



**UNIVERSITY OF LA VERNE
Master of Science in Leadership and Management
College of Business and Public Management
Department of Management and Leadership**

**Management 522 - 001: Human Resource Management (CRN: 2446)
Spring Term ONLINE 2018**

Faculty: Loren R. Dyck, Ph.D., SPHR
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Office Hours: Mondays 4:30 p.m. to 6:00 p.m.
I am also available by appointment Monday through Thursday.

Alternative Contact: In addition to e-mail, phone, and office visit, I am receptive to using Skype for video calls. This link provides information about Skype:
<http://www.skype.com/intl/en-us/home>

Course Duration: **Monday, March 26, 2018 to Sunday, June 3, 2018**

TEXTBOOKS

Noe, R. A., Hollenbeck, J. R., Gerhart, B. H., & Wright, P. M. (2018). *Fundamentals of Human Resource Management* (7th ed.). New York: McGraw-Hill Irwin. ISBN: 978-1-259-68670-2

Buckingham, M. & Clifton, D.O. (2001). *Now, Discover Your Strengths*. New York, NY: Simon & Schuster Inc. ISBN-13: 978-0743201148.

COURSE DESCRIPTION

This course focuses on identifying, understanding, and addressing the challenges that managers and human resource professionals face when designing, implementing, and managing systems to enhance individual, team and organizational effectiveness. Topics covered include: job analysis, recruitment, selection, workforce diversity, training and development, performance management, compensation, benefits, and global trends that impact organizations. Human Resource Management - MGMT 522 is a core course in the MSLM Program.

LEARNING APPROACH

To facilitate your learning, this course will integrate reading from the texts, business magazines, and scholarly journal articles; self assessments; interactive class discussions; team presentations; current HRM issues and practices; and analyzing organizations in terms of their human resource processes and systems. Our approach will focus on how to optimize the use of individual talents (yours and others) when designing, implementing, and managing HRM systems.

LEARNING OBJECTIVES

During this course, each student will:

- Become knowledgeable about human resource management theories and practices and how those impact individual and organizational effectiveness.
- Understand how to design and implement HRM systems to optimize individual and group effectiveness (through using individual talents).
- Understand the impact of human resource practices on individual and team performance.
- Identify ways to change and redesign HRM systems to optimize performance.
- Identify how to use your own talents to optimize your performance and personal effectiveness in your current role and in future roles in your career.

LEARNING OUTCOMES

By the end of this course, each student will be able to:

- Analyze key HRM processes (including selection, performance management, training and development, and career/succession planning) to identify “gaps” that need to be addressed to optimize the use of individual and team talents.
- Create a development plan to address gaps in HRM systems which include specific recommendations so that all HRM systems are integrated, understood, and legally defensible.
- Build partnerships between line managers and HR professionals to design and implement effective HRM systems.
- Make more effective presentations on HRM topics and other management and leadership issues.

GRADING

Your final grade for the course will be based on four areas:

1. Current Issues in HRM Paper & Presentation (20%)		200 points
2. HRM Practices (40%) – 4 x 100 points		400 points
a. Job Description and Job Specification Writing	100 points	
b. Recruitment Plan and Assessment Plan	100 points	
c. Peer “Face-to-Face” vs. E-Coaching	100 points	
d. Downsizing Decision Case Study	100 points	
3. HRM Systems Analysis Paper (20%)		200 points
4. Participation (20%)		<u>200 points</u>
Total Points Available		<u>1,000</u>

- At our Bb course site on the left side of the page under ASSIGNMENTS, please click on the relevant assignment link and post the *final and complete version* of your assignment. Please note that all uploaded assignments are checked for plagiarism by SafeAssign.
- **ALL COURSE WORK IS DUE BY 11:59 p.m. SUNDAY OF THE LEARNING UNIT IN THE CALENDAR OF EVENTS UNLESS OTHERWISE INDICATED IN THE INDIVIDUAL LEARNING UNIT OUTLINE ON BLACKBOARD**

1. Current Issues in HRM - 20% of final grade - 200 points

PLEASE REVIEW THE RUBRIC FOR THIS ASSIGNMENT POSTED ON BLACKBOARD

Each student is responsible for writing one (1) review of a current HRM issue related to one or more of the topics discussed on the Course Calendar of Events in a specific Learning Unit. Therefore, the issue you raise should relate to one of the functions of HRM such as recruitment, downsizing, training, executive development, or compensation and benefits discussed during that specific Learning Unit. The HRM issue must be a current controversy, challenge, opportunity, problem, or trend facing HR leaders.

