

University of La Verne
Winter 2018
MGMT 455 – CRN 1184
Human Resource Management
On-line Course

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Office Hours: Tuesday 1-3PM, Thursday 1-3PM, or by an appointment.

I. TEXT

Mondy, R. Wayne (2013). Human Resource Management (13th edition). Upper Saddle River, NJ: Pearson Prentice Hall. ISBN-13: 978-0133043549.

Older edition is fine too.

II. SOURCES OF OTHER READINGS (Journals and Periodicals)

A library/ProQuest search of periodicals containing articles relating to selected topics should be used to illustrate your understanding of each topic and show how they can effectively assist the achievement of corporate/organizational goals.

Additional good sources include: Academy of Management Journal; Academy of Management Review; Administrative Science Quarterly; Harvard Business Review; Journal of American Academy of Business, Cambridge; Journal of Human Resources; The Business Review, Cambridge; Human Resource Management Journal; Human Resource Management Review; Human Resource Professional; Human Resources; Sloan Management Review; Organizational Dynamics; The Wall Street Journal; Fortune; Business Week; Forbes, Inc., Baron's.

III. COURSE DESCRIPTION

This course is intended to provide students and practicing managers with a complete, comprehensive review of essential personnel management concepts and techniques. It is designed to familiarize the student with the major functional areas in the field of Human Resources. These areas include employment law, job analysis, planning, recruitment and selection, training and development, performance management and appraisal, career management, compensation and incentive pay, benefits, health and safety, ethics and fair treatment, collective bargaining and labor relations, and global HR management. It sets the fundamental knowledge base for students.

After completion of this course, student will be able to describe the regulations that govern human resource management and the major functions that are involved in HR body of knowledge: General Employment/Hiring Practices (legal and regulatory, job analysis, performance management, etc.); Staffing (EEO, recruitment and selection, etc.); Compensation and Benefits (compensation strategy and programs, job evaluation, pricing, etc.); Employee and Labor Relations (collective bargaining, employee relations, etc.); Health, Safety, and Security (OSHA); and Operating in a Global Environment..

IV. OBJECTIVES

The objective of this course is to provide students with a strong conceptual and framework for the study, understanding, and application of Human Resource Management. More specifically, at the completion of this course the student will be able to:

- Understand and explain what human resource management is and how it relates to the management process.
- Cite the main features of at least five employment discrimination laws.
- Understand and avoid employment discrimination problems.
- Define and understand diversity management.
- Explain what a strategy-oriented human resource management system is and why it is important.
- Write job descriptions, including summaries and job functions, using the internet and traditional methods.
- Understand and evaluate the major techniques used in employment planning and forecasting.
- Understand the main types of selection interviews and effectively interview a job candidate.
- Describe and evaluate the basic training process.
- Evaluate and improve an appraisal form; and perform an effective appraisal interview.
- Describe the issues to consider when making promotion decisions.
- Understand and assess the basic factors in determining pay rates.
- Outline the steps in developing effective incentive plans.
- Understand and evaluate the main insurance benefits and outline the main employees' service benefits.
- Understand and explain at least four specific ways in which HR management can influence ethical behavior at work.
- Understand the main features of major pieces of labor legislation and develop a grievance procedure.
- Understand and explain the basic facts about OSHA.
- Describe the evolution of global business and global strategic human resource management.

V. LEARNING METHODOLOGY

The learning methodology used in this course consists of reading the textbook, lectures, other articles and assigned readings, participation in weekly Online discussions' Forum, weekly individual posting (exercises/cases); and a final group project (group paper and its online presentation).

A. Weekly Online Participation

It is critical to the success of this class that all students read the material for each week and that each individual participate on our Blackboard's Weekly Debate Forum. Students will be evaluated on both their postings' substance on their contribution to the learning of others.

Our usual week starts on Monday 12:01 AM and ends on Sunday at 8:00 pm with the exception of week 10 which ends on noon-time (12 noon) Friday March 16, 2018.

