

# MORAVIAN COLLEGE

**COURSE:** MGMT 253: Human Resource Management  
**TIME/DAY:** T/R 10:20-11:30AM (A) and 1:10-2:20PM (B)  
**LOCATION:** Comenius Hall, 201

**INSTRUCTOR:** Katie P. Desiderio, Ph.D.  
**E-MAIL:** [kdesiderio@moravian.edu](mailto:kdesiderio@moravian.edu)  
**OFFICE:** Comenius Hall 202 ~ come visit me!  
**HOURS:** MON & WED 1-3PM & *BY APPOINTMENT*  
**PHONE:** 610.861.1376

**REQUIRED TEXT:** DeNisi, A.S. & Griffin, R.W. (2011). *HR*. Mason, OH: South-Western Cengage Learning. ISBN-10: 0-538-47423-8

**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:**

### **LIBERAL ARTS:**

1. To appreciate how a liberal arts education, at Moravian College, can enhance your life and prepare you for the future.
2. To collaborate with community partner(s) to fully engage in a service learning endeavor
3. To develop a sense of appreciation and wonder for the impact you will have on our community partner as well as the impact this experience will have on you
4. To live and work with personal and academic integrity

### **HUMAN RESOURCE MANAGEMENT:**

1. Describe the basic concepts of HR and the challenges faced by today's HR Managers
2. Identify how global socio-economic and technological forces are changing HR
3. Analyze the role of HR and the operational and strategic management process
4. Identify and critically assess the managerial perspectives and skills necessary in addressing HR situations and/or opportunities
5. Job Analysis – develop and evaluate a resume and cover letter
6. Recall the main features of employment discrimination laws
7. Identify the difference and significance between training and development
8. Describe the MBTI framework and list the strengths and weaknesses of your type

### **HUMAN RESOURCE DEVELOPMENT:**

1. Integrate technology, media and interpersonal competencies to effectively communicate to the class and professionals
2. To learn about the self while strengthening personal skills in working collaboratively with others
3. Improve written expression and communication through the use of formal and informal writing as tools for learning
4. Identify, define and apply the correct HRM models, concepts, and processes to “real world” buzz



1 7 4 2

**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 blackboard discussions and sharing of ideas, exercises, and reports. This is your class—your learning experience. Make the most of it by:

1. Reading all assignments prior to class
2. Using the required text
3. Utilizing the online tools available to you
4. Being alert to current HRM news (buzz)
5. Attending and participating in our class discussions
6. Completing the exercises which involve opinion generation, analysis, observation, and research
7. Fully participating in the service-learning endeavor
8. Completing the two examinations
9. Maintaining and sharing your *HRM Buzz with Dr. D.* 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:** Students will read the text and understand the material presented by using resources, exams, exercises, asking questions, and fully participating in this learning endeavor. In order to fully meet the course objectives, you must **BE THERE!**

**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-letter grade per day for late assignments.

Exam 1	25%
Exam 2	25%
Service-Learning Venture	25%
Energy, Ideas, Exercises & Involvement	<u>25%</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 every aspect of your grade and/or performance throughout the course of the semester.
Great Performance	A- (3.67)	90-92.9	
Very Good Work	B+ (3.33)	86-89.9	
Good Work	B (3.0)	80-85.9	
Above Average	C+ (2.33)	76-79.9	
Average Performance	C (2.0)	70-75.9	
Below Average	D (1.0)	60-69.9	
Failure	F (0.0)	59.9 & below	

**DEFINITION OF ASSIGNMENTS:** Your work is a reflection of your commitment to this learning adventure and you are all capable of great things! Take pride in your work, but most of all take the time to have fun and enjoy the ride. All exercises must be typed, proofread, and delivered on or before the due date. Delivery may be in hard copy or via e-mail attachment as a Word document depending on the assignment from your instructor. Please use a left justified header with your name, exercise name, course #, and date unless otherwise specified. *Please save all documents using your first initial, your last name, and the name of the assignment unless otherwise specified (i.e.: kpdesiderioresume2011.doc).*