Some examples include:

- What recruitment strategies will companies use to attract employees when the economy recovers?
- How are organizations “greening” their jobs?
- How are worksite health promotion programs reducing health care costs of employees?
- What are the HRM implications of an aging workforce?
- How does executive coaching improve executive effectiveness?
- What critical skills are most deficient in organizations?
- What is the impact of “flexibility” in the workplace on employees and organizations when more part-time employees are used?

The HRM issue should be newer and still relevant to organizations today and likely in the future. Please indicate the date that you will post your Current Issues in HRM assignment by clicking on the “Class Discussion Board” button on Blackboard. Subsequently, also indicate the unique question that you will address. There is a maximum of four (4) student per class. Therefore, space is assigned based upon the first four students per class to indicate their choices.

Students are to cite at least seven (7) references for each review. This means that you are to refer to the information in these sources in a relevant way throughout your paper and PowerPoint (PPT) slides using the APA format. Please see the MSLM APA Sample Paper on Bb for guidance by clicking on the Finding & Citing Articles link under AVOIDING PLAGIARISM. One reference must be the text book and at least four (4) references must be **journal articles from scholarly** sources using the University of La Verne library or Google Scholar search. The remainder of your references can come from a wide variety of non-scholarly sources including newspapers, business magazines, and professional HRM organizations such as SHRM (www.shrm.org) which are also excellent choices especially if you are a member of them. Please have a list of references on a separate page at the end of your paper and PPT slides. Every

citation in the text of your paper must be listed in the references section at the end of your paper and on a slide at the end of your PPT slides. Every reference at the end of your paper and PPT slides must be cited in a relevant manner in the text of your paper and PPT slides.

Your review should contain the following three sections:

A. Description of the HRM issue

1. Clearly state the HRM issue in the form of an interesting question like the examples above.
2. Thoroughly explain the question that you have raised. What does it mean?
3. Highlight why addressing or resolving this HRM issue is important. How does it impact the management of employees and organizational effectiveness?
4. Explain your personal interest in the research question. What were you curious about?

B. Review of the HRM issue

1. What do the sources state about your question?
2. Is there agreement among the authors of your references or are their views and research results conflicting or mixed?
3. What is your opinion based upon your review of the literature? What is your position?

C. Relationship of research question raised to HRM functions (See Chapter 1, Table 1.1 - e.g. Job Analysis, Selection, Compliance with Laws, etc.)

1. Identify three (3) HRM functions to which your research question relates. For instance, assume that your question is: How are worksite health promotion programs reducing health care costs of employees? Then you could identify Benefits, Recruitment, and Compliance with Laws as three related HRM functions.
2. Describe how your research question impacts each of these three HRM functions.

This activity is designed to help you find your interests in HRM, expand your understanding of HRM systems and processes, and recognize the interconnections among HRM functions.

For the current HRM issue that you select, you will post on Bb a five (5) page paper *excluding* the title page and the reference list and PowerPoint (PPT) slides of your paper.

Please post your assignment in the ASSIGNMENTS section on Bb by clicking on Current Issues in HRM. This will bring you to a page with the assignment link Current Issues in HRM and a folder Sample Papers & Presentations. Click on the assignment link and then Browse My Computer to upload your assignment. Click on the Sample link to view sample papers and PPT slides.

Please post your assignment (paper and PPT slides at the same time) on Bb by the end of the Learning Unit for the topic which you have chosen. For example, if you have chosen a topic and a research question related to Selection then you will need to post your assignment before the end of Learning Unit 4.

Please ensure you review the assignment's Rubric prior to posting your document as I will use it to grade your Assignment. The Rubric is accessible once you have clicked on the assignment link Current Issues in HRM.

2. HRM Practices - 40% of final grade - 400 points

**PLEASE REVIEW THE RUBRICS FOR THESE ASSIGNMENTS POSTED ON
BLACKBOARD**

In four (4) Learning Units you will engage in HRM Practices designed to heighten your awareness of and strengthen your ability in the practice of HRM. You will apply specific skills and systems to complete these Practices. You will participate in and discuss each team-based activity within your team and post the results on Blackboard as either a team product (for HRM Practice 1, 2, and 4) or as an individual product (for HRM Practice 3). Each HRM Practice is worth 100 points and are described below:

HRM PRACTICE 1 (100 points)