Students are encouraged to submit such assignments during the week. No late assignment will be accepted unless approved by the instructor. All assignments are to be posted on the "Discussion" section of the Blackboard.

B. Weekly Online Assignments for Concepts

To help you understand the subject, there will be weekly assignments and participation forum on Blackboard.

C. Team Project "You Are the HRM Expert", Team Paper, and Online Presentation

You will work in a team of 4 or 5 students as HRM experts in specific areas of expertise, to an organization that you select. Your team will post on Blackboard and deliver a comprehensive online PowerPoint presentation and a team report to demonstrate your expertise and understanding of the HRM areas (3 related topics/chapters from our text) your team has selected.

To do this project, please follow the following steps:

1. Select a company in the surrounding area as the focus for your project, and get to know the individual(s) who is (are) responsible on the area you wish to research.
2. Provide an in-depth overview of three related topics from our required book and from outside sources (library database is a must use). For example: Employee Testing and Selection; Interviewing Candidates; and Training and Developing Employees. Or: Interviewing Candidates; Training and Developing Employees; and Performance Management and Appraisal. Please do any combination your team members agreed upon. Choose any three (3) chapters (topics) from our course.

The goal is to develop your primary data research skills, develop a deeper understanding of the specific area you have chosen, and be able to communicate the importance of the HRM process for managers and leaders.

3. Don't be timid about asking. Companies are usually very receptive to students. Schedule a 20-30-minute interview with them. *Don't wait until the last minute for this* - interviews sometimes must be rearranged to accommodate travel schedules, emergencies and other priorities. Give yourself plenty of leeway!
4. Develop appropriate interview questions. The questions must be in written form and a copy of your questions will need to be attached to your paper as an appendix. You'll probably want to read up on your subject before you formulate the questions. Many of your questions should center on the practice of the organization regarding your chosen topics. You may also include some questions regarding the career path that the interviewed individuals have followed to get them to their current position and the duties that make up their day.
5. Conduct your interview, learn about the organization practices as far as human resource management (HRM), and analyze your interview results. Do so by comparing the information you obtained to the information you have learned and the expectations you had going into the interview (and/or what you have learned on the topic).
6. Prepare a typed, double-spaced paper (*no less than sixteen (16) full 12 font pages and no more than twenty*) reporting your findings. Be sure to properly cite any articles you used in the preparation of your paper. Note that simply reporting the answers to the questions you asked is not sufficient. **Do not use a Q&A format for your paper!!!**
7. Add your team recommendations. Support your recommendation based on the theory learned in our text and other academic articles. Your team recommendations must demonstrate how the organization should successfully implement new tools, processes, policies, systems, etc. that will facilitate a high performance organization that optimizes the use of individual's talents in the company that you analyze.
8. At the end of the paper, type the name of the persons you interviewed, their title, business address, and phone number. Be sure to send them a thank you note for their assistance.
9. After you have written your paper, prepare an online presentation (PowerPoint slides) about your topic, explaining the pertinent parts of your research. You should focus on trying to make the online presentation interesting and informative to the class. Remember, you will be the "expert" on this subject after you've finished researching **All reports and online presentations are due at the start (i.e. Monday) of week 8 (teams 1 and 2) or 9 (teams 3 and 4).**

All members of the team need to have an active part in this team activity, report, and on-line presentation. Everyone on the team will receive the same grade for the presentation (unless a team member suggests to me that a peer evaluation is needed. Accordingly, I will do so and individual grades will be granted instead). Any disputes within the team including a poor performance by any team member must be discussed with the instructor as soon as it arises. The instructor will arbitrate any dispute.

NOTE

This assignment must be treated as a primary research one. It should be in sufficient depth to exceed the extent to which the text covers the material. This is a research paper,

not an opinion paper. Because this is a Human Resource class, you must address how the topic impacts the HR profession. Papers should be a minimum of 16 full pages long, a maximum of 20, concisely written in a font this size (12), grammatically correct and spell checked. You should have an additional page for bibliography. Use no fewer than ten (10) outside resources, NOT including your text, which you may also cite. The Internet should NOT be your only resource. If you are unfamiliar with the APA guidelines on plagiarism, read them on the Internet or at the library, and be careful not to plagiarize.

