

## MNGT-C1009 People Management, 6 ECTS

### SYLLABUS

Instructor's contact information	Course information
Name: Saija Katila E-mail: <a href="mailto:saija.katila@aalto.fi">saija.katila@aalto.fi</a> Office Office Hours Instructor's Webpage	Status of the course: Bachelor level Academic Year, Period: 2023-24, period 3 Location Language of Instruction: English Course Website Teaching Assistants

#### 1. OVERVIEW

People Management (PM) is a central function of any organization that can be defined as the effective and strategic use of human capital in an organization through the management of people-related activities. It involves workforce planning, recruiting and selecting employees, training and development, evaluating and compensating performance, industrial relations etc. Throughout this course, we will be covering these topics and critically assessing the challenges related to PM.

The general purpose of this course is to familiarize students with the basic principles and techniques of PM. The course takes a practical view. Not everyone who takes this course will become a people management professional. However, all employees and managers, no matter what their specialization, play an integral role in carrying out PM policies and practices in organizations – and they all have to deal with their organization's people management department. Thus, a basic understanding of PM is essential.

## 2. PREREQUISITES

There are no prerequisite courses. However, it is recommended the students have basic knowledge of organizational behavior theories and concepts.

## 3. LEARNING OUTCOMES

To understand the critical significance of people and people management in strategic and sustainable management of organizations.

- To understand and critically evaluate key concepts and theories of people behaviors and dynamics within organizations.
- To understand and critically evaluate key processes and practices utilized in strategic and sustainable people management.
- To apply the principles and theories of people management to real-life business issues.

## 4. ASSESSMENT AND GRADING

1. Final exam: 40% (40 points)
2. Individual assignment 20 % (20 points), **late/poor submissions 0 points with no possibility to redo.**
  - a. Article watch (2 x 4 points)
  - b. Reaction papers (2 x 6 points)
3. Group work assignments 40% (40 points)
  - a. Group work presentation 10 points
  - b. Group work report 30 points

Note: You have to pass each assignment category (1,2,3) separately in order to pass the course. Passing entails gaining 50 % of the maximum points available. **Failed assignments cannot be redone.**

Final grading is according to the scale of 0-5.

0-49 points = 0

50-59 points = 1

60-69 points = 2

70-79 points = 3

80-89 points = 4

90-100 points = 5

## Late submission policy

Late assignments are graded 0, and there is no possibility to redo them. Please see the syllabus for submission times and start submitting your assignment well in advance the deadline. There will be a one-hour grace period during which you can still submit in case there is technical issue with MyCourses or your computer.

If you have a legitimate reason for late submission (e.g., medical reasons), you can get an extension of the deadline *without* a penalty as long as you provide a valid document as proof (e.g., medical certificate) If you do not provide any proof or if the document is not valid, the extension will *not* be given. Also, please note that the **request for the extension should be made before the official deadline** - a retrospective request will not be considered. In case of medical reasons, please send the certificate to [confidential-biz@aalto.fi](mailto:confidential-biz@aalto.fi), and inform the teacher about it.

## Individual study arrangements

“Each Aalto student has a right to individual study arrangements due to an impairment restricting his/her ability to study or other health condition.” (e.g.) dyslexia, visual-perceptual difficulties, ADHD, autism spectrum disorders etc. Please contact the learning services staff AND me as soon as possible with a valid & official document regarding your condition (signed by a doctor, psychologist, or other experts).

## 5. ASSIGNMENT INSTRUCTIONS

All assignments should be submitted via MyCourses.

Technical instructions for Article Watch and Reaction Paper

- Times New Roman 12 cpi; all margins 2,5; spacing 1
- No cover page. On top of each reaction paper write your name and student number as well as the number of the reaction paper and word count.

### **Article Watch (400-600 words, excluding references, emphasis of the text on the reflective/analytic part)**

Select a people management-related news article related to the assigned topics, and discuss: (1) What people management topic/area is this article discussing? (2) Reflect and analyze the article with the concepts and theories learned in class and through the readings. 3) What did you learn from the article and your reflections. Please add the link to the news piece in your paper.

