Principles of Total Quality Management (TQM), Just-in-Time Inventory and the concept of continuous improvement (Kaizen).</li> </ul>	2 Weeks
8.	Operational functions	<ul style="list-style-type: none"> <li>• Control and Distribution Systems. Transformation of raw material into finished goods/services. Process design. Capacity management.</li> <li>• Logistics and inventory management. Scheduling.</li> </ul>	2 Weeks
9.	Different dimensions of contemporary business environment:	<ul style="list-style-type: none"> <li>• The relationship that leadership and management have in the context of corporate social responsibility; culture, values, ethics and sustainability.</li> </ul>	2 Weeks
11.	Introduction of stakeholders	<ul style="list-style-type: none"> <li>• Definition of stakeholders.</li> <li>• Stakeholders and meeting stakeholder expectations.</li> </ul>	1 Week
10.	The relationship between leadership and management in a contemporary	<ul style="list-style-type: none"> <li>• The relationship with stakeholders and meeting stakeholder expectations in the context of encouraging, developing and sustaining entrepreneurship and intrapreneurship.</li> </ul>	1 Week

### Evaluation System In-Use

Exams	Percentage of Total Mark	Date
<b>First Exam</b>	20%	Date: / /
<b>Second Exam</b>	20%	Date: / /
<b>Participation</b>	10%	
<b>Final Exam</b>	50%	Date: / /
<b>Projects and Assignments</b>		
<b>Discussions and Presentations</b>		

### Teaching Methodology

- The instructor decides on the suitable method for teaching the material (lectures, presentations, discussions, lab assignments...etc).

### References

- HILL, A and HILL, T. (2011) Essential Operations Management. London: Palgrave.
- PETTINGER, R. (2007) Introduction to Management. 4th Ed. London: Palgrave Macmillan.
- SLACK, N., BRANDON-JONES, A. and JOHNSTON, R. (2013) Operations Management. 7th Ed. Harlow: Pearson.
- SCHEDLITZKI, D. and EDWARDS, G. (2014) Studying Leadership: Traditional and Critical Approaches. London: SAGE.



## Finance and Business Management Program

<b>Specialization</b>	Human Resource Management
<b>Course Number</b>	021006141
<b>Course Title</b>	<b>Management Accounting</b>
<b>Number of Credit Hours</b>	(3)
<b>Number to Theoretical Credit Hours</b>	(2)
<b>Number to Practical Credit Hours</b>	(3)

## **Course Description**

The overall aim of this course is to introduce the fundamentals of management accounting which apply to the wider business environment and the organizations which operate within that environment. Students will explore how management accounting uses financial data to aid planning decisions, and the monitoring and control of finance within organizations.

On successful completion of this course students will be in a position to present financial statements in a workplace context and be able to assist senior colleagues with financial business planning.

## **Main Course Objectives**

**On successful completion of this course the learners will be to:**

1. Demonstrate an understanding of management accounting systems.
2. Apply a range of management accounting techniques.
3. Explain the use of planning tools used in management accounting.
4. Compare ways in which organizations could use management accounting to respond to financial problems.



**General Course Description:**

Unit #	Unit Name	Unit Contents	Time Allocation
1.	Management accounting systems	<ul style="list-style-type: none"> <li>• Definition of management accounting.</li> <li>• What is a management accounting system?</li> <li>• Why is it important to integrate these within an organization?</li> <li>• Explore the origin, role and principles of management accounting.</li> <li>• The distinction between management and financial accounting.</li> <li>• Different types of management accounting systems.</li> <li>• Cost-accounting systems, inventory management systems, job-costing systems and price-optimizing systems.</li> <li>• Benefits of different types of systems.</li> <li>• Presenting financial information.</li> <li>• Different types of managerial accounting reports.</li> </ul>	4 Weeks
2.	Management accounting techniques	<ul style="list-style-type: none"> <li>• Microeconomic techniques.</li> <li>• Cost-volume profit, flexible budgeting and cost variances.</li> <li>• Applying absorption and marginal costing.</li> <li>• Product costing: Fixed and variable costs, cost allocation.</li> <li>• Normal and standard costing, activity-based costing and the role of costing in setting price.</li> <li>• Cost of inventory: Definition of inventory costs and different types of inventory costs.</li> <li>• The benefits of reducing inventory costs to an organization.</li> <li>• Valuation methods.</li> <li>• Cost variances.</li> </ul>	4 Weeks

<p>3.</p>	<p>Planning tools used in management accounting</p>	<ul style="list-style-type: none"> <li>• Overhead costs.</li> <li>• Preparing a budget.</li> <li>• Different types of budgets (e.g. capital and operating).</li> <li>• Alternative methods of budgeting.</li> <li>• Behavioral implications of budgets.</li> <li>• Pricing strategies.</li> <li>• How do competitors determine their prices?</li> <li>• Supply and demand considerations.</li> <li>• Actual costing, normal costing and standard costing systems.</li> <li>• How cost systems differ depending on the costing activity: job costing, process costing, batch costing and contract costing.</li> <li>• Applying PEST, SWOT, balance scorecard or Porter's Five Forces analysis to the financial position of an organization.</li> </ul>	<p>4 Weeks</p>
<p>4.</p>	<p>Management accounting to respond to financial problems</p>	<ul style="list-style-type: none"> <li>• Identifying financial problems.</li> <li>• Using benchmarks, key performance indicators (financial and non-financial) and budgetary targets to identify variances and problems.</li> <li>• Financial governance: Definitions of financial governance, and how this can be used to pre-empt or prevent financial problems.</li> <li>• Using financial governance to monitor strategy.</li> <li>• Management accounting skill sets.</li> <li>• How can these skills be used to prevent and/or deal with problems.</li> <li>• Effective strategies and systems.</li> </ul>	<p>4 Weeks</p>

### Evaluation System In-Use

Exams	Percentage of Total Mark	Date
<b>First Exam</b>	20%	Date: / /
<b>Second Exam</b>	20%	Date: / /
<b>Participation</b>	10%	
<b>Final Exam</b>	50%	Date: / /
<b>Projects and Assignments</b>		
<b>Discussions and Presentations</b>		

### Teaching Methodology

- The instructor decides on the suitable method for teaching the material (lectures, presentations, discussions, lab assignments...etc).

### References

- DRURY, C. (2015) Management and Cost Accounting. 9th Ed. Cengage Learning.
- EDMONDS, T. and OLDS, P. (2013) Fundamental Managerial Accounting Concepts. 7th Ed. Maidenhead: McGraw-Hill.
- HORNGREN, C., SUNDEN, G., STRATTON, W., BURGSTALLER, D. and
- SCHATZBERG, J. (2013) Introduction to Management Accounting. Global Ed. Harlow: Pearson.

## Finance and Business Management Program

<b>Specialization</b>	Human Resource Management
<b>Course Number</b>	021006142
<b>Course Title</b>	<b>Principles of financial accounting</b>
<b>Number of Credit Hours</b>	(3)
<b>Number to Theoretical Credit Hours</b>	(2)
<b>Number to Practical Credit Hours</b>	(3)

## Course Description

This course to introduce students to essential financial accounting principles and techniques which will enable them to record and prepare basic final accounts for merchandising business. Students will learn how to prepare accounts for sole traders and partnerships as well as limited companies.