JOB DESCRIPTION AND JOB SPECIFICATION WRITING

1. This is a team assignment.
2. Each team member is to briefly explain their current or recent job to the team using the Team Discussion Board feature on Blackboard.
3. Choose a team member's current or recent actual job to conduct job analysis. Be cautious on the job chosen, as HRM Practice 2 is also based on it. Therefore, please ensure that the chosen team member will be available for when HRM Practice 2 is conducted.
4. Perform job analysis on the selected job using the interview method with the chosen team member.
5. Write the job description and job specifications using the Class slides and other materials in the Class Folder as guidance.
6. Do NOT just submit an existing job description from one of your team members. Actually go through the exercise of conducting job analysis and write the job description based upon your analysis.
7. Do NOT include salary information or any other information deemed proprietary or confidential to the organization.
8. Draw an organization chart showing the position described as well as positions immediately above and below if applicable. The subject position is to be highlighted. An example is provided in the Class Folder.

9. Limit the job description to a maximum of 5 and a minimum of 3 essential duties with an allocation of the percentage of time spent performing each duty. Each duty should have 2 or 3 tasks supporting it to a maximum of 5 tasks. Providing a reasonable representation of the job and its requirements is expected and not a comprehensive list of every job activity.
10. Based on the strengths survey results and the top 5 values of the chosen team member, and any other relevant job-related criteria, describe how the job should be redesigned to better motivate the incumbent. The job description is not to be re-written but rather please provide a short one to two paragraph narrative describing your redesign proposal.
11. Please have only ONE student from your team post your assignment (your Team's job description, job specifications, organization chart, and job redesign proposal) **on Bb by the end of Learning Unit 3**. Please post your assignment in the ASSIGNMENTS section on Bb by clicking on HRM Practices, HRM PRACTICE 1: JOB DESCRIPTION AND JOB SPECIFICATION WRITING, and then Browse My Computer to upload your assignment.
12. Please ensure you review the Assignment's Rubric prior to posting your document as I will use it to grade your Assignment. The Rubric is accessible once you have clicked on HRM PRACTICE 1: JOB DESCRIPTION AND JOB SPECIFICATION WRITING as noted in 11. Above.

HRM PRACTICE 2 (100 points) **RECRUITMENT PLAN AND ASSESSMENT PLAN**

This is a team assignment. Use your job description and job specifications that you completed for HRM Practice 1 to develop a Recruitment Plan. Describe with a rationale, each of the 5 components below:

1. Recruitment source and strategies
2. Job specifications (Reuse what you already completed in HRM Practice 1)
3. Conditions of appointment, if applicable
4. Conditions of employment, if applicable
5. Recruitment evaluation (How are you going to assess the effectiveness of your Recruitment Plan?)

Use your job description and job specifications that you completed for HRM Practice 1 to develop an Assessment plan.

1. List each knowledge, skill, and ability element of job specifications e.g./knowledge of accounting principles, skill in coordinating special events, ability to resolve conflicts, etc.
2. Describe method of assessment and its value (%) for each element of job specifications – interview question, test, performance appraisal, etc. **Include actual interview questions you would use to assess job requirements.**

Please post your assignment in the ASSIGNMENTS section on Bb by clicking on HRM Practices, HRM PRACTICE 2: RECRUITMENT PLAN AND ASSESSMENT PLAN, and then Browse My Computer to upload your assignment.

Please have only ONE student from your team post your Team's assignment **on Bb by the end of Learning Unit 4.**

Please ensure you review the assignment's Rubric prior to posting your document as I will use it to grade your Assignment. The Rubric is accessible once you have clicked on HRM PRACTICE 2: RECRUITMENT PLAN AND ASSESSMENT PLAN.

HRM PRACTICE 3 (100 points) PEER "FACE-TO-FACE" VS. E-COACHING

Each student is to conduct at least two coaching sessions with at least two different students from our class. In one electronic "face-to-face" session, you be the coach and then switch roles with the student such that you are the coachee or the one receiving the coaching. Use one or more forms of electronic technology such as Skype where you can see each other in real time. Plan at least 30 minutes for each role as coach and coachee. Alternatively, you may conduct the coaching session in-person with the other student.

For the second coaching session with a different student, use one or more other forms of electronic technology such as e-mail, instant messaging, chat, text, etc. Again, adopt the role of coach and then coachee.

If possible, plan to have one set of coaching sessions with a student from your Team and the other set of coaching sessions with a student from another Team. Which type of coaching method you use (face-to-face or e-coaching) for which student is up to you but both methods must be used. For instance, you could Skype with someone in a different Team and do the e-coaching with one of your Team members or the other way around.

