MGT 308 Human Resource Management: Section 30, Spring 2019
CRN 20141: 3 Credit Hours: Prerequisites: MGT 305
Class Times: M 4:00-6:30, Erma Byrd Center (HEC) Room W36

Part 1

Professor information:	Dr. Charlotte Davis
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	MW 11:00-12:30
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University Mission Statement: The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community (http://www.concord.edu/academics/).

Department of Business Mission: The Mission of the Business Administration degree program at Concord University is to transform our students into competent and responsible business leaders through high quality teaching and personalized advising, while stimulating their academic and service zeal within the context of Concord's strong liberal arts tradition. Business faculty engage in active research and service to ensure that our graduates are ready to take on the challenges of the business world or to pursue rigorous graduate education.

Course Description/Rationale: This course is an introduction to human resource management principles and practice, primarily for business majors. The course focuses on the strategic management of employees in organizations, including strategic and workforce planning, recruitment, selection, learning and development, performance management, compensation and benefits, ethics and social responsibility, and safety, health, and wellness. It is intended to provide students a broad understanding of human resources management from an integrated HR worldview, to introduce key areas of HR in the ever changing work environment, and to enable students to incorporate contemporary HR practices in future management roles.

Course Management System: Blackboard

Hardware/Software Needed: USB drive, Dropbox, Cloud, etc. suggested to save class work; Concord MYCU email account, necessary as the official communication tool

Text requirements: Mathis, R.L., Jackson, J.H., Valentine, S.R., and Meglich, P.A. (2017). *Human Resource Management*, Fifteenth edition. Boston, MA. Cengage Learning. ISBN: 978-1-305-50070-9.

Course Description and Rationale: This course introduces students to the challenges and problems of human behavior in an organizational setting and examines approaches for solving these problems. Its purpose is to help students better understand how individuals and groups work in organizations, and ultimately to improve their understanding and skills in working with people and projects in all types of organizations. Emphasis is placed on the study of personality, work attitudes and motivation, stress, groups and team processes, leadership, communication, organizational change and development.

Concord University Educational Goal(s): The goals of this course are consistent with the mission of Concord University: The mission of Concord University is to provide a quality, liberal arts based education, to foster scholarly activities, and to serve the regional community. This course addresses all three education goals.

Skills: Proficiency in interpreting data, integrating information, formulating ideas, thinking critically, and communicating with others:
1. Effective inter-communication skills and literacy adapted as needed for the demands of various kinds of discourse:
   - listening and speaking
   - reading and writing
   - non-verbal communication
   - media and technological literacy
2. An ability to employ appropriate observational, logical, analytical, and critical thinking skills within and across academic disciplines; and to apply these skills in problem solving.
3. An ability to employ appropriate methods and technologies for conducting empirical and scholarly research, to interpret research findings, and to use insights gained from such research as a basis for informed decision making.
4. An ability to analyze, synthesize, and integrate elements, information and ideas.
5. An ability to evaluate elements, information, and ideas on the basis of appropriate criteria.
6. An ability to apply and to transfer academic and experiential learning appropriately from one context to another.
7. An ability to learn and work effectively both independently and collaboratively.

Knowledge: Familiarity with principles underlying academic discourse in various fields:

1. An ability to discern the reciprocal influences of environments, cultural beliefs and attitudes, and societal institutions and practices.
2. An ability to interpret events and trends within historical contexts.
3. Self-knowledge, including awareness of one's own competencies, deficiencies, and optimal individual learning-style(s).

Attitudes: Tendencies conducive to self-knowledge, personal growth and development, and responsible citizenship
1. Habitual reflection on ethical/moral implications of actions when weighing decisions and evaluating outcomes.
2. Exercise of responsible leadership, including leadership by example, and of responsible followership.
3. Respectful attentiveness to differing perspectives and willingness to engage in dialogue across differences in order to seek mutual understanding and equitable conflict resolution.
4. Cultivation of and support for attitudes and practices that foster physical, mental, emotional, and social well-being.
5. Motivation to pursue lifelong learning and ongoing intellectual growth.

Module Objectives

Each course module is designed to ensure that students progress toward achievement of the Course Objectives.

