



# MORAVIAN COLLEGE

<b>Course:</b>	MGMT 253B: Human Resource Management Fall 2009
<b>Time/Day:</b>	T/R: 1:10pm - 2:20pm
<b>Location:</b>	Comenius Hall, 005
<b>Instructor:</b>	Katie P. Desiderio, Ph.D.
<b>E-mail:</b>	kdesiderio@moravian.edu
<b>Office:</b>	Comenius Hall 205B
<b>Hours:</b>	M & W 11am – 1pm <and by appointment>
<b>Phone:</b>	610.861.1376 (o) * 570.239.4084 (c)

**Required Text:** Bohlander, G. & Snell, S. (2010). *Managing Human Resources*, (15<sup>th</sup> ed.). South-Western, Cengage Learning. ISBN-10: 0-324-59331-7

**Course Description:** This course was designed to analyze human resource decisions regarding employee motivation, recruitment and selection, performance evaluation, training and development, compensation and benefit plans, and intraorganizational communication. Special emphasis is placed on case studies to develop problem-solving and decision-making abilities; operational practices; relevant behavioral-science theories; public policy and institutional constraints on effective use of human resources. *Prerequisite: Management 223*

## Student Learning Objectives:

- Understand the basic concepts of HR and the challenges faced by today's HR Managers
- Understand how global socio-economic and technological forces are changing HR
- Understand the role of HR and how it relates to the operational and strategic management process
- Identify and critically assess the managerial perspectives and skills necessary in addressing HR situations and/or opportunities
- Job Analysis – develop and evaluate a resume and cover letter
- Understand organizational change and a basic process for managing change
- Understand and explain the main features of at least 5 employment discrimination laws
- Understand the basic factors in determining pay rates
- Describe the training process and develop criteria to evaluate instructors
- Describe the MBTI framework and list the strengths and weakness of your type
- Integrate technology, media and interpersonal competencies to effectively communicate a message to the class
- Improve written expression and communication through the use of formal and informal writing as tools for learning
- Enhance presentation and teamwork skills
- Identify, define and apply the correct HRM models, concepts, and processes to a “real world” opportunity
- Develop and present a team-generated proposal given a particular ‘real world’ opportunity



**Course Procedures:** Learning is most effective when the students are *actively* involved and responsible for the experience. The major approach to gaining mastery in HRM will be individual study, reflection, and teamwork combined with class discussions and sharing of ideas, projects, and reports. This is your class—your learning experience. Make the most of it by:

1. Reading all assignments prior to class
2. Coming to class prepared with the required text
3. Utilizing the online tools available to you
4. Being alert to current HRM news
5. Attending and participating in class seminars and discussions
6. Completing the exercises which involve opinion generation, analysis, observation, and library research
7. Developing a team based HRM project
8. Completing the two examinations
9. Maintaining and sharing your HR Diary each week
10. Participating fully in the cooperative “learning” adventure

**Mission Relevance:** The course will help students to understand and apply human resource management as a business practitioner. Examples of current HRM issues will be reviewed as a basis for learning how excellent companies employ the strategies taught. Examining the social, ethical, and economic aspects of HR will help the student to integrate an ethical perspective to HRM. An awareness of the dynamic environment of the global economy will better prepare the student for a successful career in business.

**Course Activities to Meet Objectives:** The student will read the text and understand the material presented through class lectures, exams, guest speakers, class exercises, and a comprehensive term project. In order to fully meet the course objectives, you must be present in class!

**Attendance:** Students demonstrate their responsibility in the regularity and punctuality of their attendance. Please plan to arrive on time and remain the entire class period. Leaving class at the break will constitute an absence. As part of this policy, 3 days tardy constitutes 1 absence. Absences due to illness or other reasonable causes may entitle the student to make up missed work if communicated to course facilitator. Absences beyond 3 for exceptional reasons may be excused only upon presentation of a letter from a physician or other acceptable documentation. If the number of absences exceeds 3, the student’s grade will be lowered by one letter. If the absences exceed 6 in a semester, the student will be issued an “F” for the course. YOU are responsible for all information, assignments, revisions, announcements, and etcetera. Arrange for a few peers that you can rely on to assist you in the case of your absence.