### Reaction Paper (600-800 words, excluding reference)

A reaction paper requires the writer to analyze a text, then develop commentary related to it. Writing a reaction paper requires thoughtful reading, research, and writing.

**Reaction paper 1:** It has been claimed that AI in recruiting streamlines and optimizes the hiring process. It makes data-driven judgements using data analytics, machine learning, and natural language processing, and outperforms humans in the task. Please reflect on these claims based on the assigned readings and discuss the ethical problems involved.

**Reaction paper 2:** It is believed that Finnish organizations and modern organizations in general operate on meritocratic principles. This means they hire and promote the best individuals based on their talents alone i.e. individuals are assigned to positions of power, influence, or reward solely on the basis of their abilities and achievements and not on the basis of their social, cultural, or economic background or irrelevant personal characteristics. Please reflect on these claims and the state of Equity, Diversity and Inclusion in Finnish workplaces based on the assigned reading.

Each reaction paper should include an introduction, a body text, and conclusions.

Introduction: A brief summary of the article (and statement) you are responding to. Please write the summary *in your own words*. Show that you understand the thesis, main ideas, and supporting ideas in the article you are writing about. End the introduction with a thesis statement. A thesis statement is an assertion; your main point.

Body: The second paragraph should contain your first “reaction.” Write it concisely, preferably in one short sentence. It is important to provide the reasons why you think the way you do. Develop your ideas by adding examples, quotations, and details (from the readings) – and if necessary, offer your own examples – to your paragraphs and argue, for example, for another theoretical perspective that better explains your observation. Continue with more “reactions” if you have some. Make sure the last sentence of each paragraph leads into the next paragraph. Check your thesis and make sure all “reactions” support it.

Conclusions: End with your conclusion summarizing your thesis and reactions.

Writing tips: 1) Clearly indicate who is making a particular statement/argument: e.g. I think that, I see that, I feel that, It seems that, In my opinion, Lupu et.al argue, etc. 2) Make use of the following expressions: Because, An illustrative quote is offered by, In addition, For example, Moreover, However, Consequently, Finally, In conclusion. 3) Please do not rely on stereotypes and generalization in your argumentation (e.g. “Technology is always a better solution...”; “As men we tend to...”; “We Finns are...”).

## Criteria for Evaluation

Fail	Summarizes the contents by using direct quotations from the articles (i.e. not your own words=plagiarism); <b>Too short/long</b> ; The points of the articles are not understood. Offers no reactions.
1	Summarizes the articles without much reflection OR presents reactions without sufficiently covering the main points of the articles.
3	Shows an understanding of the main points in the articles and offers reactions that are adequately supported.
5	Gives a clear, concise and structured presentation and analysis of the main issues combined with well-argued and supported perceptive reactions.

### Group Work (3000-3500 words)

The group work will be conducted in groups of **5** students, no more, no less. Make sure you join a group; it is your responsibility. Each group will be assigned a people mgt practice to focus on by the teacher. Your task is to describe how an organization of your choice has organized the practice and is running it on yearly/monthly bases. Note, the organization needs to have a separate people mgt function or at least a named people manager. Usually this means that the company has more than 100 employees.

Your task is to collect documents as well as conduct 1-3 interviews. One of the interviewees must be a HRM manager/professional who is knowledgeable about the topic assigned (you need to move fast with the project to secure the interviews). Other possible interviewees can be a line manager/HR assistant/employee to highlight different perspectives on the same topic. Please use the following interview guide template and modify it to fit your topic and interviewee. When modifying please remember to keep the questions open i.e. what, how, why.

#### Interview guide template

- Could you tell who you are and what do you do in the organization?
- How have you organized your People mgt function/HRM function in general?
- How is x practice conducted/organized in the organization? Could you please describe the practice in as much detail as possible? (Remember to ask for documents as well)
- Why is it done the way it is done?
- How has the practice evolved over the years and why?

