**COURSE SYLLABUS FOR PERSONNEL ECONOMICS – MASTER LEVEL**

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| **Basic data for the course** | | | |
| **Academic unit:** | Faculty of Economics | | |
| **Title of the course:** | Personnel Economics | | |
| **Level:** | Master | | |
| **Status of the course:** | Elective | | |
| **Year of studies:** | 1st Year, 1st Semester | | |
| **Number of hours per week:** | 2+0 | | |
| **ECTS credits:** | 4 | | |
| **Time/location:** | TBD | | |
| **Tutor:** | Prof. Dr. Avdullah Hoti | | |
| **Tutor’s contact details:** | avdullah.hoti@gmail.com | | |
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| **Content of the course** | This course develops an economic perspective on human resource management policies and challenging issues facing organizations, that is, the efficient allocation and motivation of employees, and their professional and skills development within the organization. The course presents and discusses the recruiting mechanisms, training strategies and efficient compensation schemes. Economic thought and empirical analysis are used to evaluate a variety of issues in this area. The course concludes with a brief discussion of the interdisciplinary aspects of personnel economics, including the discussion of ethical perspectives during decision making in respect of corporate social responsibility. | | |
| **Course’s objectives:** | * Provide a rigorous introduction to personnel policies and organisational design. * Apply modern economic theory and models from personnel economics. * Show how economic theory and analysis is used to inform human resource managers and policy makers on human resources management challenges. | | |
| **The expected outcomes:** | Upon completion of this course, students will be able to:   * Understand clearly the personnel policies and organization design. * Understand clearly and use economics theory and models in the field of personnel economics. * Use theory and economic analysis to develop arguments for informing managers and policymakers on the challenges of managing human resources. | | |
| **The students’ workload *(hours per semester, ECTS)*** | | | |
| **Activity** | **Weeks** | **Hours** | **Total** |
| Lectures | 15 | 2 | 30 |
| Seminars (theoretical and practical) |  |  |  |
| Case studies |  |  |  |
| Direct contact with tutor | 1 | 1 | 1 |
| Field research |  |  |  |
| Colloquiums |  |  |  |
| Homework | 4 | 4 | 16 |
| Individual study (at library or at home) | 15 | 3 | 45 |
| Final preparation for the exam | 2 | 4 | 8 |
| Evaluation |  |  |  |
| Projects, presentation etc. |  |  |  |
| **Total** |  |  | **100** |
| **Teaching methods:** | Lectures; tutorials using case studies; homework; guest lectures. | | |
| **Assessment methods:** | **Activity and assignment point values**  Grading will be based on:   * Assignment 1 – 25% of the Grade * Midterm exam - 50% of the Grade * Assignment 2 - 25% of the Grade   The maximum number of points is 100. The Final grade will be calculated as follows:  Percentage Grade Grade Points  91 – 100 A 10  81 – 90 B9  71 – 80 C8  61 – 70 D 7  51 – 60 E6  <50 F5 | | |
| **Literature** | | | |
| **Basic literature:** | * Lazear, Edward P., and Mike Gibbs. *Personnel economics in practice*. John Wiley & Sons, 2014. * Lazear, Edward P. *Personnel economics for managers*. New York: Wiley, 2007   ***You do NOT have to purchase the most recent version of this textbook*.** | | |
| **Additional literature:** | Research papers:   1. Lazear, Edward P. "The future of personnel economics." *Economic Journal* (2000): F611-F639. 2. Lazear, Edward P., and Kathryn L. Shaw. "Personnel economics: The economist's view of human resources." *Journal of economic perspectives* 21.4 (2007): 91-114. 3. Lazear, Edward P., and Paul Oyer. *Personnel economics*. No. w13480. National Bureau of economic research, 2007. 4. Lazear, Edward P. "Inside the firm: contributions to personnel economics." *OUP Catalogue* (2011). 5. Artz, Benjamin. "Fringe benefits and job satisfaction." *International journal of manpower* 31.6 (2010): 626-644. 6. Mohammad Mosadegh Rad, Ali, and Mohammad Hossein Yarmohammadian. "A study of relationship between managers' leadership style and employees' job satisfaction." *Leadership in Health Services* 19.2 (2006): 11-28. 7. Landers, Renee M., James B. Rebitzer, and Lowell J. Taylor. "Rat race redux: Adverse selection in the determination of work hours in law firms." *The American Economic Review*(1996): 329-348.   The texts will be supplemented with journal articles and current affairs readings drawn from daily newspapers and other internet sources.  *Other supplementary materials will be uploaded on the SEMS.* | | |

