

Syllabus: Human Resource Management

*MGMT 440-02
Spring Semester 2011
T H 2:00–3:15
MH 208*

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Key Information

Professor: **Dr. Paul L. Schumann**

Office Hours: Tuesday, 12:00–2:00,
Wednesday, 12:00–3:30,
Thursday, 12:00–2:00,
and by appointment.

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Desire2Learn (D2L): <https://d2l.mnsu.edu/>

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Course Description & Primary Learning Objective

Human Resource Management (HRM) consists of the policies, practices, and decisions to make effective and efficient use of the employees of an organization to achieve the organization's objectives.

As a result of completing this class, students will be able to understand core human resource management procedures, including job analysis, hiring, training, performance management, and compensation.

Textbook

- ❖ Cynthia D. Fisher, Lyle F. Schoenfeldt, and James B. Shaw, *Human Resource Management*, 6th Edition, Boston: Houghton Mifflin, 2006. ISBN: 0-618-527869. ISBN-13: 9780618527861.

The textbook publisher (Cengage Learning/Houghton Mifflin) has a webpage with study aids: Chapter Outlines, Chapter Learning Objectives, Practice Tests, and Weblinks:

http://www.college.cengage.com/business/fisher/hr_manage/6e/students/index.html

Educational Philosophy

- ❖ **Goal:** Structure the class to enhance learning.
- ❖ **Method:** Learning is enhanced by ...
 - ◆ Repeated practice sessions that are ...
 - ◆ Spread out over time with ...
 - ◆ Periods of sleep between the practice sessions, and with ...
 - ◆ Frequent and prompt feedback.

Structure of Class Sessions

- ❖ Total of 31 class sessions during this semester (including the 2 hour final exam session)
 - ◆ 1 session to introduce the class (75 minutes)
 - ◆ 1 session to organize for the team project (75 minutes)
 - ◆ 26 sessions of content (75 minutes each)
 - 13 topics
 - 2 sessions per topic
 - Before first session on a topic: Required reading assignment
 - First class session on a topic: Lecture and discussion of key concepts
 - Before second session on a topic: Study for the in-class quiz on the topic
 - Second class session on a topic:
 - Lecture and discussion of key concepts
 - Quiz on the topic completed in class using D2L
 - ◆ 2 sessions of review and integration (75 minutes each)
 - ◆ 1 session for comprehensive final exam (2 hours)

Course Requirements

1. **Topic Quizzes:** 13 quizzes × 15 points each = 195 points = 48.75%
 2. **Team Project:** 1 team project worth 140 points = 35.00%
 3. **Comprehensive Final Exam:** 13 topics × 5 points per topic = 65 points = 16.25%
- ❖ **Total Possible Points = 400 points = 100%**

1. Topic Quizzes

- ❖ **13 Topic Quizzes** × 15 points each = **195 points** out of 400 total points = **48.75%**
- ❖ Each Topic Quiz measures and provides feedback on the degree of understanding of a specific topic:
 - ♦ Consists of 15 multiple choice questions worth 1 point each
 - ♦ 15 points on each quiz out of 400 total points = 3.75%
 - ♦ Completed solo (no collaboration with others)
 - ♦ Closed-book and closed-note (no aids except a calculator)
 - ♦ Time limit of 20 minutes
 - ♦ **Must be completed in class** (unless alternative arrangements have been approved) at the end of the second class session on a topic using D2L

2. Team Project

- ❖ **1 Team Project** = **140 points** out of 400 total points = **35.00%**
- ❖ The Team Project allows students to demonstrate the degree to which they can collaborate effectively on a team to design appropriate HRM policies, processes, and decisions
- ❖ Summary (the Team Project is described in more detail in a separate document):
 - ♦ 6 students per team
 - ♦ Team Project evaluation has 2 components: INSTRUCTOR'S SCORE & CONTRIBUTION SCORE
 - **INSTRUCTOR'S SCORE:** 120 points out of 140:
 - Evaluation by the instructor using rubrics
 - Evaluation: Quality of the team project report for 8 project elements
 - 8 project elements × 15 points each = 120 points
 - **Rubric Brief Summary** (refer to the Team Project document for details):