When coaching, help your coachees to clearly articulate their goals with support of their Distinctive Strengths and Values. Complete the "*SMART*" *Goals Brainstorming Exercise – Peer Coaching* during the session.

As preparation for the session, ensure that you:

- Write your compelling inspiration in 6 to 8 words
- Complete *Distinctive Strengths Worksheet*
- Complete *Creating SMART Goals Individual Exercise*
- Review *Peer Coaching on Goals*
- Read the coaching articles on Blackboard

Within 2 (two) pages:

- Compare the two methods of coaching that you experienced. Explain your assessment including:
 - Which method was more helpful to refining your goals, identifying your strengths, and discussing your values?
 - Which method helped to build a better relationship with the other student?
 - Overall, what were the advantages and disadvantages of each?
 - Which method did you prefer?
- Describe what you have learned about yourself and the practice of coaching during each peer-coaching session including:
 - Which of your strengths did you demonstrate?
 - What strengths helped you most in coaching?
 - Were there other strengths you could have used?
 - Do you now have or feel that you can create a more “SMART” agenda to accomplish your goals?
- **Each student is to post ONLY her/his two-page document on Bb by the end of Learning Unit 7.** Consider the other exercises/worksheets that you completed as working documents and do **NOT** post them.
- Please post your assignment in the ASSIGNMENTS section on Bb by clicking on HRM Practices, HRM PRACTICE 3: PEER “FACE-TO-FACE” VS. E-COACHING, and then Browse My Computer to upload your document.
- Please ensure you review the assignment’s Rubric prior to posting your document as I will use it to grade your assignment. The Rubric is accessible once you have clicked on HRM PRACTICE 3: PEER “FACE-TO-FACE” VS. E-COACHING.

HRM PRACTICE 4: (100 POINTS) DOWNSIZING DECISION CASE STUDY

Please see the Learning Unit 9 folder on Bb for this case study document.

Please post your assignment in the ASSIGNMENTS section on Bb by clicking on HRM Practices, HRM PRACTICE 4: DOWNSIZING DECISION CASE STUDY, and then Browse My Computer to upload your document.

Please ensure you review the assignment’s Rubric prior to posting your document as I will use it to grade your Assignment. The Rubric is accessible once you have clicked on HRM PRACTICE 4: DOWNSIZING DECISION CASE STUDY.

By the end of Learning Unit 9 have ONE person from your Team, post on Bb a short (1-page max.) document that describes your Team’s:

1. Recommendation of which 3 employees to lay off (i.e. Who are you recommending to lay off?)
2. Explanation of the process your team used to arrive at their decision (i.e. What did you do to decide? Vote? Establish criteria and if so how did you apply them? Random selection? Etc.)
3. Rationale for your decision (i.e. What is your explanation for each of the three employees who you are recommending to lay off?)

3. HRM Systems Analysis Paper - 20% of final grade - 200 points

**PLEASE REVIEW THE RUBRIC FOR THIS ASSIGNMENT POSTED ON
BLACKBOARD**

This fifteen (15) page paper, including a title page and references, will contain the elements listed below. Do NOT include an abstract or a table of contents. See the grading Rubric on Bb for details on the criteria that I will use to provide you with feedback on your written paper.

- A. Analyze your current organization's HRM processes in four specific areas: a) Selection and Placement, b) Training, c) Performance Management, and d) Career Development and Succession Planning. *If you are currently a full-time student, you would use the organization that you worked with most recently as a basis for your analysis.* For each of these systems you will begin the section with a general overview of the HRM area (using the information from Noe, et al, our class exercises/discussions, etc.), then you will describe how your organization currently uses the HRM system/process. Drawing from our class discussions, textbook concepts, etc. you will describe the "gaps" in your organization's approach to each of the four HRM areas. Include in your description specific ways that your organization's HRM process (in each of the four areas) currently optimizes individual and team talents as well as what is missing and therefore does not optimize the use of talents. Throughout the analysis, describe clear examples of how each of the four HRM systems impacts each other and the HRM/line manager partnership.
- B. Based on the analysis of your current organization's HRM systems, you will provide specific recommendations on how to redesign each HRM process to "fill the gaps" as well as optimize the use of talents. Your redesign recommendations need to describe how each of the four HRM systems included in your analysis will impact each other and are interrelated. Also, include examples that underscore the HR professional/line manager partnership in the effective redesign and implementation of each of the 4 HRM areas.

Please post your assignment in the ASSIGNMENTS section on Bb by clicking on HRM Sys. Analysis Paper. This will bring you to a page with the assignment link HRM Systems Analysis Paper. Click on the assignment link and then Browse My Computer to upload your assignment.

