Human Resource Management
BUS 265, Section A, Spring 2017 (4 Credits)
Mondays, 6:00 p.m. – 9:35 p.m.
Course Syllabus

Contact Information
Instructor Name: Dan Freschi
Phone Number: 414-212-5188
Email Address: dfreschi@carrollu.edu
Office Location: TBD
Office Hours: Mondays 5-6, or by appointment
Class Hours: 6:00 to 9:35 pm
Class Location: Main 310

Prerequisites:
None

Required Text:
There is also a companion website found at www.mhhe.com/noefund5e. You will not need to purchase any premium (paid) content from this site, but I recommend that you make full use of the free study tools and other resources on the site.

Course Description:
Human resource management means "the policies, practices, and systems that influence employees' behavior, attitudes, and performance"(Noe et al., 2011: 4). Knowledge of evidence-based practices in human resource management is important not only for Human Resource Management specialists, but for everyone who hires, fires, trains, manages, and evaluates the performance of workers.

Learning Objectives:
Through successful completion of BUS 265, students will be able to …

- Understand human resources management from a systemic and strategic perspective
- Describe the field of “human resources management” and understand its relevance to managers and employees within organizations
- Understand the fundamental employment laws within the United States
- Understand a basic job analysis and apply this understanding of job requirements to other human resources management systems such as selection, performance appraisal, and compensation
- Understand how human resources affect employee benefits, labor unions, and health & safety

The instructor and Carroll University reserve the right to modify, amend or change the syllabus (course requirements, grading policy, etc.) as the curriculum and/or program require(s).
Goal of Course:
The study of managerial responsibilities for human resources in the areas of productivity, quality of work life, compensation and job design. The course material deals with the recognition that an organization's most valuable resource is its personnel.

The course is consistent with the systems orientation of human resource management, which recognizes the interrelationship of the personnel functions. Several tools will be used in class to facilitate learning, such as: textbook readings, video, class discussions, group and individual exercises/activities, case studies, and/or lectures.

The lectures will generally follow the PowerPoint presentation as posted under Handouts of the Course Documents page of eLearning. I suggest that you print out the PowerPoint presentation and bring it to class to take your notes on. Time permitting; we will also work additional agenda items in class such as group activities, guest speakers, videos, etc.

It is my goal that what you learn in the course you will be able to apply in the work world as you look to find solutions to HRM issues that you will undoubtedly encounter.

My Grading Philosophy:
Your grade in the course (and on any course component) is an assessment of your mastery of the course material and/or associated skills. Mastery means ability to recall, comprehend, apply, and integrate the material. The grade you will end up with will be a function of your abilities, related to mastering the material, and your level of motivation associated with the course activities. Because other factors such as day of week, time of day, classroom environment, and instructor style also influence grades, you should not automatically expect to receive the same or similar grade in this course that that you get in other courses.

You have the opportunity to do as well, worse, or better, depending on how well you use the resources available to you.

To make the expectations concerning grades crystal clear, I follow the numeric values that are consistent with those used by other Carroll instructors. The benchmarks that I use, combined with frequent evaluation and feedback, tend to produce a normal distribution, without the need to use a Bell curve or any other arbitrary measure of grade adjustment. Therefore, you have much more control over your final grade than you may have realized!

My commitment to you is to provide you with a fair grade, not necessarily a high grade, but at the same time to help you to reach as high as you wish to go to meet your scholarship requirements, career or personal goals. Therefore, I highly recommend that you make the best use of all available resources to you (e.g., textbooks, companion websites, readings, eLearning, instructors, library materials, etc.).
Grading:
Letter grades in the course will be based on your performance on the following:

Summary of Graded Elements:
Attendance, Contribution, & Participation | 10%
Exam 1 and 2 (12.5% each) | 25%
Final Exam | 15%
3 x Mini HR Case Studies (5% each) | 15%
Research Project (hard copy) | 25%
Research Project Oral Presentation | 10%
Total | 100%