- What are the benefits of the current way of doing x?
- What are the challenges and development needs of the current way of doing x?
- How has contextual factors like company culture, labor market situation, competitors, industry, size of the organization influenced the current way of doing x (if not yet reported)?
- Remember to do probing questions (could you tell more about.../what did you mean when you said..., could you tell an example) after hearing the answer when needed to make sure you have enough depth to your description of the practice.

#### Structure of the group work report

- Executive summary (200 words)
- Introduction: Rationale for the study and focused research question(s), end it with a brief description of the data collected (documents, net pages, interviews etc.)
- Body 1: Brief literature review: Use course materials (Readings and the course book, lecture slides only when the same information is not in the book) and other academic texts to formulate a short literature review. Use references when making the literature review with page numbers i.e. in which page of the course book(s) other readings you have found the information (Dessler, 2020, p.274).
- Body 2: Description of the practice at organization x (start with a brief description of the organization, create a pseudonym for the organization if they do not want to appear in the report with their name) and how it organizes its people management function, then proceed in describing the assigned practice in detail. Please use subheadings when needed.
- Body 3: How the practice follows / does not follow textbook descriptions and why. Use references when making the connections to literature with page numbers i.e. in which page of the course book(s) you are referring to.
- Conclusions: Give a brief summary of the insights and reflect on your main learnings in doing the project.
- List of references

#### Technical instructions for report

- Only one student needs to submit the report.
- 3000-3500 words excluding references.
- Cover page: Title, names and student numbers of the authors, executive summary.
- Times New Roman 12 cpi; all margins 2,5; spacing 1,5
- APA referencing style <https://apastyle.apa.org/>
- Failure to follow academic writing standards is a reason to fail assignments.

## Group work presentation

Each group is to present their group work findings in a power-point presentation or some other presentation format. The time allocated for the presentation will be announced during the course when the number of active groups are known. Please use the Business presentation rubric in the materials folder to help you to understand how a good presentation is constructed. The rubric will be used in evaluating the presentation. **Note, all group members need to present when the group is presenting.**

## 6. COURSE READINGS

- Torrington, D., Hall, L., Taylor, S., & Atkinson, C. (2020). *Human Resource Management 11th Edn.* Pearson Higher Ed. **AND/OR** Gary, D. (2020). *Human resource management.* 16th Edn. Pearson Education India.
- Articles assigned by the teacher.
- **Group work reports**
- Lecture specific readings indicated in the schedule.
- See additional readings in the end of the document

## 7. COURSE SCHEDULE

	Date	Topic	Assignment	Due Date
1	9.1. 13-16	Course induction & Introduction to PM	-	
2	11.1. 13-16	Strategic HRM  Visitor: Niklas Lindholm, Chief People Officer, Oriola & Professor of Practice, Aalto University 14.15-15.45	<b>Report all your group members in MyCourses</b>  Read: Chapter 1&4 in Torrington, D., Hall, L., Atkinson, C., & Taylor, S. (2020). <i>Human Resource Management</i> (11th edition). Pearson OR Chapter 1 & 3 in Dessler, G. (2020). <i>Human Resource Management</i> (Global Edition). Pearson	11.1. at 12.00