Please post your assignment **on Bb by the end of Learning Unit 10**. Please ensure you review the assignment's Rubric prior to posting your document as I will use it to grade your Assignment. The Rubric is accessible once you have clicked on the assignment link.

4. Course Participation - 20% of final grade - 200 points

<p>PLEASE REVIEW THE RUBRIC FOR THIS COMPONENT OF THE COURSE POSTED ON BLACKBOARD</p>

It is critical to the success of this class that all students read the material for each Learning Unit and that each student participates in online class and team discussions and exercises. Students will be evaluated on their participation, contribution to the learning of others, and interactions with their respective team members, as well as the insights that they have gained about their learning during the term. More specifically, the components of Course Participation include student posts of non-graded exercises such as: Weekly Discussion Board questions, case studies, Top 5 Values Exercise, StrengthsFinder Profile Results, “In the Zone/Loathed It” Analysis. See the Scoring Rubric on Bb for details on the criteria that I will use to provide you with feedback on your contribution/participation.

Each student is expected to respond to all weekly questions posted on the Discussion Board and to keep up with the assigned readings. Announcements and Discussion Board activity are two important sections in the Blackboard. Most time sensitive course related announcements will be made in the announcement section and weekly questions and other online interactions will take place in the Discussion Board section.

Only one student is to post their respective team’s response for Team Assignments (HRM Practice 1, 2, and 4) and case studies unless otherwise indicated.

<p>ATTENDANCE POLICY</p>

- *Students will be administratively dropped or withdrawn from the course for non-participation at the discretion of the professor.*
- *Participation during our first week is mandatory. Students not participating during the first week of class will not be permitted to continue in the course and will be administratively dropped from it except for extraordinary circumstances and with the prior approval of the professor.*

See the University of La Verne Online Catalog 2017-2018 for further details:

<https://laverne.edu/catalog/files/2017/08/2017-18-Course-Catalog.pdf>

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. Please see the University of La Verne Online Catalog for the policy on Incomplete Grades.

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.

See the University of La Verne Online Catalog 2017-2018 for further details:
<https://laverne.edu/catalog/files/2017/08/2017-18-Course-Catalog.pdf>

A 94-100%; A- 90-93%; B+ 87-89%; B 84-86%; B- 80-83%; C+ 77-79%; C 74-76%

INCOMPLETE GRADES (INC)

According to the ULV catalog, incompletes are authorized only when it is impossible for the student to complete the course because of illness or other justifiable cause and only with a formal petition from the student to the professor before the end of the term. Please read the grading policy section of the ULV catalog.

An incomplete grade (INC) is only granted in exceptional circumstances. Students requesting an incomplete grade will have to do so in writing and will be considered only if:

- The student requesting an INC has completed at least 60% of the course work and only the HRM Systems Analysis Paper remains outstanding.
- The student is maintaining a minimum B grade.
- The student's contribution/participation is at least "very good."

See the University of La Verne Online Catalog 2017-2018 for further details:
<https://laverne.edu/catalog/files/2017/08/2017-18-Course-Catalog.pdf>

ACADEMIC HONESTY

Academic Honesty in the College of Business and Public Management and in this course, is expected and strictly enforced. Why is Academic Integrity important? It is important that you understand that the validity of your degree from the University of La Verne depends upon the integrity of the work you do and then demonstrate, as you go forward in your life and academic pursuits. Honor your own learning by exhibiting the highest level of honesty as a student.

The CBPM will follow current University policy found in the section of the Catalog entitled 'Academic Honesty.' Some of the key elements of that section are summarized below.

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:

- * All assignments of all types are to be the work of the student or students presenting the material and only those students.

* 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.

* Deliberately supplying material to another student for purposes of plagiarism or academic dishonesty is culpable.”

As a member of a task force or work group each of us individually and all of us collectively have responsibility for the quality of the work product that is developed. That responsibility includes academic integrity. Take that responsibility seriously.

If any group assignment is marred by plagiarism, all members of the group will fail the assignment. Course failure and dismissal from the university are also possible outcomes for plagiarized work. Academic integrity is essential.

See the University of La Verne Online Catalog 2017-2018 for further details:

<https://laverne.edu/catalog/files/2017/08/2017-18-Course-Catalog.pdf>

Please see the link below for more information on the definition of and how to avoid plagiarism:

<http://laverne.libguides.com/plagiarism>

This link will explain and give you resources to help you properly cite your sources and create a reference list using APA: <http://laverne.libguides.com/citations/apa>

An MSLM APA formatted sample paper is posted on Blackboard and accessible by clicking on the button “Finding & Citing Articles.”