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| **The detailed plan of work:** | |
| **Week** | **Topic** |
| ***Week 1*** | Setting Hiring Standards; Lazear, E. P., and Gibbs, M. Chapter 1 |
| ***Week 2*** | Recruitment: Lazear, E. P., and Gibbs, M., Chapter 2 |
| ***Week 3*** | Investment in Skills: Lazear, E. P., and Gibbs, M., Chapter 3 |
| ***Week 4*** | Managing Turnover: Lazear, E. P., and Gibbs, M., Chapter 4 |
| ***Week 5*** | Decision Making: Lazear, E. P., and Gibbs, M.,, Chapter 5 |
| ***Week 6*** | Organizational Structures: Lazear, E. P., and Gibbs, M., Chapter 6  ***Assignment 1 (handed out; two weeks)*** |
| ***Week 7*** | Job Design: Lazear, E. P., and Gibbs, M.,, Chapter 8 |
| ***Week 8*** | Advanced Job Design: Lazear, E. P., and Gibbs, M.,, Chapter 9  ***Midterm Exam*** |
| ***Week 9*** | Performance Evaluation: Lazear, E. P., and Gibbs, M.,, Chapter 10 |
| ***Week 10*** | Rewarding Performance: Lazear, E. P., and Gibbs, M.,, Chapter 14 |
| ***Week 11*** | Career-based Incentives: Lazear, E. P., and Gibbs, M.,, Chapter 15  ***Assignment 2 (handed out; two weeks)*** |
| ***Week 12*** | Options and Executive Pay: Lazear, E. P., and Gibbs, M.,, Chapter 16 |
| ***Week 13*** | Benefits: Lazear, E. P., and Gibbs, M., Chapter 20 |
| ***Week 14*** | Entrepreneurship and Intrapreneurship: Lazear, E. P., and Gibbs, M.,, Chapter 7 |
| ***Week 15*** | ***Presentation of Assignment 2*** |

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| **Academic policies and code of conduct:** |
| **Quiz and exam related issues**  There will be no makeup or early exams given. Please do not miss any quizzes or exams without a valid and documented excuse in advance otherwise you will receive a 0 for that quiz or exam. Please check UP policy for valid reasons (documented medical illness that prevents you from taking the exam, a death in your immediate family, or a documented mandatory participation in trainings for KSF members).  You can only take the Final Exam at an alternative time if you present me with a valid document from an advisor verifying that you have at least 3 exams within 24 hours. Please check UP policy on this matter.  **Cheating**  All work and materials that you submit to the instructor for a grade must be your own work. Copying the work of others, using unapproved materials during exams and quizzes, or taking credit for work that you did not actually do is considered cheating and will not be tolerated.  **Other**   * Please read the chapters before you come to class. * Come to class on time * Respect your classmates and don’t forget, they are here to learn. * If you do not understand what I am saying, stop me and ask questions. * Do not talk to your neighbors during class. It distracts the students around you, and it distracts me. * Try to participate during lectures and tutorials. * Please do not send e-mails trying to negotiate the final grade as this will only have a negative influence on my decision.   **I reserve the right to ask you to leave class for the day if you violate any of the above policies.**  **Additional information**  Students are expected to attend all scheduled lessons. Regardless of the reason, students may have no more than 3 un-excused absences before their grade is affected. Each un-excused absence after 3 will lower the student’s course grade by one grade. This is mandatory policy--there will be **no exceptions** to this rule and attendance will be taken on a lecture basis. Additionally, students are expected to come to class prepared to participate in the lesson and take notes. Students should bring to every *tutorial* a notebook and a pen or pencil. Smart (mobile) phones and similar electronic devices should be switched off and put away at the beginning of class. Students whose phones or similar devices disrupt class due to excessive ringing or similar behavior will be asked to leave the class and will be marked as absent for the day (will receive no credit for the lesson). Finally, students who have special needs related to poor eyesight, learning disabilities, or any similar issue should contact the professor at the beginning of the term so that arrangements can be made to provide the necessary assistance |