**University of Management and Technology**

**Department of Education**

**School of Social Sciences and Humanities**

**Course Outline**

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| --- | --- |
| Course Code | **ED-334** |
| Course Title | **Human Resource Planning & Management** |
| Resource Person(s) |  |
| Semester |  |
| Program | BS Education |
| Credit Hours | 3 |
| Duration | 16 weeks |
| Prerequisites | Nil  |
| Counselling Hours |  |

**Chairperson/Director signature………………………………….**

**Dean’s signature……………………………**

**Date………………………………………….**

**UMT Vision**

Our vision is Learning. It defines our existence, inspires all stakeholders associated with us, creates a powerful momentum inside, and responds to the challenges outside. It continues to evolve as present captures new realities and foresight unfolds new possibilities. All in an incessant attempt to help individuals and organizations discover their God-given potentials to achieve Ultimate Success actualizing the highest standards of efficiency, effectiveness, excellence, equity, trusteeship and sustainable development of global human society.

**UMT Mission**

Our mission is leading. We aspire to become a learning institution and evolve as the leading community for the purpose of integrated development of the society by actualizing strategic partnership with stakeholders, harnessing leadership, generating useful knowledge, fostering enduring values, and projecting sustainable technologies and practices.

**Dept. of Education Vision**

To become an internationally well-recognized research-oriented platform for pre-service & in-service teacher education as well as leadership & management programs.

**Dept. of Education Mission**

Our mission is to contribute in developing knowledgeable, skilled and professional individuals who can contribute to the human development for a sustainable peaceful society for the present and future generations.

Program Educational Objectives

After completion of graduation, the graduates of the BS Education will be able to:

**PEO 1:** Apply the research based quality knowledge of core areas of education required for teaching, management, and learning to take a lead in competitive environment for an improved version of society based on equity and equality. **(Cognitive)**

**PEO 2:** effectively choose professional ethics, skills and competence to perform their job meeting the local and global standards to solve the problems **(Affective)**

**PEO 3:** lead the way in shaping and equipping students, schools and society for the future through creative problem-solving methods rooted in both modern and seminal educational theories and religious principles. **(Cognitive)**

**PEO 4:** effectively exhibit the hands-on skills of Information Communication Technology (ICT) in their classroom teaching and professional development through learning communities. **(Psychomotor)**

Program Learning Outcomes (in accordance with HEC, UMT 2.0 Policy and NACTE)

After successful completion of the program, the graduates will be able to:

|  |  |  |
| --- | --- | --- |
| PLO # | PLO Title | Description  |
| 1 | Subject Matter Knowledge | Evaluate the existing curriculum, content, theories, and practices related to education in local and global perspective to apply in their context. |
| 2 | Human Growth and Development | Relate teaching-learning with real-life examples considering the physical, psychological, social, and moral development of students to develop critical and creative thinking among students. |
| 3 | Knowledge of Ethical Values/social life skills | Exhibit the understanding of Islamic/Religious, ethical and professional values in their professional and social life to promote equity and equality for learning and development of the students’.  |
| 4 | Instructional Planning and Strategies | Apply and utilize academic planning skills in their specialized areas and content areas to improve students’ learning considering multiple factor e.g. content, curriculum, community, educational theories. |
| 5 | Students’ Assessment | Evaluate, select, and develop assessment strategies/tools/tests appropriate to measure students’ learning, considering curriculum requirements and learning objectives to improve both students’ and their own performance. |
| 6 | Learning Environment | Create a safe, conducive and inclusive learning environment supported by educational theories in the context of local and global needs and standards.  |
| 7 | Effective Communication, and use of Information and Communication Technologies | Use appropriate and effective academic communication skills and Integrate ICT and emerging technologies in their teaching. |
| 8 | Collaboration and Partnership | Improve teaching-learning scenario by developing relationship with colleagues, parents, community and local as well as global platforms/organizations. |
| 9 | Continuous Professional Development and Code of Conduct | Meet the required standards of professional and academic integrity by pursuing and searching opportunities for their professional growth and development. |
| 10 | Teaching of English as FL/SL | Teach English effectively in different contexts by using their knowledge of ELT pedagogy |

**Course Description**

This course addresses the human resource planning and human resource management theory and practice. This course will enable the student teachers to explore the fundamental principles and practices of human resource planning and management within educational settings. Through a blend of theoretical study and practical application, students will gain insights into the importance of effectively planning and managing personnel in schools. Students will develop practical skills in designing HR plans tailored to the unique needs of educational institutions, as well as enhancing their abilities to communicate effectively and make ethical decisions when dealing with personnel matters in schools. Through interactive learning experiences and real-world case studies, students will be equipped with the knowledge and skills necessary to contribute positively to the effective management of human resources within educational organizations.

