

## COURSE OUTLINE

### 1. GENERAL

<b>SCHOOL</b>	School of Applied Economics and Social Sciences		
<b>ACADEMIC UNIT</b>	Department of Agricultural Economics and Rural Development-MBA Food & Agribusiness		
<b>LEVEL OF STUDIES</b>	Postgraduate Studies		
<b>COURSE CODE</b>	<b>410017</b>	<b>SEMESTER</b>	<b>2<sup>nd</sup></b>
<b>COURSE TITLE</b>	<b>Human Resource Management</b>		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	4	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	General background, Specialized general knowledge		
<b>PREREQUISITE COURSES:</b>	NO		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>	<a href="http://mba.aua.gr/en/category/education/courses/">http://mba.aua.gr/en/category/education/courses/</a>		

### 2. LEARNING OUTCOMES

#### Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

Upon completion of the course students will be able to:

- Understand how human resource management strategies and policies, systems and corporate processes affect employee management.
- Address and resolve problems related to staffing, employee training and development, and performance appraisal.
- Delve into and present case studies describing common problems of human resource management.
- Design and develop in a practical way tools (e.g. interview questionnaires, forms for measuring work behavior).
- Become familiar with using the questionnaires/forms they have created, as well as other available tools for the selection, development and evaluation of human resources.
- Assess and identify the factors that shape human resource strategy
- Create their own human resources strategy

#### General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

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Others...

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Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations  
 Decision-making  
 Working independently  
 Team work  
 Respect for difference and multiculturalism  
 Showing social, professional and ethical responsibility and sensitivity to gender issues  
 Criticism and self-criticism  
 Production of free, creative and inductive thinking

### 3. SYLLABUS

The purpose of the Human Resource Management (HRM) course is to combine theory with practice. Specifically, in this course we present, in a practical manner, the main functions of human resource management, and we carry out a job analysis, put together a semi-structured interview questionnaire and we design a simple performance appraisal form. In addition, students are encouraged to present both contemporary and classic human resources topics in the class.

The key modules of the course include:

- Role and functions of human resource management
- The role and function of human resources planning
- Job analysis and job description
- Recruitment and selection
- Integration of new recruits
- Training and development
- Employee performance appraisal
- Work behavior questionnaire

### 4. TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, laboratory education	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.  The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	35
	Presentation preparation	48
	Presentations	15
	Lab exercises	
	Exam study	
	Final exam	2
Course total		<b>100</b>
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure  Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other  Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	The assessment of students is conducted in Greek language and includes:	
	1.	Group Project with individual reflection-40%
	3.	Final exam (multiple choice questions) 60%

### 5. ATTACHED BIBLIOGRAPHY

- Armstrong, M. & Taylor, S. (2020). *Armstrong's Handbook of Human Resource Management Practice, 15th ed.*, Kogan Page, London.

- Beardwell J. & Thompson A. (2017). *Human Resource Management-A Contemporary Approach, 8th Edition, Pearson Education Limited, UK.*
- Bratton J. & Gold J. (2017). *Human Resource Management-Theory and Practice, 6th Edition, Palgrave MacMillan Publications, USA.*
- Farnham, D. (2015). *Human Resource Management in Context: Strategy, Insights & Solutions, 4rd Edition, CIPD.*
- Kew, J. & Stredwick, J. (2016). *Human Resource Management in a Business Context, 3 rd Edition, CIPD.*
- Leatherbarrow, C. & Fletcher, J. (2019). *Introduction to HRM: A Guide to HR in Practice, 4th ed., CIPD and Kogan Page, London*
- Rees G., Smith P.E. (2017). *Strategic Human Resource Management: An international perspective, 2nd Edition, Sage, London.*
- Torrington D., Hill L., Taylor S. & Atkinson C. (2017). *Human Resource Management, 10th Edition, Pearson Education Limited*
- Wilkinson A., Redman T. & Dundon T. (2017). *Contemporary Human Resource Management-Text and Cases, 5th Edition, Pearson Education Limited, UK.*
- Wilton, N. (2019). *An introduction to Human Resource Management, Sage, London.*
- Συναφή επιστημονικά περιοδικά:
- Human Resource Management
- Human Resource Management Review
- Human Resource Management International Digest
- Human Resources Management Journal
- Journal of Human Resources
- International Journal of Human Resource Management
- International Journal of Human Resource Studies
- International Journal of Applied HRM
- Academy of Management Annals
- HR Magazine
- Harvard Business Review