**Attendance is Mandatory 😊**

**Grading:** You will have the opportunity to demonstrate your learning through scheduled examinations, active participation, exercises, and projects. Students will be assessed both qualitatively and quantitatively in this class. **Excessive absences will lower your final grade evaluation.** In addition, expect a penalty of one half a letter grade per day for late assignments.

Exam 1	20%
Exam 2	20%
Exercises, Activities, & Diary	20%
Energy, Ideas, & Involvement in class	20%
Project/Presentation	<u>20%</u>
	<b>100</b>



**Grading Schedule:**

Grades will be determined as follows:

Superior Achievement	A (4.0)	93-100	<b>Attention Students!</b>  * You are responsible for your grades and are encouraged to question any aspect of your grade and/or performance throughout the course of the semester.
	A- (3.67)	90-92.9	
	B+ (3.33)	87-89.9	
Above Average	B (3.0)	83-86.9	
	B- (2.67)	80-82.9	
Average	C+ (2.33)	75-79.9	
	C (2.0)	70-74.9	
Below Average	D (1.0)	60-69.9	
Failure	F (0.0)	59.9 & below	

**Exams:** The non-cumulative, in-class, session-long examinations are a combination of multiple-choice (specific terminology recognition, knowledge, and application) and essay (application, analysis, and synthesis). Test questions will be derived from the text and lectures. Tests are intended to ensure that students have grasped the fundamentals of HRM and are ready to build on that knowledge. Thus, you need to be present in class to benefit from the knowledge shared both from lectures and from your peers! Some of the richest discussions will be those shared among classmates; your discussions to the class as a whole are encouraged.

**HRM Group Project:** In order to develop your skills as a human resources manager, you will complete a comprehensive term project. The HRM project involves having student groups choose a national or local company to profile at the beginning of the semester and develop a descriptive analysis of a relevant business opportunity - we have no “problems” here :o}. Based on our learnings in class, student team(s) will describe the relevant business opportunity, address the significance, analyze the current state of the business as a result of this opportunity, and present recommendations of how to address this opportunity. Include properly cited references (such as: articles, journals, business periodicals, interviews) at the end of your paper. The final paper, excluding the title page, table of contents, and references, may be no less than 12 typed pages. At the end of the course, the students should have a paper to be turned in for evaluation in addition to the presentation - with handouts - that will be delivered to the class.

You will work in a group (approved by me) of two to four students. Be certain all group members can work together as a team for the entire semester as changing groups is not permitted. Your approved student teams will perform the research and develop the critical thinking necessary to create this HRM project. The final paper will be no less than 12 typed pages in length, double-spaced with 1 inch margins, 12-point Times New Roman font, with a cover page, executive summary, table of contents, references, and a conclusions/recommendations section. The paper shall be well written, and professionally developed as if you were going to present the document to your boss. The team campaign is the culmination of your learning, thinking, problem solving, and executions. The experience *should be* exciting, frustrating, fun, difficult, and an excellent learning adventure.

**Definition of Assignments:** All exercises must be typed, proofread, and delivered on or before the due date. Delivery may be in person or via e-mail attachment as a Word document. *Please use a right justified header with your name, team name, exercise name, course #, and date.*



*HRM Group Project:*

1. Oral: Each student team will develop an oral and a visual presentation describing their HRM project. Include the overall objectives, describe the relevant business opportunity, address the significance, analyze the current state of the business as a result of this opportunity, and present recommendations of how to address this opportunity. Professional speech, visuals, demeanor, and attire are expected. The visual presentation disk will be handed in as part of the assignment. Keep personal copies for all team members.
2. Written: The student team must prepare a written analysis based on their HRM experiences, exercises, discussions, and research. Include the overall objectives, describe the relevant business opportunity, address the significance, analyze the current state of the business as a result of this opportunity, and present recommendations of how to address this opportunity. The paper should be typed, proofread before submission, and contain appropriate citations both within the text and as references at the end of the paper. Again, keep personal copies for all team members. This project will be the result of semester long research concerning the business opportunity, the company, and the recommendations for improvement. You will explore themes, alternative approaches, and perspectives. Be prepared to write, evaluate, give and receive peer and instructor feedback and then discuss the changes prior to final composition. In fact, our goal is to create an independent, peer-supported learning environment for sharing struggles and insights, heights and depths, and learning through our mutual adventure.