Please note:

I also consider plagiarism to include the use of text, tables, charts, or graphs from your own previously submitted papers, essays, or assignments for this course or other courses without direct quotes, citations, and references.

Please contact the professor if you have any questions or concerns about how to complete the course requirements and ensure that you are in compliance with the University’s Academic Honesty Policy.

EXPECTATION OF STUDENTS

This course entails online class discussions and exercises. Student interaction contributes highly to everyone’s learning. Therefore, students are expected to be adequately prepared and actively engaged in online discussions, team meetings, and exercises. Blackboard will be used extensively in this course by the professor to communicate course requirements and by students to post their completed assignments. Please ensure that you have a Blackboard account and that you become familiar with the Blackboard course site set up for this course.

Your University of La Verne e-mail address will be the primary means of electronic communication used by the Professor in addition to Blackboard. So, please *check your University of La Verne e-mail account regularly*.

Please read the chapters from the textbooks identified in the Calendar of Events for the Term and any other materials assigned by the Professor before each Learning Unit. The Professor reserves the right to make changes to the Calendar of Events and any other part of the syllabus at any time. Therefore, this course may be modified, verbally or in writing, at any time during the term at the discretion of the Professor or the department.

No make-up assignments will be provided. If you know you will need to an extension to an assignment deadline, please notify the professor as soon as possible.

PLEASE CONTACT THE PROFESSOR BEFORE YOU MAKE A LATE SUBMISSION OF ANY COURSE WORK!

- *All course work is due as indicated in the Calendar of Events and in the specific Learning Unit on Bb.*
- *Late submission of course work without prior approval by the professor may not be accepted.*
- *Any part of the course work (e.g./assignments, case studies, exercises, etc.) which is accepted by the professor to be turned in late will be given a lower grade unless prior arrangements were made with the professor.*
- *If late course work is accepted, a deduction of 10% of the assignment's maximum value will be deducted per day late starting immediately after the deadline for the course work. Late work will not be accepted if it is more than two days late.*

See the University of La Verne Online Catalog 2017-2018 for further details:
<https://laverne.edu/catalog/files/2017/08/2017-18-Course-Catalog.pdf>

EXPECTATION OF FACULTY

The expectations of the faculty member are to be prepared for the Learning Unit and to create an environment that facilitates learning, openness, personal growth, and mutual trust and respect. I will give appropriate and timely feedback and timely return of graded assignments to facilitate your learning and integration of the concepts.

TECHNOLOGY REQUIREMENTS

You must have regular access to a computer with Internet access (broadband recommended). The *final version of assignments must be submitted in Word and PowerPoint or the equivalent* (e.g. Google products). Some parts of the Blackboard software work in Internet Explorer most work best in Mozilla Firefox (free download from www.mozilla.com) depending on your Windows and browser versions. If you have trouble accessing something in Blackboard with one browser, please try another (for example, online exams do not work in IE, but work well in Firefox). When planning the submission of assignments and posting on the discussion board, please keep in mind that some workplace firewalls prevent access to Blackboard. If you are unfamiliar with Blackboard, there is a “help” button and links to short YouTube videos (click on “Support” tab

on the left side of our Bb course site) that demonstrate different skills needed for this course (such as posting on the Discussion Board, posting assignments, and accessing the gradebook). The Academic Success Center is very helpful with Blackboard problems as well. For the fastest response, send a detailed email to bbhelp@laverne.edu. Further, the Academic Success Center has a series of workshops for students on a wide variety of helpful topics such as APA, Excel, SPSS, and others. The schedule can be found at the following site:
<http://sites.laverne.edu/academic-success-center/>

THE UNIVERSITY OF LA VERNE

VISION

The University of La Verne will be nationally recognized for its enriching and relevant educational experience, which prepares students to achieve more than they ever imagined.

UNIVERSITY MISSION

The University of La Verne offers a distinctive and relevant educational experience to a diverse population of traditional-age, adult, and graduate learners preparing them for successful careers and a commitment to life-long learning across the liberal arts and professional programs.

CORE VALUES OF THE UNIVERSITY OF LA VERNE

Ethical Reasoning

The University affirms a value system that actively supports peace with justice, respect of individuals and humanity and the health of the planet and its people. Students are reflective about personal, professional, and societal values that support professional and social responsibility.