<table>
<thead>
<tr>
<th>Carroll University Grading Scale</th>
<th>My Benchmarks</th>
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<tbody>
<tr>
<td>A</td>
<td>92-100</td>
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<tr>
<td>AB</td>
<td>88 -91</td>
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<tr>
<td>B</td>
<td>82 - 87</td>
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<td>BC</td>
<td>78 - 81</td>
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<td>C</td>
<td>70 - 77</td>
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<td>D</td>
<td>60 - 69</td>
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<td>F</td>
<td>59.9 and below</td>
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<td>I</td>
<td>Incomplete</td>
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Deadlines:
Assignments and exam dates are set in stone, unless major external events (e.g., snow, tornadoes, university power failures, etc.) occur that require revision of the course schedule. Accommodation for missed assignments or exams will not be offered without valid, verifiable documentation of Carroll athletic commitment, serious illness, or death of someone very close to you.

Late assignments will not be accepted and a grade of zero (0) will be entered in the Gradebook if you miss the deadline (even by a few minutes).

Remember, we only meet once a week so missing class or an assignment can have significant consequences. I ask that you please communicate to me your situation for I want you to be successful.

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Attendance, Participation, Contribution, and Discussion (10%): 
Class sessions are more enjoyable when students attend class, are prepared, and ready to contribute. As such, students are expected to thoroughly prepare for each class by carefully reading and studying assignments and by coming to class prepared for discussion.

In addition, students are responsible for what they read because they will be asked to explain important concepts from the readings. Students with questions should be proactive and ask for clarification.

The course, as designed, with emphasis placed on participation cannot be successful unless students come to class prepared. Students are expected to think, discuss, and challenge the instructor and each other.

The most meaningful contributions are those that challenge our thinking, which provoke the class to new levels of analysis and understanding. To prepare for class, students might ask themselves questions such as:

- What is the most important point of this reading?
- Is there another side to this story?
- How is this information useful to a practicing manager?
- How could I use this information, theory, approach, etc., two years from now?

I do keep track of your attendance and enter it into eLearning. However, it's your participation, contribution, and discussion quality that gets the grade.

Your participation in the group research project will be assessed as part of your participation grade. Each member of the group will be required to complete performance appraisal evaluation forms on all group members.

Exams:
- Exams may be composed of Short Answer and/or Problem-Story application questions and cover any of the topics covered in this class.
- Exams are evaluated on results not necessarily the effort or the attempt to answer questions. Partial credit is given in some instances at the instructor's discretion.
- The first two exams are not comprehensive in nature and will cover only the material since the previous exam. The general exception is that the material builds upon itself, so weaknesses early on in material may negatively impact your understanding and success later in the course material.
- Students will NOT be allowed to correct exams or retake exams for additional credit except under unusual circumstances (as defined and decided by me). Failure to take an exam on/at the designated date, time and/or location earns a 0% for that exam.

Exams 1 & 2 (12.5% Each - 25% Total): 
You will have two exams during the semester. The first will cover chapters 1–6; the second will cover chapters 7–11.

Final Exam (15%): 
The final exam will be cumulative/comprehensive application based, covering all chapters including chapters 12–16. You will be given a scenario where you are the HR Director and must make several decisions to execute on your HRM strategy.
Mini Human Resources Management Case Studies (5% Each - 15% Total):
Over the course of the semester you will be provided a series of situation-based homework assignments that are constructed in such a way that they mimic some of the job tasks that an HR Professional might have to complete. For each mini case exercise, you will be required to answer three questions. Answering the three questions will require you dig into the text, find current and relevant articles, and research different websites for information to support your answers. Follow the “General guidance for all paper submissions” and the “Grading Rubric for All Papers” later in the syllabus. Papers should be uploaded to the appropriate assignment in eLearning.