\* The HRM project is a perfect candidate for inclusion in your learning portfolio.

HRM Diary: As a value-add to build on the HRM project, you will develop a 'HRM Diary' of interesting, effective, ineffective, and stimulating articles. Begin a journal of personal and professional reactions to your findings as well as those discussed in class. Your goal is to average 2 entries per week with progressive critical examination as your learning increases. **Please bring to class each Tuesday for discussion.**

In-Class Exercises: In an effort to enhance your understanding of the components included in HRM, be prepared to use writing to explore your reactions to both contemplated and learned materials. You will be reacting to scenarios, case studies, as well as to peer work. You will use writing to explore your thinking, feeling, and learning. These informal, exercises will also serve as formative assessments (identifying the areas that you and I can take action on to improve both instruction and learning) for our class. You will be required to sign up for your free social networking account with HRM Today at <http://hrmtoday.com/>.

**Assessments:** In addition to summative assessment tools, (exams, exercises, which include blackboard assignments, completed projects, and completed presentations) we also will be engaging in formative assessment techniques (identifying the areas that you and I can take action on to improve both instruction and learning). **Together**, you and I will share responsibility for creating and maintaining a supportive, exciting learning environment in our classroom! The HRM projects, discussions, exercises, and presentations are opportunities for you to enhance your conceptual and practical skills. They are also opportunities to develop and enhance your written and oral communication skills. You will participate in workshops and peer group meetings to evaluate and revise assignments and develop strategy. Both the exercises and the project will require out-of-class meetings.



- ❖ Please use a word processor program for all assignments and keep your personal copy on file. All team members should have a personal copy of all individual and team-based assignments for their portfolio.

### Resources:

1. Library Materials include (but are not limited to):

<i>Harvard Management Update</i>	<i>Journal of Human Resources</i>
<i>Journal of managerial issues</i>	<i>Journal of ethics</i>
<i>Journal of Behavioral Studies in Business</i>	<i>Wall Street Journal</i>
<i>Journal of behavioral and applied management</i>	<i>New York Times</i>
<i>Journal of business and management</i>	<i>Journal of business ethics</i>
<i>Journal of gender, race and justice</i>	<i>Journal of compensation and benefits</i>
<i>Journal of business and psychology</i>	<i>Journal of conflict resolution</i>
<i>Journal of Business Issues</i>	<i>Journal of business systems, governance and ethics</i>

- Most of the listed journals are not available in hard copy in the Reeves Library but are available on-line or through inter-library loan. The Reeves Library Web site can be accessed at <http://home.moravian.edu/public/reeves/>. EbscoHost and Lexis-Nexis are excellent resources. I can arrange for Bibliographic Instruction for anyone who requests this service.
2. WEB Materials: Resources are included in each chapter of your textbook as well as additional resources, such as crossword puzzles and a glossary of terms, on the text web site. The URL for our text is: [www.cengage.com/management/bohlander](http://www.cengage.com/management/bohlander) (*Hint: bookmark address*)
  3. The MORAVIAN COLLEGE WRITING CENTER is an excellent resource. The Writing Center is located on the 2<sup>nd</sup> floor of Zinzendorf and the phone number is 610.861.1592. Become a regular visitor to the writing center, as it is a great tool readily available to you!
  4. The MORAVIAN OFFICE OF LEARNING SERVICES is another great resource available to ALL students; the center exists so that any student (not just those who are struggling) can work with a learning support professional in order to improve his/her academic performance. The center also hosts a series of support workshops that focus on many academic skills and strategies useful for students at any stage in their academic career. This office also supports students who wish to request accommodations in this class for a documented disability. Please reach out to Mr. Joe Kempfer at 610.861.1510 for an appointment or stop by the office at 1307 Main St.
  5. ***I am one of your resources*** so please contact me at any time to arrange a personal or telephone conference. ***Please see me as soon as possible if you are having any difficulties!***



**Middle States Association of Colleges and Secondary Schools Accreditation:** The Middle States Commission on Higher Education accredits Moravian College based on an evaluation of the school as a whole rather than on just one program; this designation acknowledges our commitment to educational excellence.