On successful completion of this course students will be able to contribute effectively to the accounting function of an organization, or to understand how to record and prepare basic financial accounts for their own business. They will have the knowledge and skills required to progress to a higher level of study.

## Main Course Objectives

**On successful completion of this course the learners will be to:**

1. Understand the financial accounting for merchandising business.
2. Prepare final accounts for sole-traders, partnerships or limited companies in accordance with appropriate principles, conventions and standards.
3. Perform bank reconciliations to ensure company and bank records are correct.
4. Reconcile control accounts and shift recorded transactions from the suspense accounts to the right accounts.

**General Course Description:**

Unit #	Unit Name	Unit Contents	Time Allocation
1.	<b>Accounting in Action</b>	<ul style="list-style-type: none"> <li>• What Is Accounting?</li> <li>• The Building Blocks of Accounting</li> <li>• The Basic Accounting Equation</li> <li>• Using the Accounting Equation</li> <li>• Financial Statements</li> </ul>	3 weeks
2.	<b>The Recording Process</b>	<ul style="list-style-type: none"> <li>• The Account</li> <li>• Steps in the Recording Process</li> <li>• The Recording Process Illustrated</li> <li>• The Trial Balance</li> </ul>	4 weeks
3.	<b>Final accounts preparation</b>	<ul style="list-style-type: none"> <li>• Financial reports and financial statements</li> <li>• Adjustments required for accruals, prepayments, bad debts, etc.</li> <li>• Preparing final accounts (e.g. for sole-traders, partnerships or limited companies).</li> <li>• Accounting rules and principles.</li> </ul>	4 weeks
4.	<b>Bank reconciliations</b>	<ul style="list-style-type: none"> <li>• What is meant by bank reconciliation?</li> <li>• The process of reconciliation:</li> <li>• Identifying variances through a bank reconciliation.</li> <li>• Dealing with negative and positive variances</li> </ul>	2 weeks
5.	<b>Reconcile control accounts</b>	<ul style="list-style-type: none"> <li>• Control account What are they? How and why are they used? How do they support effective financial management?</li> <li>• Suspense accounts: How do they differ from control accounts? Why are they required? How are funds in suspense accounts legally protected?</li> </ul>	3 weeks

	<ul style="list-style-type: none"> <li>Reconciling these accounts: Why is reconciliation required? How is this conducted? The role of debtors and creditors accounts.</li> </ul>	
--	--	--

### Evaluation System In-Use

Exams	Percentage of Total Mark	Date
<b>First Exam</b>	20%	Date: / /
<b>Second Exam</b>	20%	Date: / /
<b>Participation</b>	10%	
<b>Final Exam</b>	50%	Date: / /
<b>Projects and Assignments</b>		
<b>Discussions and Presentations</b>		

### Teaching Methodology

- The instructor decides on the suitable method for teaching the material (lectures, presentations, discussions, lab assignments... etc).

### References

- www.aat.co.uk The Association of Accounting Technicians
- www.bized.co.uk Bized provides a selection of teaching and learning resources
- www.ft.com *The Financial Times*

## Finance and Business Management Program

Accounting and Financial Management	Human Resource Management
<b>Course Number</b>	021009213
<b>Course Title</b>	<b>Advance management project</b>
<b>Number of Credit Hours</b>	(3)
<b>Number to Theoretical Credit Hour</b>	(1)
<b>Number to Practical Credit Hours</b>	(6)



## **Course Description**

The aim of this unit is to offer students the opportunity to engage in sustained research in a specific field of study. The unit enables students to demonstrate the capacity and ability to identify a research theme, to develop research aims, objectives and outcomes, and to present the outcomes of such research in both written and verbal formats. The unit also encourages students to reflect on their engagement in the research process during which recommendations for future, personal development are key learning points.

## **Main Course Objectives**

**On successful completion of this course the learners will be to:**

1. Examine appropriate research methodologies and approaches as part of the research process.
2. Conduct and analyze research relevant to a business research project.
3. Communicate the outcomes of a research project to identified stakeholders.
4. Reflect on the application of research methodologies and concepts.

**General Course Description:**

Unit #	Unit Name	Unit Contents	Time Allocation
1.	Developing a research proposition	<ul style="list-style-type: none"> <li>• The importance of developing methodical and valid propositions as the foundation for a research project.</li> <li>• Rationale – the purpose and significance for research question or hypothesis.</li> <li>• The value of the philosophical position of the researcher and the chosen methods.</li> <li>• Use of Saunders's research onion as a guide to establishing a methodological approach.</li> </ul>	2 Weeks
2.	Literature review	<ul style="list-style-type: none"> <li>• Conceptualization of the research problem or hypothesis.</li> <li>• The importance of positioning a research project in context of existing knowledge.</li> <li>• Significance and means of providing benchmarks by which data can be judged.</li> <li>• Qualitative, quantitative and mixed method research.</li> <li>• Key theoretical frameworks for research.</li> <li>• Advantages and limitations of qualitative and quantitative research</li> <li>• Approaches and methods.</li> </ul>	2 Weeks

3.	Research as a process	<ul style="list-style-type: none"> <li>• Research has distinct phases which support a coherent and logical argument.</li> <li>• This includes using secondary research to inform a primary, empirical, study.</li> </ul>	1 Week
4.	Selecting a sample	<ul style="list-style-type: none"> <li>• The importance of gathering data and information (qualitative or quantitative) to support research analysis.</li> <li>• Selecting sample types and sizes that are relevant to the research.</li> <li>• Considering sampling approaches and techniques including probability and nonprobability sampling.</li> </ul>	1 Week
5.	Ethics, reliability and validity	<ul style="list-style-type: none"> <li>• Research should be conducted ethically. How is this achieved and reported?</li> <li>• Research should also be reliable (similar results would be achieved from a similar sample) and valid (the research measures what it aimed to measure).</li> </ul>	1 Week
6.	Analyzing data	<ul style="list-style-type: none"> <li>• Using data collection tools such as interviews and questionnaires.</li> <li>• Using analytical techniques such as trend analysis, coding or typologies.</li> </ul>	1 Week
7.	Stakeholders	<ul style="list-style-type: none"> <li>• Who are they?</li> <li>• Why would they be interested in the research outcomes?</li> </ul>	1 Week