A good starting point is to read the chapter first then, you will need to use the resources from the University of La Verne’s Wilson library <http://library.laverne.edu/> to access the online library databases. A library/ProQuest or other library database search of periodicals containing articles relating to selected topics should be used to illustrate your understanding of each topic and show how they can effectively assist the achievement of corporate/organizational goals. Identification of operational impediments and behavioral constraints, and steps taken to resolve these issues will elevate the quality of the term paper. The team paper will be 34% of the final grade.

General Notes

Any disputes within the team including a poor performance by any team member must be discussed with the instructor as soon as it arises. The instructor will arbitrate any dispute.

VI. EXPECTATIONS OF STUDENTS

Students will be required to:

- Participate on weekly online sessions.
- Read all assigned material.
- Complete all assignments by the deadline stated.
- Participate in online discussions, offer observations from the readings or personal experiences, express different point of view with reading material or comments made in the class.
- Prepare other required assignment(s) by the deadline, following the approved University of La Verne academic research paper format, and with correct grammar and spelling.

VII. PERFORMANCE REQUIREMENTS AND WEIGHT AS PERCENT OF FINAL GRADE

A. Homework Assignments	
Weekly (Blackboard) Assignment	33%
B. Participation	
Weekly Online (Blackboard) Participation	33%
C. Team Project “You are the HRM Expert”	34%

Approximate Grade Ranges/Grading scale: A = 94 - 100; A- = 90 - 93; B+ = 87 - 89; B = 84 - 86; B- = 80 - 83; C+ = 77 - 79; C = 74 - 76; C- = 70 - 73; D = 64-69, F = below 64.

VIII. ACADEMIC HONESTY

As specified in the University of La Verne CATALOG, “Each student is responsible for performing academic tasks in such a way that honesty is not in question. Unless an exception is specifically defined by an instructor, students are expected to maintain the following standards of integrity:

- a. All tests, term papers, oral and written assignments, recitations, and all other academic efforts are to be the work of the student presenting the material.
- b. Any use of wording, ideas, or findings of other persons, writers, or researchers requires the explicit citation of the source; use of the exact wording requires a “quotation” format.
- c. Deliberately supplying material to a student for purposes of plagiarism is also culpable...”

Please see the section titled RESPONSIBILITIES in the University’s of La Verne 2017-2018 Catalogue.

IX. COURSE SCHEDULE

<u>WEEK/DATE</u>	<u>DESCRIPTION</u>
1. Week 1	Introduction: Strategic Human Resource Management: An Overview (Chapter 1).
2. Week 2	Ethical, Social, and Legal Considerations (Chapter 2). Workforce Diversity, Equal Employment Opportunity, and Affirmative Action (Chapter 3).
3. Week 3	Job Analysis, Strategic Planning, and Human Resource Planning (Chapter 4).
4. Week 4	Recruitment (Chapter 5). Selection (Chapter 6).
5. Week 5	Training and Development (Chapter 7). Career Planning and Development (Appendix Chapter 7).
6. Week 6	Performance Management and Appraisal (Chapter 8).
7. Week 7	Direct Financial Compensation (Chapter 9). Indirect Financial Compensation (Benefits) and nonfinancial Compensation (Chapter 10).
8. Week 8	A Safe and Healthy Work Environment (Chapter 11).
9. Week 9	Labor Unions and Collective Bargaining (Chapter 12). History of Unions in the United States (Appendix Chapter 12).
10. Week 10	Internal Employee Relations (Chapter 13). Global Human Resource Management (Chapter 14).

X. THE MISSION OF THE University of La Verne

Through its academic and co-curricular programs, the University provides rich educational opportunities that relate to both the academic and personal development of its students. For its undergraduates the University offers a challenging general education program, as well as a strong knowledge base in a particular discipline. Graduate programs at ULV are offered in selected professional disciplines. These programs are aimed at the practicing professional, and seek to integrate theory and practice.