- ◆ **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, discussion questions, 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. A case study and discussion questions will be due for each corresponding chapter; please note that **you will need access** to the Online CourseMate!
- ◆ **HRM BUZZ WITH DR. D.:** As a value-add to build on our class discussions, you will contribute to our learning environment by sharing interesting, effective, ineffective, and stimulating “buzz” pertaining to HRM. **Each week**, you will share personal and professional reactions to your findings as well as those discussed in class. Your goal is to watch the news, listen to the radio, read relevant journals and/or magazines, and surf the web for the latest and greatest HRM buzz – using progressive critical examination as your learning increases. *Hint: set a Google alert for HR buzzwords!* **Please share buzz pertaining to one chapter (of your choice) that we are covering each week for discussion** (i.e.: week 1 – you may bring buzz on Ch 1 or 2...).
- ◆ **PARTICIPATION** (Energy, Ideas, Engagement): All students will be assessed in this area based on personal activity as well as engagement with discussions in class. I encourage you to take pride in your performance and **BE THERE!**
- ◆ **INTERVIEW AN HRM PROFESSIONAL!** Each student team will be assigned to select a chapter whereby you will interview an HRM professional asking questions related to the selected chapter. Students will conduct the interview (should last about 15 minutes) either via phone or in-person (preferred method). After the interview, each student team will prepare a 10-slide PowerPoint presentation including the following:



1. COVER SLIDE - your name, the class & chapter you have selected, the date, the professor's name
2. INTRODUCTION SLIDE – a brief orientation to the chapter you have explored through your selected, real-life, applied professional; what are the specific concepts of the chapter you will cover (4 concepts minimum)?
3. ORIENTATION SLIDE – the name of the person you interviewed; his/her company and title; how long he/she has been with the company; why he/she chose a career in HRM.
4. CONCEPT #1 SLIDE – what question(s) did you use to connect this concept with the HRM professional's work; how does this relate?
5. CONCEPT #2 SLIDE – what question(s) did you use to connect this concept with the HRM professional's work; how does this relate?
6. CONCEPT #3 SLIDE - what question(s) did you use to connect this concept with the HRM professional's work; how does this relate?
7. CONCEPT #4 SLIDE - what question(s) did you use to connect this concept with the HRM professional's work; how does this relate?
8. SO WHAT? SLIDE – why did you choose this person to interview; how has he/she aided your learning; demonstrate the purpose/quality of your interview.
9. AHA! MOMENTS SLIDE – what did you learn and discover; what are your curiosities after the interview?
10. WILD CARD SLIDE – surprise us with what you will include in this slide, which does not have to be the “10<sup>th</sup>” slide; you may place this slide anywhere in the deck and include whatever information you see fit!

✓ PLEASE POST YOUR PPT DECK TO BLACKBOARD!

- ❖ **SERVICE-LEARNING VENTURE:** Congratulations! You have been hired by the Women's 5K Classic, Inc. to help kick off their 20TH ANNIVERSARY CELEBRATION to support Breast Cancer awareness on Saturday, October 13<sup>th</sup>, 2012! Included in this are the 4 essential functions of management (Planning, Organizing, Leading, and Controlling). This year, the Women's 5K Classic, Inc. will host their Expo at a new location on Friday, October 12<sup>th</sup> and YOU will be a behind-the-scenes contributor of making this a huge success! Wait, there is more. Also new this year, in addition to the traditional 5K race and competitive walk, a 10K course will be offered and YOU will help make this happen. Are you excited yet?

In an effort to holistically develop your skills as a student learner and aspiring professional, it is imperative that your experiences extend beyond the classroom. Our class will fully engage in this partnership with the Women's 5K Classic, Inc. where your observations, research, and connections will inform your direction. Start learning more about this amazing organization today at <http://www.womens5kclassic.org/index.html>.

- **TASK.** The service-learning venture involves having students enrolled in this class partner with the Women's 5K Classic, Inc. from August through December 2012 in partial fulfillment of this course. Each student is responsible for fully engaging in this partnership. In an effort to fully enhance your experience, we will hold **weekly** meetings with the company's committee members. Please note that you will be working with the Women's 5K Classic, Inc. for the entire semester.
- **ROLE AND AUDIENCE.** Based on our learnings in class, students will be asked to EXPLORE HRM CONCEPTS IN ACTION in this real world applied learning experience. The learning



venture will be an environment that enhances your knowledge while developing critical thinking skills that will drive the creation of a comprehensive, management-focused end of semester presentation to the Board. What a great opportunity for you!