		<ul style="list-style-type: none"> <li>• What communication method do they expect?</li> </ul>	
8.	Communicating research outcomes	<ul style="list-style-type: none"> <li>• Consideration of different methods of communicating outcomes (e.g. written word, spoken word) and the medium (e.g. report, online, presentation).</li> <li>• The method and medium will be influenced by the research and its intended audience.</li> </ul>	1 week
9.	Convincing arguments	<ul style="list-style-type: none"> <li>• No matter what the method/medium, all research should be convincing and presented logically where the assumption is that the audience has little or no knowledge of the research process.</li> <li>• The importance of developing evaluative conclusions.</li> </ul>	1 week
10.	Reflection for learning and practice	<ul style="list-style-type: none"> <li>• Difference between reflecting on performance and evaluating a research project. The former considers the research process; the latter considers the quality of the research argument and use of evidence.</li> <li>• Reflection on the merits, limitations and potential pitfalls of the chosen methods.</li> </ul>	2 week
11.	The cycle of reflection	<ul style="list-style-type: none"> <li>• To include reflection in action and reflection on action.</li> <li>• Considering how to use reflection to inform future behavior and</li> </ul>	1 week

		future considerations.	
12.	Reflective writing	<ul style="list-style-type: none"> <li>Avoiding generalization and focusing on personal development and the research journey in a critical and objective way.</li> </ul>	2 week

### Evaluation System In-Use

Exams	Percentage of Total Mark	te
<b>First Exam</b>	20%	Date: / /
<b>Second Exam</b>	20%	Date: / /
<b>Participation</b>	10%	
<b>Final Exam</b>	50%	Date: / /
<b>Projects and Assignments</b>		
<b>Discussions and Presentations</b>		

### Teaching Methodology

- The instructor decides on the suitable method for teaching the material (lectures, presentations, discussions, lab assignments...etc).

### References

- COSTLEY, C., ELLIOT, G. and GIBBS, P. (2010) Doing Work Based Research: Approaches to Enquiry for Insider-researchers. London: SAGE.
- FLICK, U. (2011) Introducing Research Methodology: A Beginner's Guide to Doing a Research Project. London: SAGE.
- GRAY, D. (2009) Doing Research in the Real World. 2nd Ed. London: SAGE.
- SAUNDERS, M., LEWIS, P. and THORNHILL, A. (2012) Research methods for Business Students. 6th Ed. Harlow: Pearson.

## Finance and Business Management Program

<b>Specialization</b>	Human Resource Management
<b>Course Number</b>	021008122
<b>Course Title</b>	<b>Organizational Behavior</b>
<b>Number of Credit Hours</b>	(3)
<b>Number to Theoretical Credit Hour</b>	(3)
<b>Number to Practical Credit Hours</b>	(0)

### **Course Description**

The aim of this unit is to develop a student's understanding of the influence culture, politics and power have on the behavior of others in an organizational context. Students will be in a position to apply the principles of organizational behavior to a variety of business situations.

On successful completion of this unit students will have an understanding and awareness of key influences which affect the behavior of individuals, teams and organization as a whole.

### **Main Course Objectives**

**On successful completion of this course the learners will be to:**

1. Analyze the influence of culture, politics and power on the behavior of others in an organizational context.
2. Evaluate how to motivate individuals and teams to achieve a goal.
3. Demonstrate an understanding of how to cooperate effectively with others.
4. Apply concepts and philosophies of organizational behavior to a given business situation.

**General Course Description:**

Unit #	Unit Name	Unit Contents	Time Allocation
1.	Influence of culture	<ul style="list-style-type: none"> <li>• Classifications of culture (power, role, task and person).</li> <li>• The importance of cultural-difference awareness.</li> <li>• Hofstede's dimensions of culture theory and application.</li> <li>• The rise of globalization and digital technology and how they have influenced and shaped organizational culture in the 21st century.</li> <li>• Principles of Network theory and Systems theory as frameworks to understand organization.</li> <li>• Organizational psychology.</li> </ul>	2 Weeks
2.	Influence of politics	<ul style="list-style-type: none"> <li>• Organizational politics and differentiation between personal, decisional, Structural and organizational change.</li> </ul>	1 Week
3.	Influence of power	<ul style="list-style-type: none"> <li>• Power as a property viewpoint: individual, relationships and embedded in structures.</li> <li>• Bases and types of power, power controls and power sources.</li> </ul>	1 Week



4.	Motivational theories	<ul style="list-style-type: none"> <li>• Extrinsic and intrinsic motivation.</li> <li>• Motivational theorists and theories: content theories (Maslow, Herzberg and Alderfer) and process theories (Vroom, Adams, Latham and Locke).</li> <li>• The implications of motivational theory on management and leadership within organization.</li> </ul>	3 Week
5.	Behavioral psychology	<ul style="list-style-type: none"> <li>• Definition of emotional intelligence and the importance of soft skills for managers and teams.</li> <li>• Task vs relationship leadership and psychodynamic approach to behavior.</li> </ul>	3 week
6.	Different types of organizational teams	<ul style="list-style-type: none"> <li>• Including functional, problem-solving, project teams.</li> <li>• The impact of technology on organizational teams: the role of virtual team development and networking.</li> </ul>	2 week
7.	Team dynamics and teamwork	<ul style="list-style-type: none"> <li>• Definitions of the terms group and team, and the differences.</li> <li>• Tuckman's Team Development model and the impact of development stages on individual development.</li> <li>• Belbin's typology for managing</li> </ul>	2 week

		<p>effective teams and considering roles and skills required for effective teams.</p> <ul style="list-style-type: none"> <li>• Soft and hard communication, co-operation and competition.</li> <li>• Benefits and risks of teams.</li> <li>• Conflict resolution.</li> </ul>	
8.	Concepts and philosophy	<ul style="list-style-type: none"> <li>• Path-goal theory leadership styles that improve team performance and productivity.</li> <li>• Contemporary barriers to effective behavior, situational resistance, social capital theory and contingency theory.</li> </ul>	2week

### Evaluation System In-Use

Exams	Percentage of Total Mark	te
<b>First Exam</b>	20%	Date: / /
<b>Second Exam</b>	20%	Date: / /
<b>Participation</b>	10%	
<b>Final Exam</b>	50%	Date: / /
<b>Projects and Assignments</b>		
<b>Discussions and Presentations</b>		

### Teaching Methodology

- The instructor decides on the suitable method for teaching the material (lectures, presentations, discussions, lab assignments... etc).

---

## References

- ARCHER, D. and CAMERON, A. (2013) Collaborative Leadership; Building Relationships, Handling Conflict and Sharing Control. 2nd Ed. London: Routledge.
- BY, R.T. and BURNES, B. (2013) Organizational Change, Leadership and Ethics: Leading Organisations Towards Sustainability. London: Routledge.
- HUCZYNSKI, A. and BUCHANAN, D. (2013) Organisational Behaviour. 8th Ed. Harlow: Pearson.
- LEVI, D. (2014) Group Dynamics for Teams. 4th Ed. London: SAGE.
- ROLLINSON, D. (2008) Organisational Behaviour and Analysis: An Integrated Approach. 4th Ed. London: Pearson.



## Finance and Business Management Program

<b>Specialization</b>	Human Resource Management
<b>Course Number</b>	021008123
<b>Course Title</b>	<b>Business law</b>
<b>Number of Credit Hours</b>	(2)
<b>Number to Theoretical Credit Hours</b>	(2)
<b>Number to Practical Credit Hours</b>	(0)

### Course Description

The aim of this course is to enhance students' understanding of how business law is applied to the running of a company. Students will gain knowledge of business law and examine the impact of the law on business operations and decision-making.