1. Students will gain an understanding of the environment of human resource management.
2. Students will grasp the significance of how human resource planning plays a strategic role in organizations.
3. Students will examine legal and regulatory issues such as equal employment opportunity and discrimination concepts.
4. Students will identify the elements of job design and job analysis, and will understand the importance of job design, job descriptions, and job specifications.
5. Students will explore workforce planning and will understand how organizational characteristics and organizational relations affect retention of employees.
6. Students will examine recruitment strategies, compare and contrast recruiting strategies based on organizational demands, and will understand the impact environmental factors have on a firm's recruiting strategy.
7. Students will distinguish between recruitment and selection, and will identify selection standards and methods that meet organizational demand.
8. Students will gain an understanding of training, and will design training programs that address environmental influences.
9. Students will explore talent, careers, and development, will identify the strategic effect of having the right talent, and how to get it.
10. Students will examine performance management, and will learn ways to measure its effectiveness, and how to develop useful performance measures.

11. Students will evaluate various methods of compensating employees, and will identify alternative compensation approaches that companies can use.
12. Students will explore different types of variable pay and will examine executive compensation.
13. Students will distinguish between different types of employee benefits and reward systems and how they affect a firm's long-term strategy.
14. Students will gain an understanding of how a firm's health, safety, and security programs shape employee attitudes and behaviors.
15. Students will explore various employee rights and responsibilities that employers are expected to be aware of and address as necessary.
16. Students will gain an understanding of labor unions and their effect on employee management, and the collective bargaining and grievance process.

Course Objectives

The objectives of this course are to develop students' skills in understanding how to manage human resources effectively in the dynamic legal, social and economic environment. Managing and understanding human resources focuses on acquiring, developing and applying the knowledge and skills of people in the organization which are crucial to the success of the organization and to the success of a manager. The course will focus on a strategic approach to human resource management, integrating behavioral science knowledge within an organizational setting and develop applications to successfully create a competitive advantage.

Learning Outcomes: Based upon online discussions, instructional activities and lecture materials, successful completion of learning activities, and the use of course curriculum materials, the students will be able to:

- define and discuss the concepts of human resource management, human capital, and core competencies, explain the seven categories of HR functions, explain how ethical issues affect HR management, and describe key competencies needed by HR professionals.
- summarize an organization's strategic planning process, explain differences between effective and ineffective strategies, outline how HR strategies align with organizational strategies, discuss how to forecast supply and demand of Human Resources, describe ways to handle a surplus and shortage of employees, and identify how organizations can measure and analyze HR effectiveness.
- identify major government agencies that affect employment, outline key provisions in the Civil Rights Acts of 1964 and 1991, show how women are affected by pay, job assignments, and career issues, discuss sexual harassment in detail and explain how to prevent it, list key elements of disability discrimination laws, and discuss legal protections to prevent bias and discrimination.

- explain how the workforce is changing, identify components of workflow analysis, define and discuss job design, discuss flexible work arrangements and work-life balance, describe job analysis and its stages, and list the components of job descriptions.
- discuss four different views of motivation at work, explain the nature of the psychological contract, describe the difference between job satisfaction and engagement, identify a system for controlling absenteeism, describe turnover and how to measure it, and summarize various ways to manage retention.
- explain recruitment, identify and describe labor markets, explain how technology and social networking affect recruiting processes, identify internal and external recruiting sources, and describe how recruiting measurement and metrics and sow how they can be used to improve talent management.
- describe selection, placement, and person/environment fit, explain reliability and validity, discuss a typical selection process, identify types of selection tests and legal concerns about their uses, compare and contrast types of selection interviews, explain considerations in conducting interviews, point out how legal concerns affect background checks, and describe issues to consider when hiring globally.
- define training and a strategic approach to training, explain the major categories of training, describe instructional systems design, identify types of analyses used to determine training needs, specify how to design a training program for adult learners, explain different means of internal and external training delivery, and provide examples of the levels of training evaluation.
- identify the importance of talent management, explain the importance of succession planning and the steps involved in the process, differentiate between organization-centered and individual-centered career planning, list options for development needs analyses, discuss career issues that organizations and employees must address, and identify several management development methods.
- identify why performance management is necessary, distinguish among types of performance information, explain the differences between administrative and developmental uses of performance appraisal, describe the advantages and disadvantages of multisource (360-degree) appraisals, discuss the importance of training managers and employees on performance appraisal and give examples of rater errors, and identify several concerns about appraisal feedback and ways to make it more effective.
- identify the general components of total rewards and give examples, explain the major laws governing employee compensation, outline strategic compensation decisions, understand the challenges of managing global compensation systems, illustrate the steps in developing a base pay system, and describe how individual pay rates are set.
- define variable pay and identify the aspects of effective pay-for-performance plans, compare types of individual incentives, identify key concerns that must be addressed when designing work unit/team variable pay plans, specify why profit sharing and employee stock ownership are popular organizational incentive plans, explain ways in

which sales employees are typically compensated, and identify the typical elements of executive compensation and discuss criticisms of executive compensation levels.