Elements	Below	Meets	Exceeds
1) Job Description	+9	+12	+15
2) Hiring Plan	+9	+12	+15
3) Performance Appraisal Plan	+9	+12	+15
4) Training Plan	+9	+12	+15
5) Compensation Plan	+9	+12	+15
6) Ethics & Law Issues	+9	+12	+15
7) Integration of Elements	+9	+12	+15
8) Style & Writing	+9	+12	+15

- Higher points awarded when team correctly applies appropriate concepts from the class, including:
 - Lectures
 - Textbook
 - Other resources (such as appropriate professional-oriented websites)

- **CONTRIBUTION SCORE:** 20 points out of 140:
 - Evaluation by the student's teammates
 - Evaluation: Quality and quantity of the student's contribution to the team project
 - Each team allocated 20 points per team member
 - Team allocates points to each team member to reflect each team member's contribution to the team project
 - Minimum allowed allocation = 15 points
 - If all make equal contributions = 20 points each
 - Maximum allowed allocation = 140 – INSTRUCTOR'S SCORE

3. Comprehensive Final Exam

- ❖ **1 Comprehensive Final Exam = 65 points** out of 400 = **16.25%**
- ❖ The Comprehensive Final Exam measures and provides feedback on the degree of understanding of all 13 topics:
 - ♦ 13 topics × 5 questions per topic = 65 questions
 - ♦ 65 multiple choice questions worth 1 point each
 - ♦ Completed solo (no collaboration with others)
 - ♦ Time limit of 100 minutes
 - ♦ Closed book and closed note except for the following allowed aids:
 - Calculator
 - 1 index card, measuring no larger than 5-inches × 8-inches, with notes allowed on both sides
 - ♦ Taken using D2L
 - ♦ **Must be completed in class** (unless alternative arrangements have been approved) during Final Exam Week at the date and time scheduled by the university

Grades

Although I reserve the right to make adjustments, I anticipate that the grading curve will be as follows:

Letter Grade	Percentage Cut-Offs	Point Range
A+	97%	388–400
A	93%	372–387
A–	90%	360–371
B+	87%	348–359
B	83%	332–347
B–	80%	320–331
C+	77%	308–319
C	73%	292–307
C–	70%	280–291
D+	67%	268–279
D	63%	252–267
D–	60%	240–251
F	< 60%	0–239

Extra Credit Policy: There is no extra credit in this course.

Honor Code

Each student is expected to display professional behavior at all times. By taking this course, each student pledges:

- ❖ To be honest in every way
- ❖ Neither to give nor to receive unpermitted aid of any kind on any class work
- ❖ Not to miss class unless absolutely necessary
- ❖ To attend classes on time
- ❖ To complete all class activities on time
- ❖ To make appropriate contributions to discussions
- ❖ To use professional language
- ❖ To eliminate distractions such as cell phone use, laptop computer use unrelated to class activities, or disruptive side conversations
- ❖ To take an active part in seeing to it that all students uphold both the letter and the spirit of the Honor Code

Examples of conduct that would be regarded as violations of the Honor Code include (but are not limited to) when a student:

- ❖ Lies about the reason for missing the deadline for a class assignment or a quiz
- ❖ Takes a quiz and then tells another student (who hasn't taken the quiz yet) information about the quiz (note that in this example that both students have violated the Honor Code)

- ❖ Copies (by any means and for any reason) any of the questions (or answers) on any of the quizzes or on the Comprehensive Final Exam
- ❖ Attempts to circumvent D2L's (or any other information service's) security systems to gain unauthorized access to resources
- ❖ Represents the work of another as one's own work
- ❖ Fails to make appropriate contributions to the Team Project
- ❖ Fails to report violations of the Honor Code

This honor code has been influenced (including some word choice) by the Stanford University Honor Code (see: "Honor Code: Stanford University Office of Judicial Affairs, Office of the Dean of Students" at <http://www.stanford.edu/dept/vpsa/judicialaffairs/guiding/honorcode.htm>).