Throughout the course students will identify legal solutions available to business owners and assess their suitability. Their experiences in this unit will help them better understand the areas of law in which they will want to specialize.

### Main Course Objectives

**On successful completion of this course, a learner will:**

1. Explain the basic nature of the legal system.
2. Illustrate the potential impact of the law on a business.
3. Suggest appropriate legal solutions to business problems.
4. Recommend appropriate legal solutions based upon alternative legal advice provided.

### General Course Description:

Unit #	Unit Name	Unit Contents	Time Allocation
1.	Nature of the legal system	<ul style="list-style-type: none"> <li>• The legal system.</li> <li>• The justice system.</li> </ul>	4 Weeks
2.	Impact of the law on a business	<ul style="list-style-type: none"> <li>• Legislation and legal responsibilities</li> <li>• The implications and impacts of various legislation</li> <li>• Rules and regulations relating to cybersecurity.</li> <li>• Employee legislation, equal opportunities and anti-discrimination.</li> <li>• Employment law and its impacts on</li> </ul>	4 Weeks

		business decisions.	
3.	legal solutions to business problems	<ul style="list-style-type: none"> <li>• Legal solutions for different types of business problems.</li> <li>• Termination of contracts, including employment.</li> <li>• Rescuing and liquidating companies. Scarcity and choice, supply and demand, income elasticity.</li> </ul>	4 Weeks
4.	Appropriate legal solutions based upon alternative legal advice provided	<ul style="list-style-type: none"> <li>• Different legal frameworks and laws of different countries.</li> <li>• The role of union's citizen advice and the role of Alternative Dispute Resolution (ADR).</li> </ul>	4 Weeks

#### Evaluation System In-Use

Exams	Percentage of Total Mark	Date
<b>First Exam</b>	20%	Date: / /
<b>Second Exam</b>	20%	Date: / /
<b>Participation</b>	10%	
<b>Final Exam</b>	50%	Date: / /
<b>Projects and Assignments</b>		
<b>Discussions and Presentations</b>		

#### Teaching Methodology

- 
- The instructor decides on the suitable method for teaching the material (lectures, presentations, discussions, lab assignments...etc).

#### **References**

- ADAMS, A. (2016) Business Law for Students. 9th ed. London: Pearson
- ANDREWS, N. (2011) Contract Law. Cambridge: Cambridge University Press.
- ELLIOTT, C and QUINN, F. (2015). The English Legal System. 16th Ed. London: Pearson
- HONEYBALL, S. (2016) Honeyball and Bowers Text to Employment Law. 14<sup>th</sup> ed Oxford: Oxford University Press.
- MARSON, J and FERRIS, M. (2015) Business Law. 4th Ed. Oxford. Oxford University Press.

## Finance and Business Management Program

<b>Specialization</b>	Human Resource Management
<b>Course Number</b>	٠٢١008229
<b>Course Title</b>	<b>Applications in Human Resource Management</b>
<b>Number of Credit Hours</b>	(2)
<b>Number to Theoretical Credit Hours</b>	(0)
<b>Number to Practical Credit Hours</b>	(٦)



## **Course Description**

This course refers to the proactive and systematic alignment of human resource systems, processes, policies, and practices using ALPHA software; which covers all the day to day practices in HRM, this software is the most common and widely used HRM package in most companies and institutions in Jordan.

## **Main Course Objectives**

**On successful completion of this course, a learner will:**

1. Introducing HRM Information Systems
2. Understanding the various benefits and hazards from using IT Systems
3. Introducing the ALPHA System and its application
4. Understanding how the HR function handles the various ALPHA applications and their use in day to day HR work

**General Course Description:**

Unit #	Unit Name	Unit Contents	Time Allocation
1.	Basics of HRM IT Systems	<ul style="list-style-type: none"> <li>• Introduction of IT Systems used in HR.</li> <li>• Explanation of the uses and benefits of using HRM Software in organizations.</li> <li>• Contrasting the traditional HRM systems with the new computerized versions.</li> </ul>	3 Weeks
2.	The ALPHA System: and Introduction	<ul style="list-style-type: none"> <li>• Benefits of using ALPHA.</li> <li>• Basic elements of the ALPHA system.</li> </ul>	3 Weeks
3.	ALPHA basic functions	<ul style="list-style-type: none"> <li>• Employee enrollment and management through ALPHA.</li> <li>• Employee Overview and analysis.</li> </ul>	4 Weeks
4.	ALPHA Applications: Leaves and absences and Salary	<ul style="list-style-type: none"> <li>• Leaves and absences.</li> <li>• Salary information and summary.</li> </ul>	3 Weeks
5.	ALPHA Applications: Vacations	<ul style="list-style-type: none"> <li>• Vacation requests.</li> <li>• Understanding employee vacation requests and balance.</li> <li>• Approvals needed for vacations.</li> </ul>	3 Weeks

### Evaluation System In-Use

Exams	Percentage of Total Mark	Date
<b>First Exam</b>	20%	Date: / /
<b>Second Exam</b>	20%	Date: / /
<b>Participation</b>	10%	
<b>Final Exam</b>	50%	Date: / /
<b>Projects and Assignments</b>		
<b>Discussions and Presentations</b>		

### Teaching Methodology

- The instructor decides on the suitable method for teaching the material (lectures, presentations, discussions, lab assignments...etc).

### References

- ALPHA Software.

## Finance and Business Management Program

<b>Specialization</b>	Human Resource Management
<b>Course Number</b>	٠٢١٠٠٨٢٢٤
<b>Course Title</b>	<b>Resources and Talent Planning</b>
<b>Number of Credit Hours</b>	(3)
<b>Number to Theoretical Credit Hours</b>	(٢)
<b>Number to Practical Credit Hours</b>	(٣)

## **Course Description**

This unit offers students the opportunity to develop knowledge and understanding to ensure that an organisation has the skills it requires, at the time it requires them, to meet its strategic intent. Sustainable organisation performance and growth requires a constant reassessment of skills, requirements which will then inform the training and development of existing employees. However, there will always be the need to recruit new staff to support organizational growth, or to replace those who leave. This unit focuses on the latter, and students will engage in learning that provides fundamental knowledge relating to recruitment, selection, and succession planning and talent management.

## **Main Course Objectives**

### **On successful completion of this course, a learner will:**

1. Analyse labor market trends and appropriate legal requirements which influence workforce planning.
2. Determine current and anticipated skills requirements in varying contexts.
3. Apply the appropriate documents and processes which contribute to effective recruitment and selection.
4. Evaluate how to manage the human resource life-cycle within the context of a HR strategy.