- define a benefit and identify four strategic benefits considerations, analyze the differences between employee benefits in the United States and those in other countries, distinguish between mandated and voluntary benefits, discuss and compare defined benefit and defined contribution plans, explain the importance of managing the costs of health benefits, and describe the growth of financial, family-oriented, and time-off benefits and their importance to many employees

- understand risk management and identify its components, discuss important legal areas regarding safety and health, outline the basic provisions of the Occupational Safety and Health Act of 1970 and recordkeeping and inspection requirements, recognize the activities that constitute effective safety management, list three workplace health issues and highlight how employers are responding to them, define workplace security concerns and discuss some elements of an effective security program, and describe the nature and importance of disaster preparation and recovery planning for HR

- explain elements of employment contracts, including non-compete and intellectual property agreements, define employment at will and discuss how wrongful discharge, just cause, and due process are interrelated, discuss issues associated with employee privacy, free speech, and whistle-blowing, analyze workplace monitoring, employer investigations, and other steps taken to ensure a safe and productive workplace, understand the use of policies, procedures, and employee handbooks to communicate workplace behavior and performance expectations, and outline approaches to employee discipline and termination of employment.

- discuss what a union is and explain why employees join and employers resist unions, outline the current state of union activity in the United States and identify several reasons for the decline in union membership, explain the provisions of each of the major U.S. labor laws and recognize the impact of these laws and National Labor Relations Board (NLRB) rulings on nonunion workplaces, describe the phases of unionization and the typical collective bargaining process, define a grievance and identify the stages in a dispute resolution procedure, and understand the differences in how unions operate in the global arena.

Teaching Strategies and Processes

The following teaching methods will be utilized in the presentation of course materials:

1. **Class Discussions:** Lectures will be utilized to provide important material from the text and outside sources to be covered in class, and students are expected to discuss topics in class. Students should plan to take careful notes as not all material can be found in the text or readings.
2. **Case Study analysis:** Case studies may be utilized to review and discuss a variety of cases related to business ethics. Discussions in small groups as well as the whole class

will be expected. Students are encouraged to engage in question/answer sessions to facilitate a more effective learning process.

3. **Learning Activities:** Students will engage in a variety of learning activities to provide hands-on applications of course content presented. A variety of activities including large and small group discussions, peer reviews of work, internet research, research readings, and case studies analysis will be utilized.

4. **Visual Aids and Computer Applications**: Several visual aids including computer presentation media will be used as part of the learning environment. In addition, students will utilize computers to conduct research using the Internet as part of their assignments. Email will also be utilized during the course as a communication tool.

5. **Assessment Measures:** Assessment measures utilized in this course will include completion of instructional topics and examinations.

Grading Policy and Scale, Make-up Policy, Late Work

Performance Evaluation: **Performance Criteria:**

Grading Scale				
90 – 100(%)	A	Exams (4 x 10 points each)		400 points
80-89(%)	B	Assignments (5 x 40 points each)		200 points
70-79(%)	C	Quizzes (5 x 20 points each)		100 points
60-69(%)	D	Research paper		200 points
Below 60	F	Attendance		100 points
		Total		1000 points

Homework, Quizzes, Exams, and Attendance: Homework is designed to promote class readiness and learning reinforcement. Some homework assignments are listed below in the syllabus; however, you may have other assignments which are not listed below. Homework should be posted into Blackboard in the appropriate section, and all assignments are due at **11:59 pm** on the date posted in the syllabus.

- There will be four (4) exams in this course this semester, made up of a mixture of multiple choice, true-false, and essay questions.
- There are six assignments in the syllabus. I will drop the lowest assignment grade, and will count five of them.
- There will be six quizzes, each one over two or three chapters in the textbook. Quizzes will be administered online, and will be open book and open notes. I will drop the lowest quiz grade, leaving five quizzes to be counted.
- There will be an individual research paper required for this class. More information will be provided about the research paper during the semester.
- Do not discount attendance. I will take roll almost every class period. If you are not in class when I take roll, then I will not count you. If you arrive to class late, it is your responsibility to see me after class and remind me that you were there. If you do not do

this, then you will be counted absent for the day. Do not wait until the next class period, as I will not count you present then.

Classroom Policies

The Learning Environment – An orderly classroom is essential to teaching and learning, and respect for all students and the instructor is expected. In order to maintain a productive learning environment, it is requested that each student in this course follow and maintain the classroom policies as outlined below.