Congratulations! You were just hired as a Human Resource Manager at Lyle Industries!
Lyle Industries is a privately-held world-class manufacturer of cat food and cat toys with two locations in Wisconsin and Michigan. Lyle Industries major customers are primarily middle- to upper-class families that purchase high quality, innovative cat food and toys. In business for 85 years, the company has developed a fine reputation in the communities in which its facilities operate and its products are located.

Lyle Industries has a long-standing belief that their success as a manufacturer depends on the competencies and efforts of each employee. As such, they hire only people for all parts of the business, from sales, engineering, veterinarian, and supply chain just to mention a few, and have excellent training programs and onboarding processes as well.

In addition, this commitment to personnel led the company to implementing a very expensive computerized human resource information system (HRIS). Using the HRIS, Lyle Industries has automated record keeping on everything from job titles, demographics, attendance, inventory, to performance levels for each employee.

Unfortunately, profit and sales are not what the company would like them to be. This situation of lack of growth is unusual for Lyle Industries. Until recently the manufacturer has enjoyed a steady growth in profit and sales, but now money is tight and you must work within a constrained budget.

You expect that various issues will arise in your position as Human Resource Manager, but since you received an excellent business education and have a positive attitude, you are confident that you have the knowledge and skills to solve problems as they arise.

Mission:
To provide high quality, innovative cat food and toys at competitive prices, while maintaining the highest level of service possible by conducting business with integrity and respect for others

Employment Value Proposition:
At Lyle Industries, we support and embolden our employees to shape their own future and grow with the company

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**Group Research Project (35%):**

- The research project will be completed in groups and will require an analysis of the Human Resources Management practices within a chosen company.

- Each group will make a **10-15 minute formal/oral presentation** to the class of their findings, using PowerPoint. Grading will be based on the Instructor’s evaluation and group peer critiques. (Each member of the group must present a portion of the report)
  - Visuals must be used to facilitate the presentation and make it come alive. Handouts are optional. Please be creative in your design and delivery. If you have any doubts or questions, please ask.

- The **written part of the report will be 12-16 pages**. Please follow the “*General guidance for all paper submissions*” later in the syllabus. Any appendix information is not included in the page count.
  - The written report will contain the following:
    1. Title page (not included in page count)
    2. Table of contents (not included in page count)
    3. Show evidence of conducting an interview with a member of the HR Department for your chosen company
    4. Identify the mission statement of the company
    5. Discuss (at least) 7 of the 10 HRM practices covered in our text (see Table 1.1) and how your chosen company performs those practices.
    6. Analyze how the company’s HRM practices support their mission
    7. Conclusion
    8. Reference page (not included in page count)

**What to Turn in:**

- **Mid-Semester:** groups will provide a formal outline of their project/presentation. See tentative course outline for specific date.

- **On the day of the presentation:** all groups will turn in to the instructor their written report and a color “handout” printout of their presentation, with the handout set to print 3 slides per page with spaces for notes. These items will be due on the day of project presentations. Please staple these printouts.

- The oral and written research project will be due on the last week of class. If you are not in class the day of the group presentation, there will be no makeup time given. Thus, a grade of zero (0) will be entered in the Gradebook for the oral presentation.

- Each member of the group will be required to complete performance appraisal evaluation forms on all group members.
  - Your peer performance evaluation is based on 12 key criteria related to improving team-based outcomes. Additional instructions are in “eLearning” under course documents.
    1. Reconciles differences among teammates to keep team functioning optimally
    2. Encouraged innovation among teammates by introducing new perspectives and
3. Evenly contributed to the work load by coming to meetings prepared and consistently producing high-quality output
4. Maintained appropriate balance between talking and attentive listening
5. Changed his/her opinion when appropriate, considering entire range of factors
6. Communicated ideas effectively and confidently
7. Helped develop team goals and maintain focus on them
8. Collaboratively developed team norms and values with teammates
9. Consistently adhered to high ethical work practices
10. Effective in team’s time management: flexible in scheduling, on time to meetings, and used team time efficiently
11. Provided feedback effectively
12. Productively responded to feedback