Philosophically, the University emphasizes four major concerns that affirm a positive and rewarding life for its students.

1. **A Values Orientation:** The University affirms a philosophy of life that actively supports the health of the planet and its people. The University, therefore, encourages students to become reflective about personal, professional, and societal values in the light of this affirmation.
2. **Community and Diversity:** The University promotes the goal of community within a context of diversity. The University, therefore, encourages students to understand and appreciate the diversity of cultures, which exists locally, nationally, and internationally. It also seeks to promote appreciation of biodiversity by helping students understand the impact/dependence of human beings on their environment.
3. **Lifelong Learning:** The University commits itself to an approach to education that is lifelong in nature. Therefore, it teaches students how to learn, how to think critically, how to do responsible research, and how to access and integrate information in order to prepare them for career growth and flexibility and continued personal growth.
4. **Community Service:** The University believes that service is a primary goal of the educated person. The University therefore encourages its students to experience the responsibilities and rewards of serving the human and ecological community.

XI. GRADING POLICY

The grading policy for graduate students is based on the assumption that the grade for acceptable and satisfactory performance in graduate study is B (3.0). This implies that graduate students must perform at an above-average level, compared to undergraduate standards, in order to progress satisfactorily in graduate programs. It also implies that C- and D grades are unacceptable in graduate work; therefore, there are no C- or D grades for graduate students.

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|----------------|--|
| A/A- | Demonstrates insightful mastery of the subject matter and exceptional quality in written and oral communication. |
| B+/B/B- | Exhibits professional competence in the subject matter and in all written and oral communication. |
| C+/C | Completes course assignments and requirements with minimally acceptable proficiency in written and oral communication. |

XII. RECOMMENDED WRITING STANDARDS

The standards for an online writing will follow the below stated guidelines:

Content: 50%

Completed all parts of assignment

Developed thoughtfully with appropriate support for ideas

Synthesized/evaluated appropriate materials

Original/appropriate approach-clear thesis

Organization: 25%

Logical plan

Appropriate order of ideas

Appropriate beginning and conclusion

Appropriate cohesion/progression of ideas/transitions

Form/Mechanics/Surface: 25%

Correct language control

No grammatical or sentence errors

No spelling/punctuation/capitalization errors

Correct idiom/word usage

Followed assignment format standards (APA or other).

For Assistance, please read:

- Hacker, D. (2003). *A Writer's Reference* (Fifth Edition). Boston, MA: Bedford/ St. Martin's Prentice Hall.

XIII. DISCLAIMER

The professor reserves the right to make correction, changes, and other alterations to the syllabus, course requirements, and other elements contained herein. Such changes will be communicated to the students either in a regular class session or other appropriate means (e.g., email; Blackboard; etc.). All matters pertaining to student rights and responsibilities as outlined in the University catalog are adopted herein.

WRITING RUBRIC: ORGANIZATION AND MECHANICS/LANGUAGE

4 (Excellent)	Very well organized; main ideas are clear and vivid; effective smooth sequencing. Displays consistent facility with language; variety of sentence structures (simple and complex); sophisticated/precise/clever word choice; appropriate use of idioms; no detectable grammatical or mechanical errors.
3 (Good)	Organized; clearly stated main ideas with only minor problems in cohesiveness; ideas appropriately sequenced. Displays facility with language; competence with most sentence structures; good word choice; occasional minor errors in grammar, mechanics, idiom usage, but meaning is not obscured.
2 (Fair)	Not clearly organized; may wander or lack appropriate transitions, but thought can be followed. Displays competence with simple sentence structure, although may have problems with complex sentences; lacks variety of sentences; occasional errors in grammar, mechanics, word choice or idiom usage, that may occasionally confuse meaning.
1 (Poor)	Disorganized with confusing, disconnected ideas; very difficult to understand analysis. Meaning is seriously or frequently obscured or confused due to major or frequent problems in sentence construction, grammar, mechanics or word choice/idiom usage.