1. *Attendance and Make-up Work* – In order for students to complete assignments and to actively and effectively learn the course content presented, consistent class attendance is essential. Roll will be taken at each class meeting.
   - If you are absent, a **valid excuse** must be presented within one week of the absence or the absence will be considered unexcused and any work missed will be graded as zero. In addition to university-excused absences and medically excused absences, I will work with each individual student to determine what is determined as an excused or unexcused absence.
   - Students who miss exams without my prior knowledge and who do not have a valid excuse, will **not** be allowed to makeup the missed exam.
   - **It is your responsibility to complete work assigned and to obtain notes and instructions missed during an absence, excused or unexcused.**

2. *Late Submission Policy:* For quizzes and individual assignments, any quiz or assignment not submitted via Blackboard by the deadline will be subject to a **ten percent** (10%) deduction per calendar day late. No quiz or assignment will be accepted and no points will be awarded after five (5) calendar days from the deadline. Do not email me at the end of the semester and ask me if you can make up any late quizzes or assignments.

3. *General policies for maintaining a productive learning environment.*
   - Please keep all cell phones on silent during class.
   - Laptops, tablets, etc. in class are permitted, however, individuals who are using their laptops (tablets, cell phones, etc.) for other activities rather than what is directly related to class will not be allowed to bring them to future class sessions.
   - Students who disturb the learning environment by talking, whispering, laughing, making motions to fellow students, or other types of nuisances, are a distraction not only to the instructor by to their fellow students, and will be asked to leave the class. If the behavior occurs in a second class, the student(s) will be dropped from the course.
   - Department of Business and RTM – General Expectations of Students: All students seeking a Business Administration degree will have an attitude and demeanor that demonstrates a real commitment to the learning process. You will adhere to the expectations developed by the Department Faculty while in class and while representing the Department of Business and RTM and Concord University. A complete list of these

expectations can be found displayed on the Department bulletin boards and the website – http://www.concord.edu/business/

Accessibility/Accommodations:
Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU's Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.

Academic Dishonesty
Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

Concord University Honor Code
A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states: *"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."* The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

Class/Online Attendance Policy
Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.)

Emergency Alert System
In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

Emergency Information
Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To

report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information go to: http://www.concord.edu/administration/office-public-safety.

Inclement Weather Policy
As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:
University Closure No students or employees are to report.

Classes Cancelled
Students do NOT report BUT employees are expected to report to work at their normal time.

Operating on an Inclement Weather Delay
Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See http://www.concord.edu/emergency-alerts for Athens/Beckley Inclement Weather Schedules.)
Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.

Student Conduct
In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

Sexual Harassment & Assault
Federal law, Title IX, and Concord University policy prohibits discrimination, harassment, and violence based on sex and gender (Including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If you or someone you know has been harassed or assaulted, you can receive confidential counseling support through the Concord University Counseling Center (304-3845290). Alleged Violations can be reported non-confidentially to the Concord University Title IX Coordinator at 304-384-6327 or titleix@concord.edu. Reports to Campus Security can be made at (304384-5357). **As an employee at Concord University, I am a mandatory reporter which means I must report any sexual misconduct I am made aware of**. **This includes verbal or written (such as in an assignment) disclosures of sexual harassment or sexual assault.**

Technology Services
Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail cuhelpdesk@concord.edu.

Course Timeline (Schedule of Assignments/Assessments/Presentations)

Week	Date	Content covered	Assignments due
1	January 14	Introductions, Chapter 1	
2	January 21	**Martin Luther King Day – No Classes**	Quiz 1 due
3	January 28	Chapter 2	Assignment 1 due
4	February 4	Chapter 3	Quiz 2 due
5	February 11	**Exam 1 (Chapters 1-3),** Chapter 4	Assignment 2 due
6	February 18	Chapters 4 and 5	Quiz 3 due
7	February 25	Chapter 6	Assignment 3 due
8	March 4	Chapter 7	Quiz 4 due
9	March 11	**Spring Break – No Classes**	
10	March 18	Chapter 8, **Exam 2 (Chapters 4-8)**	
11	March 25	Chapters 9 and 10	Assignment 4 due
12	April 1	Chapters 11 and 12	Assignment 5 due
13	April 8	Chapter 12, **Exam 3 (Chapters 9-12)**	Quiz 5 due
14	April 15	Chapter 13	Assignment 6 due
15	April 22	Chapter 14	Research Paper due
16	April 29	Chapters 15 and 16	Quiz 6 due
17	May 6	**Final Exam (Chapters 13-16) – 4:00-6:15**	

Syllabus Disclaimer:
"This syllabus is subject to change based on the needs of the class. Please check it regularly."