Hints for Success:
• Follow the “General guidance for all paper submissions” and the “Grading Rubric for All Papers” later in the syllabus.
• Make sure your project documentation is professional – avoid fancy templates; watch spelling and punctuation.
• Follow all directions, if you are unclear - ask.
• Ensure you are well prepared and each member shares in the preparation, writing and presentation of the report.
• Make sure the report and presentation flows – this is not four independent reports; make sure you use good transitions.
• Introductions and conclusions are a must!
• Make sure you use citations when appropriate.
• For the presentation, practice good communication skills.
• Be prepared - DON’T READ your report or each slide to the audience

Extra Credit Opportunity:
Current Human Resources Management Article Analysis (0.5% Each - 1% Total):
The objective of this exercise is for you to become familiar with Human Resources Management issues that are facing organizations and employees today.

1. Research one current article (12-months or less old) from a reputable source. Be sure to properly reference the article.
2. Summarize the article (This portion of your assignment should only be 1-2 paragraphs).
3. Explain what HRM issue the article discusses and how the article relates to (or expands on) the material covered in the text. (This is the balance of your paper)
4. 1000 words maximum for the main body, which is about two pages. A title page is not required.
5. Follow the “General guidance for all paper submissions” and the “Grading Rubric for All Papers” later in the syllabus.
6. Paper should be uploaded to the appropriate assignment in eLearning.
Professionalism and Technology
A few points regarding professionalism and technology are important to note:

1. Students are expected to act in a professional manner in all their interactions related to this course—with their fellow students and with the instructor. Unprofessional behavior—which includes coming late to class, disrupting others, disrespecting or demeaning another student’s thoughts and opinions—will not be tolerated.

2. Laptop PC/Mac computers and tablets/iPads are welcome in the class. Students who feel the need to use a laptop PC/Mac computer or tablet/iPad during class may discuss the situation with the instructor to determine whether it will be permissible, and if so, the parameters of usage during class sessions.

3. Technology can be a powerful learning tool, so long as it is not disruptive and is being used for class related purposes only. If the technology becomes disruptive to others or the learning environment the instructor reserves the right to remove the technology from the classroom.

4. No technology (portable electronic devices) of any kind may be used during exams. For students needing accommodation for disability, please make an appointment with the Walter Young Center (262-524-7621) no later than the first week of class.

5. The use of mobile/cellular phones and audio recording devices are not welcome in class. Students who bring these devices to class must be certain they are turned off and packed away. Students who require use of such equipment during class must speak with the instructor before the start of each class.

Class Communication:
You must check your Carroll University provided email daily.

I will communicate to you through email information either directly related to the course or generally related to the concepts in the course. I will also relay University related communication and information to you through email.

If you contact me through email, please allow me at a minimum 24 hours to respond.
General guidance for all paper submissions:
APA (American Psychological Association) style is most commonly used to cite sources within the social sciences.

- Your papers should be typed, double-spaced on standard-sized paper (8.5” x 11”) with 1” margins on all sides. You should use a clear font that is highly readable.

- All paper submissions will be in 12 pt. Times New Roman font.

- All assignments must be submitted or uploaded to eLearning in Microsoft Word format. (If you use Google Docs, it can export the file in a .doc format)

- Unless otherwise stated, please include a title page, the main body, and references for each paper you submit.

- Always use proper in-text citations from the readings to support your work and experiences.

- While the point of view and voice of APA writing is from the 3rd person perspective, please bring your own self-expression, initiative, and creativity to the content and style of the paper. You can use the first person point of view when discussing your research steps and when referring to yourself and your group. If you have questions, please ask.

- Review the “Grading Rubric for All Papers” at the end of the syllabus for additional guidance on how papers will be graded.