- **WEEKLY COMMUNICATION(S)**. Each team-member is responsible for contributing to the weekly, out-of-class, meetings with the committee members. You will explore themes, alternative approaches, and new perspectives to make this 20<sup>th</sup> anniversary celebration the very best event possible! Be prepared to work with city officials, communicate with key stakeholders, evaluate, give and receive peer and instructor feedback and, of course, discuss learnings prior to both the expo on October 12<sup>th</sup>, the event on October 13<sup>th</sup> and for final composition of an end of semester reflection presentation. 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. Please be prepared to formally present your progress over the course of the semester.
- **EXPECTATIONS ABOUT THE PROCESS**. Did you know that **learning is a process**? “If the process is sound, the product will take care of itself” (W. Zinsser).
  - ◆ **MGMT 253 A** will be responsible for working on the 10K course development committee.
  - ◆ **MGMT 253 B** will be responsible for working on the Expo committee.
  - ◆ **BOTH SECTIONS (A & B)** will have responsibilities on the day of the Expo (October 12<sup>th</sup> with shifts from 9AM – 9PM) and on race day (October 13<sup>th</sup> from 7AM-noon) so please **MARK YOUR CALENDAR NOW!**

The final presentation will be a reflective piece that communicates your exploration of this experience **using a management lens**. Using resources such as the required text, class discussions, and articles shared by peers, observations, and interviews, this project is to be professionally developed and delivered.

- **CRITERIA FOR EVALUATION**. The final product will be graded holistically with a single letter grade, as per the grading schedule listed in this syllabus. An ‘A’ final project meets all the criteria for this assignment. **Student(s) will show an understanding of the key concepts learned in this class by synthesizing what has been learned in class with the service-learning venture**. The final presentation will be organized, well written, fully developed and will be free of ambiguity, grammatical and mechanical errors. This will be a professional communication to the class of your semester long experience.
  - ❖ Representatives from the Women’s 5K Classic, Inc. committee will be invited to attend; professional delivery and attire are required! All components of the project will be submitted to the professor on or before the designated due date.

The service-learning venture is the culmination of your learning, thinking, problem solving, and executions. The experience **should be** exciting, frustrating, fun, difficult, and an excellent learning adventure. *Be certain to reference specific learnings from class, concepts discussed, and material covered in class in your work. It will be fascinating to reflect back on what you have learned!!*

→THE SERVICE-LEARNING VENTURE IS A PERFECT CANDIDATE FOR INCLUSION IN YOUR LEARNING PORTFOLIO.



- ◆ **EXAMS:** The non-cumulative, session-long, electronic 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, exercises, discussions, and assignments. 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 actively engaged in this class* to benefit from the knowledge shared both from assignments 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.

**ASSESSMENTS:** In addition to summative assessment tools, (exams, exercises, which include blackboard assignments, and completed projects) 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 discussions, exercises, and assignments 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 peer-reviewed workshops to evaluate and revise assignments and develop strategy.

Please use a word processor program for all assignments and keep your personal copy on file. All members of this class 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 and bibliographic instruction is available upon request.
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.4ltrpress.cengage.com](http://www.4ltrpress.cengage.com) (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. A series of support workshops that focus on many academic skills and strategies useful for students at any stage in their academic career are offered. This office also supports students who wish to request accommodations in this class for a documented disability.
  - ❖ Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.
5. The MORAVIAN CAREER CENTER is a fabulous resource to you, as a student of Moravian College. Please take the opportunity to visit the Career Center at 1305 Main St. or on the web at: <http://home.moravian.edu/public/career/>.
6. *I am one of your resources* so please contact me at any time to arrange a personal or telephone conference. *Please contact me to discuss opportunities and kudos!*

**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 your involvement in class, being alert to HRM buzz, 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.



## HRM CLASS SCHEDULE

(Subject to change)






\*\* NOTE: *HRM Buzz with Dr D* is to be shared in class to correspond with chapter discussions \*\*

MEETINGS	TOPIC	READINGS & ASSIGNMENTS
AUGUST 28	INTRODUCTIONS!	<p style="text-align: center;"><b>Visit blackboard</b>  <b>Learn more about our community partner</b>  <a href="http://www.womens5kclassic.org/">http://www.womens5kclassic.org/</a>            Chapter 1</p>
30	The Nature of Human Resource Management	Chapter 1 * Bring DQs & Case  <i>Special Guests! Women's 5K Classic, Inc.!</i>
SEPTEMBER 4	The Legal Environment	Chapter 2 * Bring DQs & Case
6	Recruitment & Selection	Chapter 7 * Bring DQs & Case <i>Special Guest Speaker! Amy Saul, Director of Career Development</i>
11	The Global Environment	Chapter 3* Bring DQs & Case
13	<b>FALL CONVOCATION MANDATORY ATTENDANCE!</b>	Keynote Speaker: Winona LaDuke 10AM * Johnston Hall
18	The Competitive Environment	Chapter 4* Bring DQs & Case
20	Information for Making Human Resource Decisions	Chapter 5* Bring DQs & Case
25	Human Resource Decision Making in Organizations	Chapter 6* Bring DQs & Case
27		Wrap Up & Review <i>Study! Study! Study!</i> And have some fun too...
OCTOBER 2	<b>EXAM #1</b>	Chapters 1-7 
4	Can't wait to see you perform!	Women's 5K Presentations!
9	FALL RECESS 	<b>NO CLASS ;-( -- Try to have fun without us!</b>
11	Managing a New & Diverse Workforce	Chapter 8* Bring DQs & Case
12	SAVE THE DATE! 	<b>WOMEN'S 5K CLASSIC EXPO!!</b>
13	SAVE THE DATE! 	<b>WOMEN'S 5K CLASSIC RUN!</b>
16	POST-EVENT DEBRIEF	Experiencing HRM in action





