

Leadership & HRM (EM1F4M56)

Program	PGE
Course set (UE) / Credits (ECTS) / Track / Specialization	Module :Leadership & HRM : 5 ECTS. <ul style="list-style-type: none">• BEM Bachelor in European Management• PGE 2A - English track
Discipline	
Year	2020
Semester	B
Open for visitors	yes (5 ECTS)
Available spots	40

Coordinator

Natalie DAVID

Lecturers

Aucun intervenant pour ce cours

Course format

Working language :	English
Volume of contact hours :	27 h
Workload to be expected by the student :	108 h

Course track

Track : Attendance

<p><u>Attendance track :</u> Attendance at lectures/tutorials and intermediate/final assessments is mandatory. As in-class work constitutes an essential element of evaluation, any unjustified absence will be penalized (<i>see Study and Examination Regulations</i>) and factored into the final grade (<i>see Assessment</i>).</p> <p><u>Autonomous track :</u> Attendance at intermediate/final assessments is mandatory, but students have the option of attending lectures/tutorials.</p> <p>Attendance at lectures/tutorials and intermediate/final assessments is mandatory for all degrees making up the Master's Program and all degrees involving co-op (<i>apprentissage</i>). Attendance track must therefore be selected.</p>

Contribution of the course to the educational objectives of the program

How the course contributes to the program :

BEM Bachelor in European Management

PGE 2A - English track

Description

The objective of this course is twofold: first, it aims at providing a broad understanding of how leaders can influence behavior and performance in organizations, at the level of the individual employee and of groups. Second, it derives practical implications for the main activities of human resource management. We will discuss theoretical foundations of organizational behavior, focus on different approaches to leadership, and consider aspects of dyadic relationships and group dynamics in relation to leadership.

Educational organisation

In class

Lectures

In groups

Exercises

Case studies/texts

Oral presentations

Interaction

Discussions / debates

Learning outcomes

Upon completion of this course, students should be able to :

- **Discuss** with their group the results of their analyses of real world situations in which leadership affects individual and group behavior
- **Apply** theoretical concepts to human resource management issues.
- **Analyze** critically different theoretical approaches from organizational behavior and leadership research.
- **Evaluate** the contribution of different approaches to inform human resource management.
- **Argue** strategic choices for human resource policy.

Outline

Introduction to leadership and human resource management
Individuals in organizations
Learning and development in organizations
Motivation and performance management
Decision making and problem-solving
Leadership styles: traits, behavior and situations
Dyadic relations between leaders and followers
Leadership in teams

Prerequisites

Key concepts to understand :

Knowledge of :

Basic knowledge of human resource management

Teaching material

Documents in all formats

- Case studies

Software

- Office Pack (Word, Excel, PowerPoint, Access)

Recommended reading

Major works :

Griffin, R. W., Phillips, J., & Gully, S. M. (2017). *Organizational behavior: Managing people and organizations* (Twelfth edition). Boston MA: Cengage Learning.
DeNisi, A. S., & Griffin, R. W. (2017). *HR: Human Resources* (4th ed.): Cengage Learning
Nahavandi, A. (2014). *The art and science of leadership* (6th ed., Pearson new international ed). Harlow: Pearson Education Limited.
Yukl, G. (2019). *Leadership in organizations, Global Edition* (9 ed.). Harlow, England: Pearson Education Limited.

Further reading :

Foss, N. J., Pedersen, T., Reinholt Fosgaard, M., & Stea, D. (2015). Why complementary HRM practices impact performance: The case of rewards, job design, and work climate in a knowledge-sharing context. *Human Resource Management*, 54(6), 955–976. <https://doi.org/10.1002/hrm.21649>
Hollenbeck, J. R., & Jamieson, B. B. (2015). Human capital, social capital, and social network analysis: implications for strategic human resource management. *Academy of Management Perspectives*, 29(3), 370–385. <https://doi.org/10.5465/amp.2014.0140>
Judge, T. A., & Bono, J. E. (2000). Five-Factor Model of Personality and Transformational Leadership. *Journal of Applied Psychology*, 85(5), 751–765.
Liu, W., Lepak, D. P., Takeuchi, R., & Sims, H. P. (2003). Matching leadership styles with employment modes: strategic human resource management perspective. *Human Resource Management Review*, 13(1), 127–152.

Research works by EM Strasbourg :

David, N., Brennecke, J., & Rank, O. (2020). Extrinsic motivation as a determinant of knowledge exchange in sales teams: A social network approach. *Human Resource Management*, 59(4), 339–358.

Assessment

Intermediate evaluation / continuous assessment 1 :

written (60 min) / individual / English / weighting : 40%

This evaluation serves to measure LO1.1, LO1.2, LO2.1

Final assessment : To be defined

written (90 min) / individual / English / weighting : 60%

This evaluation serves to measure LO1.2, LO1.3, LO2.2, LO2.3, LO3.1, LO4.2

Grounds for expulsion from classes

Behaviors such as

arriving late, leaving early, or exiting the classroom at inopportune moments during class

ostentatiously eating or drinking in class

using smartphones or laptops for non-class-related purposes

reading texts unrelated to the course

discussing topics unrelated to the course

disrespecting the lecturer

may lead to expulsion from the class/course.