**General Course Description:**

Unit #	Unit Name	Unit Contents	Time Allocation
1.	Workforce planning and talent management:	<ul style="list-style-type: none"> <li>• What is HR strategy?</li> <li>• What is talent and talent management?</li> <li>• What is workforce planning?</li> <li>• Discuss the links of a systematic approach to talent resourcing and strategic HRM.</li> </ul>	2 Weeks
2.	Labour market trends and legal restrictions:	<ul style="list-style-type: none"> <li>• Labour market trends that influence HR processes, including demographics, the changing economic, political composition of a population and social trends.</li> <li>• Trend analysis and analysis of labour demand and supply forecasting</li> <li>• Analyze specific HR legislation constraints and requirements.</li> </ul>	2 Weeks
3.	Contemporary HR issues	<ul style="list-style-type: none"> <li>• The role of human and social capital, the rise in ethical awareness, increased competitive intensity and globalization, skills development to align with advancements in new technologies and an emerging technological workforce culture.</li> </ul>	2 Weeks
4.	Job analysis	<ul style="list-style-type: none"> <li>• What is job analysis?</li> <li>• Methods of job analysis and the collection of data and information. Applying skills requirement analysis and supply and demand forecasts.</li> <li>• The importance of job analysis for creating appropriate job descriptions and job specifications.</li> </ul>	2 Weeks
5.	Job design	<ul style="list-style-type: none"> <li>• What is job design?</li> <li>• Considering job responsibility, job variety and job enrichment.</li> <li>• The application of succession planning to identify and develop skills and abilities of employees.</li> </ul>	2 Weeks

		<ul style="list-style-type: none"> <li>• Methods of performance management vs talent management to monitor, develop and manage employee contribution to meeting overall business objectives.</li> </ul>	
6.	Recruitment and selection policies and processes	<ul style="list-style-type: none"> <li>• Recruitment and selection processes and methods assessing their validity and reliability.</li> <li>• Recruitment methods, including both the use of external and internal sources.</li> <li>• Selection methods for short listing and assessing applicants.</li> <li>• The legal and financial aspects and implications of different recruitment and selection methods.</li> <li>• How to effectively administer recruitment and selection policies.</li> </ul>	3 Weeks
7.	The HR life-cycle	<ul style="list-style-type: none"> <li>• The concept of the HR/employee life-cycle and HR solutions for ensuring effective management of key stages of the HR life-cycle: recruitment and selection, onboarding and orientation, performance management, succession planning, and exit and transition.</li> <li>• Key HR legislation considerations in relation to the HR life-cycle.</li> </ul>	3Weeks

### Evaluation System In-Use

Exams	Percentage of Total Mark	Date
<b>First Exam</b>	20%	Date: / /
<b>Second Exam</b>	20%	Date: / /
<b>Participation</b>	10%	
<b>Final Exam</b>	50%	Date: / /
<b>Projects and Assignments</b>		
<b>Discussions and Presentations</b>		

### Teaching Methodology

- The instructor decides on the suitable method for teaching the material (lectures, presentations, discussions, lab assignments...etc).

### References

- BRATTON, J. and GOLD, K. (2012) Human Resource Management Theory and Practice. 5th Ed. London: Palgrave MacMillan.
- TAYLOR, S. (2010) Resourcing and Talent Management. 5th Ed. London: CIPD.
- TORRINGTON, D., HALL, L. and TAYLOR, S. (2014) Human Resource Management. 9th Ed. Harlow: Prentice Hall.
- PILBEAM, S. (2010). People Resourcing and Talent Planning: HRM in Practice. 4<sup>th</sup> Ed. London: Prentice Hall.
- VARIOUS, Human Resource Management. Hoboken, USA: John Wiley & Sons, Inc., Hoboken, [http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1748-8583](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1748-8583)
- Chartered Institute for Personnel and Development website: [www.cipd.co.uk](http://www.cipd.co.uk)



## Finance and Business Management Program

<b>Specialization</b>	Human Resource Management
<b>Course Number</b>	٠٢١008225
<b>Course Title</b>	<b>Employee Relations</b>
<b>Number of Credit Hours</b>	(3)
<b>Number to Theoretical Credit Hours</b>	(٢)
<b>Number to Practical Credit Hours</b>	(٣)

## **Course Description**

The aim of this unit is to develop students' understanding of the extent to which employee relationships impact on stakeholders who are internal and external to an organisation. Students will also be in a position to judge the possible outcome of employee relationship situations which will support an effective conflict avoidance intervention. Students will develop the skills required to understand the models, practice and process of employee relations in a broad context.

## **Main Course Objectives**

**On successful completion of this course, a learner will:**

1. Apply the principles of employee relations in an organizational context.
2. Determine appropriate advice relating to rights, duties and obligations of the employment relationship.
3. Analyse the role of different stakeholders who support positive employment relationships.
4. Evaluate the broader impact of negative and positive employee relationships.

**General Course Description:**

Unit #	Unit Name	Unit Contents	Time Allocation
1.	Employee relations::	<ul style="list-style-type: none"> <li>As a principle and as a concept. The value of positive employee relations as opposed to the potential negative impact of negative employee relations.</li> </ul>	2 Weeks
2.	Power and politics in organizations	<ul style="list-style-type: none"> <li>Where does the power really lie?</li> <li>How can this be determined?</li> <li>Types of power, including expert power and referent power.</li> <li>The damaging effects of 'office politics'.</li> </ul>	2 Weeks
3.	Legislation and law	<ul style="list-style-type: none"> <li>The fundamentals of employment law and their relationship to employee relations.</li> <li>Contracts, terms and conditions of employment.</li> <li>The impact of legislation on human capital development and the free movement of trade.</li> </ul>	2 Weeks
4.	Key contemporary trends in employee relations	<ul style="list-style-type: none"> <li>Contextualized and contemporary, national and/or regional trends.</li> </ul>	2 Weeks
5.	The rights of employees and the rights of employers and The psychological contract	<ul style="list-style-type: none"> <li>Consider how both could be beneficial to the employment relationship.</li> <li>Consider how they are legally binding and the implications if the law/legislation is broken.</li> <li>Consider the unwritten expectations which could be based on culture, values and/or ethics.</li> <li>How important is the psychological contract to employees and employers?</li> </ul>	2 Weeks

6.	Developing positive employee relations and Protecting the rights of employees	<ul style="list-style-type: none"> <li>• Making the work-life balance a key principle for an organization.</li> <li>• Consider opportunities to improve work-life balance through flexible working or annualized hours.</li> <li>• Ensuring duties and obligations are met.</li> <li>• Consider the role of unions and collective bargaining.</li> </ul>	2 Weeks
7.	Determining positive employee relationships and Effective relationship management	<ul style="list-style-type: none"> <li>• The perception of this will vary between stakeholders. Employees are key and should be the main concern of an employer.</li> <li>• Understanding stakeholder expectations through a stakeholder analysis.</li> <li>• Positive employee engagement and involvement.</li> <li>• Seeing employees as partners.</li> </ul>	2 Weeks
8	Managing conflict , Impact of positive relationships on employee motivation and Employee welfare:	<ul style="list-style-type: none"> <li>• How to identify conflict in the workplace.</li> <li>• Why does conflict exist?</li> <li>• Is all conflict bad?</li> <li>• Impact of negative relationships on employee motivation:</li> <li>• Examples would include, increased absenteeism, reduced productivity and/or increase in error rate.</li> <li>• Examples would include, greater cooperation, increase in commitment and/or effective communications.</li> <li>• As a concept and as a concern. The unitary and pluralist perspectives of employee relations and their impact on employee welfare.</li> </ul>	2 Weeks

### Evaluation System In-Use

Exams	Percentage of Total Mark	Date
<b>First Exam</b>	20%	Date: / /
<b>Second Exam</b>	20%	Date: / /
<b>Participation</b>	10%	
<b>Final Exam</b>	50%	Date: / /
<b>Projects and Assignments</b>		
<b>Discussions and Presentations</b>		

### Teaching Methodology

- The instructor decides on the suitable method for teaching the material (lectures, presentations, discussions, lab assignments... etc).