**Statement on Academic Integrity:** Moravian College exists to educate our students. Since Moravian is a community whose purpose is the pursuit of knowledge and holistic development, the entire campus is committed to the principles of academic integrity and honesty.

In our class, academic integrity is the responsibility of everyone – students and teacher. We are responsible for honest effort in the pursuit of knowledge. In taking this class you are responsible for attending class, being alert in class, completing all assignments to the best of your ability, contributing to a nurturing learning environment both in and out of class, and researching and studying with the spirit of discovery and competence building. I am your resource person in this endeavor and I am always willing to work with you.

**Classroom Ethics:** We are all expected to respect the learning environment of others; supportive, constructive comments are encouraged and humor is welcome. Harassment, cheating<sup>1</sup>, plagiarism<sup>2</sup>, and other similar behaviors will not be tolerated. Anyone who engages in such behavior may be removed from the class and earn a grade of 0 for the course.

<sup>1</sup> In this class, cheating is defined as intentionally using or attempting to use the words, ideas, or answers of another student or using unauthorized materials in any academic exercise. Please protect your work from unauthorized use.

<sup>2</sup> In this class, plagiarism is using the words or ideas of another without clearly acknowledging the source of that information. To avoid plagiarism, you must give credit or give a citation whenever you use another person's idea, opinion, or theory or use facts, statistics, graphs, drawings, and/or quotations.

**Cellular Phone and Pager Policy:** To provide an optimum environment for learning, all cellular phones and pagers must be kept on silent alert (vibration or visible flash) while in the classroom. Any calls must be answered outside the classroom. Please refrain from text messaging, checking email or searching the web during class time. **Additionally, cell phones are to be off your desks while taking exams.**

“You can’t make a great play unless you do it first in practice.” ~ Chuck Noll



# Tentative Class Schedule

(Subject to change)

\*\* Note: Bring your “HRM Diary” to each class meeting \*\*

MEETING DATE	TOPIC	READINGS & ASSIGNMENTS
<i>September</i> 1	Introductions	Chapter 1 <b>Select teams &amp; post to blackboard</b>
3	Challenges of HRM Strategy & HR Planning	Chapter 1 & 2 <b>HRM Today sign up</b> <a href="http://hrmtoday.com">http://hrmtoday.com</a> & post quote
8	Strategy & HR Planning	Chapter 2 <b>HRM project topic due!</b>
10	EEO	Chapter 3
15	HRM	Chapter 3 & 4
17	Job Analysis, Employee Involvement, & Flexible Work Schedules	Chapter 4
22	Expanding the Talent Pool	Chapter 5
24	Employee Selection	Chapter 5 & 6
29	Training & Development	Chapter 6 & 7
<i>October</i> 1	Appraising & Improving Performance	Chapter 7 & 8
6	Exam Review	Chapter 8 <i>Study! Study! Study!</i> And have some fun too...
8	<b>MIDTERM EXAM</b>	Chapters 1-8
13	Fall Recess <b>NO CLASS</b>	
15	Managing Compensation	Chapter 9
20	Pay-for-Performance	Chapter 10
22	Pay-for-Performance	Chapter 10
27	Employee Benefits	Chapter 11
29	Benefits	Chapter 11
<i>November</i> 3	Promoting Safety & Health	Chapter 12
5	Employee Rights & Discipline	Chapter 13
10	Dynamics of Labor Relations	Chapter 14
12	International HRM	Chapter 15
17	High-Performance Work Systems	Chapter 16
19	Performance & Change	Chapter 16
24	Performance & Motivation	Chapter 16
26	Thanksgiving Holiday <b>NO CLASS</b>	



1 7 4 2

<b><i>December</i></b> 1	PRESENTATIONS	
3	PRESENTATIONS	
8	Wrap Up	<b>Final Projects Due</b>
11, 14-18	<b>FINAL EXAMS</b>	

\* Please note that the contents of this syllabus are subject to change.

“Ushindi Kujiamini Timu Oyee” \* Faith within Yourself Completes the Victory