**Course Learning Outcomes (CLOs)**

After the successful completion of this course, graduates shall be able to:

CLO 1: Understand the meaning, principles and significance of Human Resources Planning (HRP) and Human Resource Management (HRM) within educational context. C2

CLO 2: Understand the importance of planning process, recruitment, selection, and professional development, and managing the people in the schools. C2

CLO 3: Learn and apply different ways of solving problems related to hiring and managing staff in the schools. C3

CLO 4: Practice making plans for hiring and developing staff that fit the needs of the schools. C3

CLO 5: Communicate effectively with stakeholders and uphold ethical standards in HRM decision making within educational institutions. C6

CLO 6: Analyze various HRM practices and strategies to address school challenges and problems.C3

CLO 7: Demonstrate critical thinking and problem-solving abilities in evaluating HR practices. C3

**Mapping of CLOs to Program Learning Outcomes (PLOs):**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **CLO’s/****PLO’s** | **CLO 1** | **CLO 2** | **CLO 3** | **CLO 4** | **CLO 5** | **CLO 6** |  |
| **PLO 1: Subject matter knowledge** | **✔** | **✔** |  |  |  |  |  |
| **PLO 2: Human Growth and Development-** |  | **✔** | **✔** |  |  |  |  |
| **PLO 3: Knowledge of Professional and Ethical Values** |  |  |  |  |  |  |  |
| **PLO 4: Instructional Planning and Strategies** |  |  | **✔** | **✔** |  |  |  |
| **PLO 5: Students’ Assessment-** |  |  |  |  |  | **✔** | **✔** |
| **PLO 6**: **Learning Environment** |  |  | **✔** |  | **✔** |  |  |
| **PLO 7: Effective Use of Information and Communication Technologies** |  |  |  | **✔** | **✔** |  | **✔** |
| **PLO 8: Collaboration and Partnership** |  |  |  |  | **✔** | **✔** |  |
| **PLO 9: Continuous Professional Development and Code of Conduct-** |  |  |  | **✔** | **✔** | **✔** | **✔** |

**Teaching Methodology:**

The course will be taught using various techniques and modes including on-campus lectures, discussions, reading and writing assignments, presentations, group work, and assigned projects and Case studies.

**Grade Evaluation Criteria**

Following are the criteria for the distribution of marks to evaluate the final grade in a semester. This is a tentative distribution, which may vary as per directions from the competent authority of UMT.

|  |  |
| --- | --- |
| **Components** | **Marks in Percentage** |
| Assignments  | 10% |
| Quizzes | 10% |
| Mid Term Exam | 20% |
| Attendance & Class Participation | 10% |
| Presentations  | 20% |
| Final Exam | 30% |
| Total | 100% |

**Recommended Text Books:**

Beardwell, I., Holden, L., & Claydon, T. (2006). Human Resource management: A contemporary approach. Prentice Hall

Stredwick, J. (2005). An Introduction to Human Resource management. Elsevier Butterworth-Heinemann

**Recommended Reference Books:**

Noe, R. A., Hollenbeck, J. R., Gerhart, B., Wright, P. M. (2010). Human Resource Management: Gaining a Competitive Advantage (7th Ed). Madison: McGraw-Hill\

Dessler, G. (2011). Human resource management. Pearson India Education.

Mello, J. A. (2019). Strategic human resource management. Cengage

**Internet Resources**

[**https://nou.edu.ng/coursewarecontent/MAIN%20EDA%20721.pdf**](https://nou.edu.ng/coursewarecontent/MAIN%20EDA%20721.pdf)

[**https://ebooks.inflibnet.ac.in/edup13/chapter/human-resource-management-in-education/**](https://ebooks.inflibnet.ac.in/edup13/chapter/human-resource-management-in-education/)

[**https://www.ijilpm.com.ng/assets/vol.%2C-4(1)-dike-bright.pdf**](https://www.ijilpm.com.ng/assets/vol.%2C-4%281%29-dike-bright.pdf)

[**https://saylordotorg.github.io/text\_human-resource-management/index.html**](https://saylordotorg.github.io/text_human-resource-management/index.html)

[**https://www.eajournals.org/wp-content/uploads/Human-Resource-Management-In-Education.pdf**](https://www.eajournals.org/wp-content/uploads/Human-Resource-Management-In-Education.pdf)

[**https://nibmehub.com/opac-service/pdf/read/An%20Introduction%20to%20Human%20Resource%20Management-%202nd%20edition.pdf**](https://nibmehub.com/opac-service/pdf/read/An%20Introduction%20to%20Human%20Resource%20Management-%202nd%20edition.pdf)