### References

- AYLOTT, E. (2014) Employee Relations. London: Kogan Page.
- BRIDGER, E. (2014) Employee Engagement. London: Kogan Page.
- WILLIAMS, S. (2014) Introducing Employment Relations: A Critical Approach. 3<sup>rd</sup> Ed. Oxford: Oxford University Press.

## Finance and Business Management Program

<b>Specialization</b>	Human Resource Management
<b>Course Number</b>	٠٢١٠٠8226
<b>Course Title</b>	<b>Strategic Human Resource Management</b>
<b>Number of Credit Hours</b>	(3)
<b>Number to Theoretical Credit Hours</b>	(٢)
<b>Number to Practical Credit Hours</b>	(٣)

## **Course Description**

The aim of this unit is to explore the contribution strategic Human Resource Management (HRM) makes towards the development and support of sustainable organizational strategies. Students will develop an understanding and appreciation of seminal and contemporary models, theories and concepts which enable HR managers to make positive contributions to sustainable organizational change and growth from an HR perspective.

## **Main Course Objectives**

**On successful completion of this course, a learner will:**

1. Analyse key external and contextual developments which influence HR strategy.
2. Apply contemporary theoretical and practical knowledge of HR development.
3. Evaluate how appropriate change management models support HR strategy.
4. Evaluate the contribution of HR management and development to sustainable business performance and growth.

**General Course Description:**

Unit #	Unit Name	Unit Contents	Time Allocation
1.	Strategic HRM and external influences	<ul style="list-style-type: none"> <li>• What is strategic HRM and what are the benefits?</li> <li>• What are the main external influences on HR strategy?</li> <li>• What are the generic HR strategies that these external factors influence?</li> </ul>	2 Weeks
2.	External and contextual developments	<ul style="list-style-type: none"> <li>• Contemporary trends and developments in HR such as the impact of globalization, workforce diversity, changing skills requirements, continuous improvement and processes for improving productivity.</li> <li>• Changes in HR policy and practice related to current trends and developments.</li> <li>• The use of cloud technology for aligning people and processes.</li> <li>• The impact of technology on the recruitment and selection process, monitoring employees and supporting performance management.</li> <li>• HR issues in the private, public and third sectors.</li> </ul>	2 Weeks
3.	The theory of HR	<ul style="list-style-type: none"> <li>• The history of HR development from personnel to HRM and the growth of strategic HRM.</li> <li>• Links between organizational strategy and HR strategy: the universalist and contingency approaches to HRM.</li> </ul>	2 Weeks
4.	The impact of theory on HR practices	<ul style="list-style-type: none"> <li>• The relevance of theory to developing organizational HR practice.</li> <li>• Contemporary HR theories and practices such as flexible work arrangements, performance management, e-recruitment and the 540 performance appraisal.</li> </ul>	2 Weeks



		<ul style="list-style-type: none"> <li>The concept of applied HR strategy.</li> </ul>	
5.	Change management strategies, models and concepts	<ul style="list-style-type: none"> <li>The concept of organizational behavior and the impact of change on organizational behavior. Pearson BTEC Levels 4 and 5 Higher Nationals in Business Specification – Issue 1 – January 2016 © Pearson Education Limited 2016 179</li> <li>The use of different approaches towards change management, including: Kotter’ 8-Step Change model, Lewin’s Three Step Change model.</li> <li>The relevance of the psychological contract in relation to managing change.</li> <li>The use of Nudge theory to support organizational change and behavior.</li> </ul>	2 Weeks
6.	HR Strategy	<ul style="list-style-type: none"> <li>How does change management support and influence HR strategy?</li> <li>HR workforce planning, recruitment processes, managing employee motivation and performance management.</li> </ul>	2 Weeks
7.	Sustainable performance and business growth	<ul style="list-style-type: none"> <li>What is sustainable growth?</li> <li>How does HRM support sustainable business performance and growth?</li> <li>The ‘best fit’ perspective and resource-based view emphasis on achieving competitive advantage.</li> </ul>	2 Weeks
8	Evaluating the contribution of HR management	<ul style="list-style-type: none"> <li>Evaluating the contribution of HR management through benchmarking and Key Performance Indicators (KPIs), 10-C checklist of HRM, the model of capability for skills evaluation and the use of performance management systems.</li> </ul>	2 Weeks

### Evaluation System In-Use

Exams	Percentage of Total Mark	Date
<b>First Exam</b>	20%	Date: / /
<b>Second Exam</b>	20%	Date: / /
<b>Participation</b>	10%	
<b>Final Exam</b>	50%	Date: / /
<b>Projects and Assignments</b>		
<b>Discussions and Presentations</b>		

### Teaching Methodology

- The instructor decides on the suitable method for teaching the material (lectures, presentations, discussions, lab assignments... etc).

### References

- ARMSTRONG, A. (2011) Armstrong's Handbook of Strategic Human Resource Management. 5th Ed. London: Kogan Page.
- CAMPBELL, D., EDGAR, D. and STONEHOUSE, G. (2011) Business Strategy: An Introduction. 3rd Ed. Basingstoke: Palgrave Macmillan.
- KEW, J. and STREDWICK, J. (2013) Human Resource Management in a Business Context. 2nd Ed. London: CIPD.
- LEWIS, L. K. (2011) Organizational Change: Creating Change Through Strategic Communication. Chichester: Wiley-Blackwell.
- VARIOUS, Human Resource Management. Hoboken, USA: John Wiley & Sons, Inc., Hoboken, [http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1748-8583](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1748-8583)
- Chartered Institute for Personnel and Development website: [www.cipd.co.uk](http://www.cipd.co.uk)



## Finance and Business Management Program

<b>Specialization</b>	Human Resource Management
<b>Course Number</b>	٠٢١٠٠٨٢٢٧
<b>Course Title</b>	<b>Developing Individuals, Teams and Organizations</b>
<b>Number of Credit Hours</b>	(3)
<b>Number to Theoretical Credit Hours</b>	(2)
<b>Number to Practical Credit Hours</b>	(3)

## Course Description

The aim of this course is to provide students with the opportunity to appreciate that developing knowledge and skills to achieve high performance is a cross-organization activity. Students will recognize that their own professional development is just one route to improving the performance of those teams and organizations in which they work. They will also gain an awareness of the context in which learning takes place and how development needs are linked to learning interventions aimed at supporting an organization's strategy.