1 7 4 2

18	Resume Peer Review 30-second intro	HRM Workshop
23	Compensation & Benefits	Chapter 9 * Bring DQs & Case <i>Special Guest Speaker: Jon Conrad, Chief Human Resource Officer</i>
25	Performance Appraisal & Career Management	Chapter 10 * Bring DQs & Case <i>Special Guest Speaker! Detective/Sergeant David Bartera, City of Bethlehem</i>
30	Can you follow directions? Who Moved My Cheese	<b>Profile on Career Hound Resumes Due</b> Chapter 10 & 14* Bring DQs & Case
<b>NOVEMBER</b> 1	Managing & Enhancing Performance	Chapter 14* Bring DQs & Case
6	Malcolm Gladwell Spaghetti Sauce	HRM Workshop
8	Managing Labor Relations	Chapter 11* Bring DQs & Case
13	Safety, Health, Well-Being, & Security	Chapter 12* Bring DQs & Case
15		Chapter 12 & 13* Bring DQs & Case
20	Motivation at Work ☺	Chapter 13* Bring DQs & Case
22	<b>HAPPY Thanksgiving</b>	<b>NO CLASS ;-( -- enjoy quality time with the people who make you smile!</b>  <i>Study! Study! Study! And have some fun too...</i>
27	<b>Exam #2</b>	Chapters 8-14 
29	<b>PRESENTATIONS!</b>	FINAL PROJECTS DUE – CANNOT WAIT! 
<b>DECEMBER</b> 4	<b>PRESENTATIONS!</b>	FINAL PROJECTS DUE – CANNOT WAIT! 
6	<b>PRESENTATIONS!</b>	FINAL PROJECTS DUE – CANNOT WAIT! 
10-14	<b>FINAL EXAMS</b>	FINAL PROJECTS DUE – CANNOT WAIT!

\* \* Please note that the contents of this syllabus are subject to change ☺  
Ushindi Kujiamini Timu Oyee” \* Faith within Yourself Completes the Victory



## APPENDICES

### Career Center Important Dates Fall 2012

#### **Philadelphia Networking Reception**

**9/27** **TBD** **Philadelphia, PA**  
More information to come.

#### **Resume Marathon**

**10/2** **11:30am-1:00pm** **TBD**  
No need for an appointment today! Drop by any time between 11:30am-1:00pm for an on the spot resume critique and approval for Career Hound postings

#### **Coffee & Connections Alumni Career Networking Event**

**10/3** **7:00pm** **HUB Pavilion**  
Mingle with alumni in various occupations that want to help you as you plan a career path. Lots of great food and conversation will be had. Business dress is encouraged.

#### **NYC Networking Reception**

**10/24** **TBD** **New York, NY**  
More information to come.

#### **Computer Science Event**

**10/30** **TBD** **TBD**

#### **Graduate & Professional School Information Session**

**11/1** **11:45-12:30** **TBD**  
Attend this event to get information on determining your next steps as you search for graduate and professional schools. We'll walk you through how to figure out what is the right school for you, how to apply, how to pay for school and writing the perfect personal statement!

#### **Internship Panel Discussion**

**11/6** **11:45-12:30** **TBD**  
Are you thinking about doing an internship or field study? Would you like to hear about another student's experience? This interactive workshop will not only provide you with information on how to find a great experience, but will also give you the opportunity to meet with three current students who completed their internship/field study this past summer. They had great experiences and are anxious to tell you about them.

#### **Resume Marathon**

**11/8** **11:30am-1:00pm** **TBD**  
No need for an appointment today! Drop by any time between 11:30am-1:00pm for an on the spot resume critique and approval for Career Hound postings.

#### **Create Your Career: STEM Careers**

**11/13** **6:00pm-8:00pm** **DeSales University**

Visit the Career Center at 1305 Main St. Or on the web at: [www.moravian.edu/career](http://www.moravian.edu/career)  
610-861-1509 \* [thecareercenter@moravian.edu](mailto:thecareercenter@moravian.edu)