3	16.1. 13-16	Workforce planning, recruitment & selection	<p><b>Reaction paper:</b> Chen, Z. (2023). Ethics and discrimination in artificial intelligence-enabled recruitment practices. <i>Humanities and Social Sciences Communications</i>, 10(1), 1-12.</p> <p><a href="https://www.nature.com/articles/s41599-023-02079-x.pdf">https://www.nature.com/articles/s41599-023-02079-x.pdf</a></p> <p>Read: Chapters 5, 8, 9 in Torrington, D., Hall, L., Atkinson, C., &amp; Taylor, S. (2020). <i>Human Resource Management</i> (11th edition). Pearson. OR Chapters 5, 6 &amp; 7 in Dessler, G. (2020). <i>Human Resource Management (Global Edition)</i>. Pearson</p>	16.1. at 12.00
4	18.1. 13-16	Performance management	<p><b>Article watch1:</b> Strategic HRM &amp; Workforce planning, recruitment &amp; selection</p> <p>Read: Chapter 11 in Torrington, D., Hall, L., Atkinson, C., &amp; Taylor, S. (2020). <i>Human Resource Management</i> (11th edition). Pearson OR Chapter 9 in Dessler, G. (2020). <i>Human Resource Management (Global Edition)</i>. Pearson</p>	18.1.at 12.00
5	23.1. 13-16	Reward management & Employee engagement	<p>Read: Chapters 25 &amp; 26 in Torrington, D., Hall, L., Atkinson, C., &amp; Taylor, S. (2020). <i>Human Resource Management</i> (11th edition). Pearson OR Chapters 11 &amp; 12 in Dessler, G. (2020). <i>Human Resource Management (Global Edition)</i>. Pearson</p>	
6	25.1. 13-16	Diversity and Inclusion (in the Finnish Context)	<p><b>Reaction paper:</b> Ahmad, A. (2022). Does additional work experience moderate ethnic discrimination in the labour market?. <i>Economic and Industrial Democracy</i>, 43(3), 1119-1142. <a href="https://journals.sagepub.com/doi/full/10.1177/0143831X20969828">https://journals.sagepub.com/doi/full/10.1177/0143831X20969828</a></p>	25.1. at 12.00



			Read: Chapter 23 in Torrington, D., Hall, L., Atkinson, C., & Taylor, S. (2020). Human Resource Management (11th edition). Pearson	
7	30.1. 13-16	Industrial relations Visitor: Kaarina Soikkanen, Senior Vice President, Administration and Personnel, Finavia	<b>Article watch:</b> Performance and reward mgt & Diversity and Inclusion  Read: National Labour Law Profile: Republic of Finland <a href="https://www.ilo.org/ifpdial/information-resources/national-labour-law-profiles/WCMS_158896/lang--en/index.htm">https://www.ilo.org/ifpdial/information-resources/national-labour-law-profiles/WCMS_158896/lang--en/index.htm</a>  National Industrial Relations - Finland <a href="https://www.worker-participation.eu/national-industrial-relations/countries/finland">https://www.worker-participation.eu/national-industrial-relations/countries/finland</a>	30.1. at 12.00
8	1.2. 13-16	Human resource development  Miikka Vuorinen, Chief of Evaluation, Sosped Center Visitor: Learning mentoring – developing tools to deal with changing work	Read: Chapters 18 & 19 in Torrington, D., Hall, L., Atkinson, C., & Taylor, S. (2020). Human Resource Management (11th edition). Pearson Chapter 8 in Dessler, G. (2020). Human Resource Management (Global Edition). Pearson	
9	6.2. 13-16	Group work presentations	Turn in your slide deck in MyCourses <b>Mandatory attendance of all group members</b>	6.2. at 10.00
10	8.2. 13-16	Group work presentations	Turn in your slide deck in MyCourses <b>Mandatory attendance of all group members</b>	8.2. at 10.00
	15.2.	Group work report	Turn in your group work report	15.2. at 12.00
	22.2. 13.00– 16.00	EXAM - online		22.2. 13.00-16.00 No late submissions allowed
	26.4.	EXAM RETAKE - online		

## 8. COURSE WORKLOAD

Classroom hours	30 h
Class readings	20 h
Individual Assignments	20 h
Group assignments	50 h
Exam preparation & exam	40 h
Total	160h (6 op)