## Main Course Objectives

**On successful completion of this course, a learner will:**

1. Analyse employee knowledge, skills and behaviours required by HR professionals.
2. Analyse the factors to be considered when implementing and evaluating inclusive learning and development to drive sustainable business performance.
3. Apply knowledge and understanding to the ways in which high-performance working (HPW) contributes to employee engagement and competitive advantage.
4. Evaluate ways in which performance management, collaborative working and effective communication can support high-performance culture and commitment.

**General Course Description:**

Unit #	Unit Name	Unit Contents	Time Allocation
1.	Continuing professional development (CPD) AND Frameworks for CPD	<ul style="list-style-type: none"> <li>• What does this mean?</li> <li>• How do we engage in CPD?</li> <li>• How and why should CPD be recorded and evaluated?</li> <li>• As a means to structure CPD activities and to provide opportunities for reflection and evaluation.</li> </ul>	2 Weeks
2.	Reflective learning , Feedback for learning	<ul style="list-style-type: none"> <li>• Consider this as a philosophy and a concept. Using reflective learning to gain a deeper and objective insight into levels of performance in comparison to levels of expectation. , Using feedback as part of the learning cycle where feedback informs reflection which in turn informs action.</li> </ul>	2 Weeks
3.	Supporting organizational and individual learning	<ul style="list-style-type: none"> <li>• Learning should be focused on strategic and tactical goals and informed by, for example, GAP analysis or a skills evaluation.</li> <li>• Consider how learning is determined and implemented.</li> </ul>	2 Week
4.	The learning organization , Training or development	<ul style="list-style-type: none"> <li>• The use of formal and informal learning across an organization to develop individual, team and organizational skill sets. , Training as a one-off event or series of activities is different to development which has a more protracted timescale and builds on the skills and knowledge gained during training.</li> </ul>	2 Weeks
5.	The learning cycle , Barriers to learning:	<ul style="list-style-type: none"> <li>• Recognizing that learning is continuous through the use of learning cycle theories developed by Kolb, Honey and Mumford and Lewin.</li> <li>• Recognizing the various environmental, physical, psychological and cognitive barriers and how to overcome them.</li> </ul>	2 Weeks

<p>6.</p>	<p>High-performance working (HPW) , HPW organizations</p>	<ul style="list-style-type: none"> <li>• As a concept, philosophy and approach to developing and supporting strategy development, competitive advantage and improving employee relations.</li> <li>• What characterizes a HPW organization (HPWO)?</li> <li>• How is this beneficial to employees and the employer?</li> <li>• What barriers may exist to HPW?</li> </ul>	<p>2 Weeks</p>
<p>7.</p>	<p>High-performance HRM practice , HPW and external stakeholders and Partnerships in a HPWO</p>	<ul style="list-style-type: none"> <li>• How are the two related?</li> <li>• Which informs which?</li> <li>• What impact does the desire to achieve HPW impact of HR practices?</li> <li>• How will HPW be perceived and viewed by internal and external stakeholders?</li> <li>• Consider who will be able to support HPW in an organization?</li> <li>• The use of HPW champions to act as catalysts.</li> <li>• How do you sell the concept of HPW to those who will be facilitating this?</li> </ul>	<p>2 Weeks</p>
<p>8</p>	<p>Performance management (PM), Organizational culture and Transformation process</p>	<ul style="list-style-type: none"> <li>• As a concept and a process.</li> <li>• What constitutes effective PM? 257</li> <li>• How does effective PM inform learning and development at the organisational, team and individual level?</li> <li>• Differences in PM systems.</li> <li>• How this can be both a facilitator and barrier to effective PM.</li> <li>• The use of internal collaboration to deliver effective PM.</li> <li>• Use PM to transform organisations. How this is achieved would depend on factors such as scale and size of the organization, its geographic dispersal and competing challenges.</li> </ul>	<p>1 Week</p>

9	The developmental approach to PM	<ul style="list-style-type: none"> <li>Separating development from evaluation where the developmental approach considers stages in development and how these are achieved through the setting of criteria, the imposition of systems and an incremental approach to achieving developmental aims</li> </ul>	1 Week
---	----------------------------------	---	--------

### Evaluation System In-Use

Exams	Percentage of Total Mark	Date
<b>First Exam</b>	20%	Date: / /
<b>Second Exam</b>	20%	Date: / /
<b>Participation</b>	10%	
<b>Final Exam</b>	50%	Date: / /
<b>Projects and Assignments</b>		
<b>Discussions and Presentations</b>		

### Teaching Methodology

- The instructor decides on the suitable method for teaching the material (lectures, presentations, discussions, lab assignments... etc).

### References

- FRIEDMAN, A. L. (2012) Continuing Professional Development: Lifelong Learning of Millions. London: Routledge.
- MEE-YAN, C-J. and HOLBECHE, L. (2015) Organizational Development: A Practitioner's Guide for OD and HR. London: Kogan Page.
- STEWART, J. and ROGERS, P. (2012) Developing People and Organisations. London: CIPD.

## Finance and Business Management Program

<b>Specialization</b>	Human Resource Management
<b>Course Number</b>	021008228
<b>Course Title</b>	<b>Human Resources – Value and Contribution to Organizational Success</b>
<b>Number of Credit Hours</b>	(3)
<b>Number to Theoretical Credit Hours</b>	(3)
<b>Number to Practical Credit Hours</b>	(0)



## **Course Description**

This unit gives students the opportunity to make links between the role and function of HR and emerging HR developments. This will enable students to show an awareness of HR as a key contributor to organizational success. On successful completion of this unit students will have a greater understanding and appreciation of the role played by HRM in adding value to activities which contribute to the success of an organization. Students will understand typical aims and objectives of the HR function in a contemporary context, enabling them to make an effective contribution to the HR department of an organization.

## **Main Course Objectives**

### **On successful completion of this course, a learner will:**

1. Evaluate the importance of organizational design to the delivery of sustainable performance.
2. Analyze the requirement to develop motivated, knowledgeable and experienced individuals and teams.
3. Apply contemporary knowledge and research to support emerging HR developments.
4. Evaluate the relationship between organizational design and change management.