For help with proper formatting visit the Carroll University Writing Center, located in the Learning Commons and visit their website http://www.carrollu.edu/learningcommons/writingcenter.asp?nav=5790.

Additional help and a great resource is the Purdue Online Writing Lab (OWL) which can be found here https://owl.english.purdue.edu/owl/resource/560/01/.
### Grading Rubric For All Papers

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<tr>
<td><strong>Ideas</strong></td>
<td>A solid paper, responding appropriately to assignment. Clearly states a thesis, central idea, but may have minor lapses in development. Begins to acknowledge the complexity of central ideas and the possibility of other points of view. Shows careful reading of sources, but may not evaluate them critically. Attempts to define terms, not always successfully.</td>
<td>Adequate but weaker and less effective, possibly responding less well to assignment. Presents central idea in general terms, often depending on platitudes or clichés. Usually does not acknowledge other views. Shows basic comprehension of sources, perhaps with lapses in understanding. If it defines terms, often depends on dictionary definitions.</td>
<td>Does not have a clear central idea or does not respond appropriately to the assignment. Thesis may be too vague or obvious to be developed effectively. Paper may misunderstand sources.</td>
<td>Does not respond to the assignment, lacks a thesis or central idea, and may neglect to use sources where necessary.</td>
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<td><strong>Organization &amp; Coherence</strong></td>
<td>Uses a logical structure appropriate to the paper's subject, purpose, audience, thesis, and disciplinary field. Sophisticated transitional sentences often develop one idea from the previous one or identify their logical relations. It guides the reader through the chain of reasoning or progression of ideas.</td>
<td>Shows a logical progression of ideas and uses fairly sophisticated transitional devices; e.g., may move from least to more important idea. Some logical links may be faulty, but each paragraph clearly relates to paper's central idea.</td>
<td>May list ideas or arrange them randomly rather than using any evident logical structure. May use transitions, but they are likely to be sequential (first, second, third) rather than logic-based. While each paragraph may relate to central idea, logic is not always clear. Paragraphs have topic sentences but may be overly general, and arrangement of sentences within paragraphs may lack coherence.</td>
<td>May have random organization, lacking internal paragraph coherence and using few or inappropriate transitions. Paragraphs may lack topic sentences or main ideas, or may be too general or too specific to be effective. Paragraphs may not all relate to paper's thesis.</td>
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<td><strong>Support</strong></td>
<td>Uses evidence appropriately and effectively, providing sufficient evidence and explanation to convince.</td>
<td>Begins to offer reasons to support its points, perhaps using varied kinds of evidence. Begins to interpret the evidence and explain connections between evidence and main ideas. Its examples bear some relevance.</td>
<td>Often uses generalizations to support its points. May use examples, but they may be obvious or not relevant. Often depends on unsupported opinion or personal experience, or assumes that evidence speaks for itself and needs no application to the point being discussed. Often has lapses in logic.</td>
<td>Depends on clichés or overgeneralizations for support, or offers little evidence of any kind. May be personal narrative rather than essay, or summary rather than analysis.</td>
</tr>
<tr>
<td><strong>Style</strong></td>
<td>Chooses words for their precise meaning and uses an appropriate level of specificity. Sentence style fits paper's audience and purpose. Sentences are varied, yet clearly structured and carefully focused, not long and rambling.</td>
<td>Generally uses words accurately and effectively, but may sometimes be too general. Sentences generally clear, well structured, and focused, though some may be awkward or ineffective.</td>
<td>Uses relatively vague and general words, may use some inappropriate language. Sentence structure generally correct, but sentences may be wordy, unfocused, repetitive, or confusing.</td>
<td>May be too vague and abstract, or very personal and specific. Usually contains several awkward or grammatically incorrect sentences; sentence structure is simple or monotonous.</td>
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<tr>
<td><strong>Mechanics</strong></td>
<td>Almost entirely free of spelling, punctuation, and grammatical errors.</td>
<td>May contain a few errors, which may annoy the reader but not impede understanding.</td>
<td>Usually contains several mechanical errors, which may temporarily confuse the reader but not impede the overall understanding.</td>
<td>Usually contains either many mechanical errors or a few important errors that block the reader's understanding and ability to see connections between thoughts.</td>
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Policy Statements:

Attendance
Students are expected to attend and participate. Regular and prompt attendance in class is essential for your success. Absences can negatively impact your overall grade. Records of attendance are maintained by each individual professor, and official attention is given to any student with excessive absences. Material will be presented during class that is not included in the text. It is the student’s responsibility to get notes about a lecture, video, or exercises when he/she misses class.

Statement on Academic Integrity
The Carroll University Academic Integrity Policy is located in your student handbook (https://my.carrollu.edu/ICS/Departments/Student_Affairs). I encourage you to familiarize yourself with it. If a student violates this policy in any way, I reserve the right to impose a sanction of failure on the assignment/assessment or failure in the course. If you have questions about appropriate citations, please ask.

Academic Honesty
Cheating on examinations, plagiarism, improper acknowledgment of proper sources in written material, and inaccurate claims of work done are serious offenses in an academic setting. These forms of unethical behavior will be subject to severe disciplinary action.

Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

Accommodation for the Disabilities
Students with documented disabilities who may need accommodations, or any student considering obtaining documentation should make an appointment with Ms. Martha Bledsoe, Director of Services for Students with Disabilities, no later than the first week of class. She can be reached by calling 262-524-7335 or contacting her via email at mbledsoe@carrollu.edu.

The Carroll University Writing Center, located in the Learning Commons is open Monday through Thursday from 10-6, Fridays from 10 – 1 and on Sunday evenings from 4-8.

Writing Assistants are available to help with all stages of the writing process, from pre-writing to development to citation.

Assistants can be seen on a first come, first served basis, though the Center recommends making an appointment by accessing LC Online through the Learning Commons link on the student portal.

If you have any questions, or would like to know more about writing support on campus, please check the website: http://www.carrollu.edu/learningcommons/writingcenter.asp?nav=5790
**Tentative Course Outline (subject to change):**

<table>
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<tr>
<th>Date (2017)</th>
<th>Topics</th>
<th>Assignments Due</th>
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| 1/30        | Introduction: Course Discussion, Group Formation, etc.  
Chapter 1: Managing Human Resources | |
| 2/6         | Chapter 2: Trends in Human Resource Management | |
| 2/13        | Chapter 3: Providing Equal Employment Opportunity and a Safe Workplace | |
| 2/20        | Chapter 4: Analyzing Work and Designing Jobs | Case Exercise #1 |
| 2/27        | Chapter 5: Planning for and Recruiting Human Resources  
Chapter 6: Selecting Employees and Placing Them in Jobs | |
| 3/6         | EXAM 1 | None |
| 3/10-3/19   | Spring Break | None |
| 3/20        | Chapter 7: Training Employees  
Chapter 8: Managing Employees’ Performance | Project Outline |
| 3/27        | Chapter 9: Developing Employees for Future Success  
Chapter 10: Separating and Retaining Employees | Case Exercise #2 |
| 4/3         | Chapter 11: Establishing a Pay Structure | |
| 4/10        | EXAM 2 | None |
| 4/13-4/16   | Easter Break | |
| 4/17        | Chapter 12: Recognizing Employee Contributions with Pay  
Chapter 13: Providing Employee Benefits | Case Exercise #3 |
| 4/24        | Chapter 14: Collective Bargaining and Labor Relations  
Chapter 15: Managing Human Resources Globally | |
| 5/1         | Course Review  
Group Oral Presentations | Presentations & Written Project |
| 5/4         | **Reading Day** | |
| 5/8         | **FINAL EXAM | Time: 6:00 pm - 9:35 pm** | (This date and time is established by the University and cannot be changed) |

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