Diversity and Inclusivity

The University supports a diverse and inclusive environment where students recognize and benefit from the life experiences and viewpoints of other students, faculty and staff.

Lifelong Learning

The University promotes intellectual curiosity and the importance of lifelong learning. It teaches students how to learn, to think critically, to be capable of original research, and to access and integrate information to prepare them for continued personal and professional growth.

Community and Civic Engagement

The University asserts a commitment to improving and enhancing local, regional and global communities.

See the University of La Verne Online Catalog 2017-2018 for further details:

<https://laverne.edu/catalog/files/2017/08/2017-18-Course-Catalog.pdf>

Important Online Course Management Information

1. **Definition of Course Week.** For the purposes of this course, each week begins on Monday and ends on Sunday. As you know, the online term lasts for 10 weeks and each week we have specific chapters and activities (Assignments, Exercises, Discussion Board questions). Overall guidelines about these activities and readings as well as the due dates are in the syllabus.

2. **Communications.** Virtually all communications can be done on the Discussion Board. Posting necessary information inside Discussion Board forums is the best way to communicate with me and your classmates. If Blackboard is down, or your communication is rather personal in nature, you are welcome to contact me by phone (909-448-4785) or by email (ldyck@laverne.edu) outside Blackboard. In that case, please make sure to identify yourself and the name/number of the course that you are taking.

3. **Use of Reply Function in the Weekly Questions Forums.** Please use the reply button when you respond to weekly questions. The "Thread" function should not be used in Weekly Questions forums but can be used in all other forums.

4. **Posting Answers to Weekly Questions.** In each week's forum (inside Discussion Board), you are expected to respond to the weekly questions. You may respond to other students' weekly postings if you like to discuss them. Responding to other students' weekly postings is not required.

5. **Responses to Weekly Postings.** In general, I will respond to weekly postings only if they are unacceptable, or they are unusual that they require my response. If you do not see my response to your posting, then you can assume that your posting for that week was accepted. In general, I will post overall comments on weekly postings the week after they are due.

7. **No Copying of Others' Weekly Postings.** This will not apply to most of you, but it is stated here to make sure that there is no confusion about the academic honesty policy that applies to weekly postings. Postings to weekly questions that are copies of other students' postings will not be accepted and they will not receive any credit.

8. **Blackboard Malfunction and Deadlines.** If students cannot access the Blackboard system because the University's computer system does not function properly, deadlines will be examined for extension as appropriate. Please stay connected with me in this regard through Bb and ULV e-mail.

CALENDAR OF EVENTS FOR THE TERM

DATE	TOPICS	READING	ACTIVITIES	ASSIGNMENTS & EXERCISES DUE
Learning Unit 1	<ul style="list-style-type: none"> Welcome & Introductions HRM Overview Ethics in HRM 	<ul style="list-style-type: none"> ¹HRM Ch. 1 & 9 ²B & C: Ch. 1 & 2 Learning Unit 1 PowerPoint (PPT) Slides Optional supplemental reading 	<ul style="list-style-type: none"> Watch SAS Video Read the Pinto Fires: A living Case Watch the three Ford Pinto video clips Enroll in a team Create a team Discussion Board 	<ul style="list-style-type: none"> Individual Course & HRM Overview Quiz Learning Unit 1 Discussion Questions <ul style="list-style-type: none"> Individual response to Ford Pinto Case - Individual Case Study Questions One (1) Team response to the “Student Team Case Study Questions – Ford Pinto” Individual response to Top 5 Values Exercise Individual selection for the Current Issues in HRM Assignment
Learning Unit 2	<ul style="list-style-type: none"> Strengths HRM Trends Employment Law Occupational Safety & Health 	<ul style="list-style-type: none"> HRM Ch. 2 & 3 B & C: Ch. 3 Learning Unit 2 PPT Slides Office Romance Case Study documents 	<ul style="list-style-type: none"> Watch Video: Do You Know What Your Strengths are? Watch Video – Office Romance Case Study Watch Video – After Thoughts – Office Romance Case Study 	<ul style="list-style-type: none"> StrengthsFinder Profile &/or VIA Character Strengths Results “In the Zone/Loathed It” Analysis Learning Unit 2 Discussion Questions <ul style="list-style-type: none"> Case Study: Should I Blow the Whistle? Case Study: Office Romance Students signed-up for Current Issues in HRM
Learning Unit 3	<ul style="list-style-type: none"> Job Analysis Job Design 	<ul style="list-style-type: none"> HRM: Ch. 4 B & C: Ch. 4 Learning Unit 3 PPT Slides Bb Article 	<ul style="list-style-type: none"> Watch Job Description Webinar 	<ul style="list-style-type: none"> HRM PRACTICE 1: JOB DESCRIPTION AND JOB SPECIFICATION WRITING Learning Unit 3 Discussion Questions Students signed-up for Current Issues in HRM
Learning Unit 4	<ul style="list-style-type: none"> Human Resource Planning, Recruiting, & Selection 	<ul style="list-style-type: none"> HRM: Ch. 5 & 6 Learning Unit 4 PPT Slides Fact Sheet SHRM PPT Slides 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> HRM PRACTICE 2: RECRUITMENT PLAN AND ASSESSMENT PLAN Learning Unit 4 Discussion Questions Students signed-up for Current Issues in HRM
Learning Unit 5	<ul style="list-style-type: none"> Training & Performance Management 	<ul style="list-style-type: none"> HRM: Ch. 7 & 10 Learning Unit 5 PPT Slides Bb Article 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Case Study: A Training Misdiagnosis or a Mistake Learning Unit 5 Discussion Questions Students signed-up for Current Issues in HRM