**Course Calendar**

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| --- | --- | --- | --- | --- |
| **Week** | **Topics** |  **Reference Chapter(s)** | **Assignments & Tasks** | **CLOs** |
| 1. | **Introduction****Definitions of Important Terms****Discussions** | Outline | DiscussionLecture | CLO 1 |
| 2. | **HRM Introduction*** Significance
* Definition & Functions
* Evolution of HRM
* principles-Ethical Aspects of HRM
* Role of HRM-HRM policies
* Role and position of HR department
* HRM at global perspective.
 | Ch.1 (Beardwell, et al) | LectureDiscussion |  CLO 1 |
| 3.  | **Human Resource Planning** * Definition of HR Planning
* Factors affecting HR Planning
* Human Resource Planning Process
* Strategic Planning
* Writing HRM plans
 | Ch.5 (Beardwell, et al)&Ch.2 (Stredwick) | LectureDiscussionCase Studies | CLO 1 & CLO 2 |
| 4. | **Job Analysis and Design** * Concept of Job Analysis and Design
* Outcome of Job Analysis
* Process of Job Analysis
* Application of Job Analysis
* Methods of Job Analysis
 | Ch.5 (Beardwell, et al) | LectureDiscussion | CLO 2 & CLO 3 |
| 5. | **Recruitment*** Concept of recruitment and selection
* Differentiate between recruitment and selection
* Recruitment goals
* Recruitment process
* Strategic recruiting decisions
* Sources of recruitment
* Constraints on recruitment
* Case study and problem
 | Ch.6 (Beardwell, et al)&Ch.4 (Stredwick) | LectureDiscussionCase Studies | CLO 2CLO 3& CLO 4 |
| 6. | **Selection*** The selection Process
* Criteria development and Resume Review
* Interviewing
* Testing and Selection
* Making the offer
* Cases and Problems
 | Ch.6(Beardwell, et al)&Ch.5 (Stredwick) | LectureDiscussionCase Studies | CLO 2CLO 3& CLO 4 |
| 7. | **Training and Development** * Concept of Training and development
* Importance of training and development
* Training and development Process
* Training and development methods
* Organizational Development
* Career Planning and development.
 | Ch.8(Beardwell, et al) | LectureDiscussionAssignment | CLO 2& CLO 4 |
| 8. | **Mid Exam** | All Chapters |  |  |
|  9. | **Compensation and Benefits*** Developing a compensation package
* Salaries and other types of compensations
* Motivating Employees
* Relationship with Employees
 | Ch.6 & 7(Stredwick) | LectureDiscussion | CLO 2& CLO 4 |
| 10. | **Performance Management** * Definition of Performance management
* Differentiate between performance management and performance appraisal
* Stages of performance management framework
* The contribution of performance management for employees, managers and organizations
* Purposes of performance management system
* Characteristics of an ideal performance management system.
 | Ch.8(Stredwick) | PresentationLecture | CLO 5& CLO 6 |
| 11. | **Health, Safety and Welfare*** Occupational Health
* Benefits of Occupational health and safety
* Components of occupational health
* occupational Hazards
* workplace safety
* Policies for occupational hazards
* Welfare issues and policies
* Cases and Problems
 | Ch.11(Stredwick) | PresentationLectureDiscussionCase Studies | CLO 5& CLO 6 |
| 12. | **Rewarding Employees*** Strategic elements of rewards
* Component part of reward package
* Designing basic pay structures
* Paying for performance
 | Ch.9(Stredwick) | QuizDiscussionCase Studies | CLO 6 |
| 13. | **Employee Involvement and Empowerment*** HRM and Employee Involvement
* Employee involvement and communication
* Empowerment
* Controversaries
 | Ch.14(Beardwell, et al) | PresentationLecture | CLO 5& CLO 7 |
| 14. | **Managing Equality and Diversity** | Ch.3(Stredwick) | Presentation | CLO 6 |
| 15 | **HRM: An International Perspective** | Ch.15 & 17(Beardwell, et al) | Presentations | CLO 6& CLO 7 |
| 16 | **Final Exams** |  | Topics  |  |

**Mapping of CLOs to Direct Assessments**

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| --- | --- | --- | --- | --- | --- | --- |
| **CLOs▼** | Quiz 1 | Quiz 2 | AssignmentsCase Studies | Presentation | Mid Exam | Final Exam |
| 1 | ✔ |  | ✔ |  | ✔ |  |
| 2 | ✔ |  | ✔ |  | ✔ |  |
| 3 |  |  | ✔ |  | ✔ |  |
| 4 |  | ✔ | ✔ | ✔ | ✔ | ✔ |
| 5 |  | ✔ | ✔ | ✔ |  | ✔ |
| 6 |  |  | ✔ | ✔ |  | ✔ |
| 7 |  |  | ✔ | ✔ |  | ✔ |