**General Course Description:**

Unit #	Unit Name	Unit Contents	Time Allocation
1.	Importance of organizational design to the delivery of sustainable performance	<ul style="list-style-type: none"> <li>Organizational design (OD)</li> <li>Organizational Design as an historical concept.</li> <li>What is contemporary OD all about? Designing organisations to meet strategic aims.</li> <li>Considering the impact of the external business environment on OD.</li> </ul>	3 Weeks
2.	The requirement to develop motivated, knowledgeable and experienced individuals and teams	<ul style="list-style-type: none"> <li>Motivation and motivation theory</li> <li>Intrinsic and extrinsic motivation.</li> <li>Content versus Process motivational theories.</li> </ul>	2 Weeks
3.	Human capital theory	<ul style="list-style-type: none"> <li>Human capital as a concept which relates to the value of knowledge, habits and attributes which people have.</li> </ul>	2 Weeks
4.	Knowledge management:	<ul style="list-style-type: none"> <li>Human capital</li> <li>job analysis</li> </ul>	2 Weeks
5.	Contemporary knowledge and research to support emerging HR developments	<ul style="list-style-type: none"> <li>Developing knowledge through research</li> <li>The future for HR as a function and process</li> <li>The increased demand for a better work-life balance</li> <li>The impact of cross-cultural engagement within organisations and the impact of globalization.</li> </ul>	2 Weeks
6.	Contemporary HR challenges	<ul style="list-style-type: none"> <li>Current external and internal factors</li> <li>Forecasting potential challenges and barriers.</li> </ul>	1 Week

7.	The non-HR manager:	<ul style="list-style-type: none"> <li>How are non- HR managers supported by the HR function</li> </ul>	2 Weeks
8.	The relationship between organizational design and change management	<ul style="list-style-type: none"> <li>The changing environment:</li> <li>Change management</li> <li>Barriers to change</li> <li>Overcoming barriers to change</li> </ul>	2 Weeks

### Evaluation System In-Use

Exams	Percentage of Total Mark	Te
<b>First Exam</b>	20%	Date: / /
<b>Second Exam</b>	20%	Date: / /
<b>Participation</b>	10%	
<b>Final Exam</b>	50%	Date: / /
<b>Projects and Assignments</b>		
<b>Discussions and Presentations</b>		

### Teaching Methodology

- The instructor decides on the suitable method for teaching the material (lectures, presentations, discussions, lab assignments...etc).

### References

- HAYES, J. (2014) The Theory and Practice of Change Management. 4th Ed. London: Palgrave Macmillan.
- LEWIS, L. K. (2011) Organizational Change: Creating Change Through Strategic Communication. Chichester: Wiley-Blackwell.
- MEE-YAN, C-J. and HOLBECHE, L. (2015) Organizational Development: A Practitioner's Guide for OD and HR. London: Kogan Page.
- STANFORD, N. (2013) Organization Design: Engaging with Change. 2nd Ed. London: Routledge.



## Finance and Business Management Program

<b>Specialization</b>	Human Resource Management
<b>Course Number</b>	091008251
<b>Course Title</b>	<b>Failed training</b>
<b>Number of Credit Hours</b>	(3)
<b>Number to Theoretical Credit Hours</b>	(0)
<b>Number to Practical Credit Hours</b>	(280)

### **Course Description**

A significant amount of learning can be achieved by carrying out practical activities in a workplace. Learning may be enhanced by taking a more formal approach to work based activities –by planning, carrying out the activities and reflecting on the benefits of the activities to the business and to the learner.

This unit is designed to allow flexibility of study for part-time and full-time learners. It is expected that learners will be supervised in the workplace in addition to the supervision provided by their academic supervisor.

Learners will have the opportunity, supported by their supervisors, to negotiate and perform activities which will allow them to fulfill the assessment criteria for this unit. They will recognize the scope of what they have achieved by recording evidence from carrying out the activities.

They will also gain maximum benefit by reflection on and evaluation of the work they undertake.

### **Main Course Objectives**

#### **On successful completion of this course, a learner will:**

1. Be able to negotiate industry experience
2. Understand the specific requirements of the placement
3. Be able to undertake work experience as identified
4. Be able to monitor and evaluate own performance and learning.

**General Course Description:**

Unit #	Unit Name	Unit Contents	Time Allocation
1.	Suitable organization and location	<ul style="list-style-type: none"> <li>Types of establishments for placement e.g. industry-related work for a client brief at college, existing work environment, different departments within current employer's business</li> </ul>	
2.	Negotiation	<ul style="list-style-type: none"> <li>Methods of contacting organizations; methods of undertaking negotiations</li> </ul>	
3.	Nature of duties	<ul style="list-style-type: none"> <li>Type of undertaking e.g. routine duties and tasks, project work, development of new procedures/protocol</li> </ul>	
4.	Supervisors	<ul style="list-style-type: none"> <li>Roles and responsibilities of academic and industrial mentors</li> </ul>	
5.	Expectations of learning	<ul style="list-style-type: none"> <li>Aims e.g. proficiency in new tasks and procedures, time management and problem solving skills, reflection, discuss progress with others, teamwork</li> </ul>	
6.	Business constraints	<ul style="list-style-type: none"> <li>Consideration of possible limitations e.g. need to be fully trained ,adherence to quality systems, health and safety considerations, supervision time, work load, customer satisfaction, limited staffing, cost of materials</li> </ul>	
7.	Tasks	<ul style="list-style-type: none"> <li>Details of activities e.g. specific hourly, daily, weekly routine and non-routine tasks; breakdown of a project into stages; new procedures/protocol</li> </ul>	

8.	Priorities	<ul style="list-style-type: none"> <li>Reasons for rationalization of the order of tasks; methods of prioritizing work.</li> </ul>	
9.	Plan for the work experience	<ul style="list-style-type: none"> <li>Methods used to develop detailed plan with schedule of tasks ,proposed dates for reviews, expected input from supervisors.</li> </ul>	
10	Benefits to organization and learner	<ul style="list-style-type: none"> <li>Advantages to business e.g. allowing more routine tasks to be carried out, allowing procedures/techniques to be developed, increasing responsiveness, identifying cost saving measures; advantages to learner e.g. understanding how a business operates, understanding importance of teamwork, learning new techniques, development of problem-solving and time-management skills</li> </ul>	
11	Carry out the planned activities	<ul style="list-style-type: none"> <li>Realization e.g. carrying out tasks and project work according to relevant legislation, training and codes of practice; developing new procedures or protocol</li> </ul>	
12	Record activities in the appropriate manner	<ul style="list-style-type: none"> <li>Systematic and appropriate recording of relevant activities eg logbook, diary, portfolio, spreadsheets, data bases; list of resources</li> </ul>	
13	Revise the initial plan as required	<ul style="list-style-type: none"> <li>Methods used to review activities at the appropriate time to see if they meet requirements, make alterations as needed</li> </ul>	

14	Evaluation of the quality of the work undertaken	<ul style="list-style-type: none"> <li>Meeting industry standards and evaluating Own performance against original proposal; comments/testimony from supervisors</li> </ul>	
15	Account of learning during the work experience	<ul style="list-style-type: none"> <li>Details of experience gained e.g. new</li> <li>Procedures, interpersonal skills, time management, problem solving, teamwork; details of evidence e.g. portfolio of evidence, scientific report, management report</li> </ul>	
16	Recommendations on how the learning experience could have been enhanced	<ul style="list-style-type: none"> <li>Alternative ideas e.g. different location, different brief, different time period, more/less support, better time management, better preparation</li> </ul>	

### Evaluation System In-Use

Exams	Percentage of Total Mark	Date
<b>First Exam</b>	20%	Date: / /
<b>Second Exam</b>	20%	Date: / /
<b>Participation</b>	10%	
<b>Final Exam</b>	50%	Date: / /
<b>Projects and Assignments</b>		
<b>Discussions and Presentations</b>		

### Teaching Methodology

- The instructor decides on the suitable method for teaching the material (lectures, presentations, discussions, lab assignments...etc).

### References