## 9. ETHICAL RULES

Aalto University Code of Academic Integrity and Handling Thereof>

<https://into.aalto.fi/pages/viewpage.action?pageId=3772443>

## 10. ADDITIONAL READINGS

- Beach, A.A., & Segars, A.H. (2022). How a values-based approach advances DEI. MIT Sloan Management Review
- Cappelli, P. (2015). Why we love to hate HR... and what HR can do about it. Harvard Business Review, 93(7/8), 54-61.
- Cappelli, P. (2019). Your approach to hiring is all wrong. Harvard Business Review, 97(3), 48-58.
- Cappelli, P. (2020). Stop overengineering people management. Harvard Business Review, 98(5), 56-63.
- Castilla, E. J. (2016). Achieving meritocracy in the workplace. MIT Sloan Management Review, 57(4), 35.
- Charan, R., Barton, D., & Carey, D. (2015). People before strategy. Harvard Business Review, 93(7/8), 62-71.
- Choudhury, P. (2020). Make the most of your relocation. Harvard Business Review, 98(4), 104-113.
- crowd—how HRM activities take shape on digital work platforms in the gig economy. The International Journal of
- Detert, J. R., & Burris, E. R. (2016). Can your employees really speak freely. Harvard Business Review, 94(1), 80- 87.
- Dobbin, F., & Kalev, A. (2016). Why diversity programs fail. Harvard Business Review, 94(7), 52-60.
- Donovan, J., & Benko, C. (2016). AT&T's talent overhaul. Harvard Business Review, 10, 68-73.
- Ely, R. C., & Thomas, D. A. (2020). Getting Serious About Diversity: Enough Already with the Business Case.
- Gardner, H.K., & Matviak, I. (2022). Performance Management Shouldn't Kill Collaboration. Harvard Business Review, 100(5), 118-127.
- Garrad, L., & Chamorro-Premuzic, T. (2016). The dark side of high employee engagement. Harvard Business Review (You can find this on Google Scholar)
- Groysberg, B., Abbott, S., R. Marino, M., & Aksoy, M. (2021). Compensation packages that actually drive

Hamori, M. (2018). Can MOOCs solve your training problem. *Harvard Business Review*, 96(1), 70-76.

Harney, B., & Alkhalaf, H. (2021). A quarter-century review of HRM in small and medium-sized enterprises: Capturing what we know, exploring where we need to go. *Human Resource Management*, 60(1), 5-29.

*Harvard Business Review*, 98(6), 114-122.

<https://journals.sagepub.com/doi/pdf/10.1177/01492063211000435>

<https://www.bbc.com/worklife/article/20211022-is-hr-ever-really-your-friend>

*Human Resource Management*, 1-36.

Kiron, D., & Spindel, B. (2019). Redefining Performance Management at DBS Bank. *MIT Sloan Management Review*.

Kirton, G., & Greene, A. (2016). *The Dynamics of Managing Diversity* (4th edition). Chapter 4. Routledge.

Malhotra, A. (2021). *The Postpandemic Future of Work*. *Journal of Management*. Accessible via

Martin, R.I. (2022). The real secret to retaining talent. *Harvard Business Review*, 100(2), 126-133.

Meyer, E. (2017). Being the boss in Brussels, Boston, and Beijing. *Harvard Business Review*, 95(4), 70-77.

Nohria, N., Tsang, K., Javidan, M., & Champy, J. (2009). From regional star to global leader. *Harvard business review*, 87(1) performance. *Harvard Business Review*, 99(1), 102-111.

Pozen, R. C., & Kothari, S. P. (2017). Decoding CEO Pay: The Truth Is Buried in the Fine Print—And That's a Problem. *Harvard Business Review*, 95(4), 78-84.

Rebele, R. (2019). Can We Really Test People for Potential? *MIT Sloan Management Review*, 60(3), 10-13.

*Review*, 100(4), 42-50.

*Review*, 63(4), 25-32.

Sadun, R., Fuller, J., Hansen, S., & Neal, P.J. (2022). The C-Suite Skills That Matter Most. *Harvard Business*

Stahl, G.k., Björkman, I., Farndale, E., Morris, S.S., Paauwe, J., Stiles, P., Trevor, J., & Wright, P. (2012). Six principles of effective global talent management. *MIT Sloan Management Review*, 53(2), 25-32.

Triana, M. (2017). *Managing Diversity in Organizations: A Global Perspective*. Chapters 1 & 15. Routledge

Waldkirch, M., Bucher, E., Schou, P. K., & Grünwald, E. (2021). Controlled by the algorithm, coached by the

York, Joanna (2021). Is HR ever really your friend? Accessible via