¹ Noe, R. A., Hollenbeck, J. R., Gerhart, B. H., & Wright, P. M. (2018). *Fundamentals of Human Resource Management* (7th ed.). New York: McGraw-Hill Irwin. ISBN: 978-1-259-68670-2

² Buckingham, M. & Clifton, D.O. (2001). *Now, Discover Your Strengths*. New York, NY: Simon & Schuster Inc.

CALENDAR OF EVENTS FOR THE TERM

DATE	TOPICS	READING	ACTIVITIES	ASSIGNMENTS & EXERCISES DUE
Learning Unit 6	<ul style="list-style-type: none"> Employee Development Distinctive Strengths Goal-Setting Developmental Coaching 	<ul style="list-style-type: none"> HRM: Ch. 8 B & C: Ch. 5, 6 & 7 Learning Unit 6 PPT Slides 	<ul style="list-style-type: none"> Watch Video: Celebrate What's Right with the World Complete the following documents as your working papers for HRM Practice 3: Face-to-Face vs. E-Coaching Assignment in Learning Unit 7. They are NOT to be posted as they are not graded or reviewed by the Professor: <ol style="list-style-type: none"> Your compelling inspiration in 6 to 8 words Distinctive Strengths Worksheet "S.M.A.R.T." Goals Individual Exercise 	<ul style="list-style-type: none"> Learning Unit 6 Discussion Questions Students signed-up for Current Issues in HRM
Learning Unit 7	<ul style="list-style-type: none"> Peer Coaching 	<ul style="list-style-type: none"> Coaching Articles on Bb 	Complete the following documents as your working papers for the HRM Practice 3: Face-to-Face vs. E-Coaching Assignment in Learning Unit 7. They are NOT to be posted as they are not graded or reviewed by the Professor: <ol style="list-style-type: none"> SMART GOALS Brainstorming Exercise Peer Coaching on Goals (Coaching Tips) 	<ul style="list-style-type: none"> HRM PRACTICE 3: PEER "FACE-TO-FACE" VS. E-COACHING Learning Unit 7 Discussion Questions
Learning Unit 8	<ul style="list-style-type: none"> Employee Separation & Retention 	<ul style="list-style-type: none"> HRM: Ch. 11 Learning Unit 8 PPT Slides 	<ul style="list-style-type: none"> Video: Some Workers Willing to Sacrifice to Avoid Layoffs 	<ul style="list-style-type: none"> Learning Unit 8 Discussion Questions Students signed-up for Current Issues in HRM

CALENDAR OF EVENTS FOR THE TERM

DATE	TOPICS	READING	ACTIVITIES	ASSIGNMENTS & EXERCISES DUE
Learning Unit 9	<ul style="list-style-type: none"> Downsizing 	<ul style="list-style-type: none"> HRM: Ch. 11 Downsizing Articles on Bb 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> HRM PRACTICE 4: DOWNSIZING DECISION CASE STUDY Learning Unit 9 Discussion Questions
Learning Unit 10	<ul style="list-style-type: none"> Compensation & Benefits 	<ul style="list-style-type: none"> HRM: Ch. 12, 13, 14 Learning Unit 10 PPT Slides Supplemental Reading – Articles & Videos 	<ul style="list-style-type: none"> Case Study: Why Do Women Make Less Than Men? 	<ul style="list-style-type: none"> HRM Systems Analysis Paper Learning Unit 10 Discussion Questions Students signed-up for Current Issues in HRM