The policies, procedures, guidelines, and practices of Minnesota State University Mankato govern situations of disruptive classroom behavior and academic dishonesty (see: "Disruptive Classroom Behavior and Academic Dishonesty: Academic Referrals" at <http://www.mnsu.edu/conduct/referral.html>).

Additional Policies

In accordance with the policies of Minnesota State University Mankato, every attempt will be made to accommodate qualified students with disabilities. If you are a student with a documented disability, please see me as early in the semester as possible to discuss the necessary accommodations, and contact the Disability Services Office at (507) 389-2825 (v/tty). Additional information about the services of the Disability Services Office can be found on the DSO website: <http://www.mnsu.edu/dso/>

I may need to make changes and adjustments due to unforeseen events, such as technical problems with D2L or classes being canceled due to the weather. In such cases, I will try to notify students via e-mail or via announcements on the class D2L page.

If you are having difficulties with D2L, you should check the *D2L Status* page to see if there are any announced problems, and if so, when the problems are expected to be resolved: <http://mnscuims.mnscu.edu/>

You are responsible for knowing the contents of this syllabus as well as all announcements made in class, via e-mail, or on the class D2L page.

I reserve the right to make changes and adjustments of any kind at any time; this includes adding additional graded assignments and exercises.

Topics

1. HRM Ethical Issues
2. HRM Legal Issues: Employment Law
3. Managing Jobs: Job Analysis
4. Hiring Part 1: Recruiting
5. Hiring Part 2: Selection Theory
6. Hiring Part 3: Selection Methods
7. Employee Performance Part 1: Performance Appraisal
8. Employee Performance Part 2: Training & Development
9. Employee Performance Part 3: Careers, Discipline, & Layoffs
10. Compensation Part 1: Compensation Systems
11. Compensation Part 2: Incentive Compensation
12. Compensation Part 3: Benefits
13. Labor Relations

Schedule

Date	Assignment
Tuesday, January 11, 2011	<p>In Class:</p> <ul style="list-style-type: none"> ❖ Introduction to the Class
<p>Topic #1: HRM Ethical Issues</p> <p>Learning Objectives: Each student will be able to:</p> <ul style="list-style-type: none"> ❖ Define the key terms related to HRM ethical analysis ❖ Identify ethical issues in HRM policies, practices, & decisions ❖ Evaluate the ethics of HRM policies, practices, & decisions using a framework of moral principles ❖ Describe HRM policies, practices, & decisions to motivate ethical behavior by employees 	
Thursday, January 13, 2011	<p>Before Class:</p> <ul style="list-style-type: none"> ❖ Reading Assignment #1: <ul style="list-style-type: none"> ♦ “A Moral Principles Framework for Human Resource Management Ethics” (available in D2L) ♦ “The Role of Moral Development in Motivating Ethical Behavior by Employees” (available in D2L) <p>In Class:</p> <ul style="list-style-type: none"> ❖ Lecture & discussion of Topic #1
Tuesday, January 18, 2011	<p>Before Class:</p> <ul style="list-style-type: none"> ❖ Review Reading Assignment #1 ❖ Submit via e-mail the “Introducing Yourself” assignment (available in D2L) <p>In Class:</p> <ul style="list-style-type: none"> ❖ Lecture & discussion of Topic #1 ❖ Topic Quiz #1

Topic #2: HRM Legal Issues: Employment Law

Learning Objectives:

Each student will be able to:

- ❖ Define the key terms related to employment discrimination, affirmative action, and employment law
- ❖ Describe the laws and regulations that deal with employment discrimination and affirmative action
- ❖ Evaluate legal issues involving employment discrimination and make effective recommendations to prevent and to promptly correct instances of employment discrimination

Thursday, January 20, 2011	<p>Before Class:</p> <ul style="list-style-type: none"> ❖ Reading Assignment #2: Textbook, Chapter 5 <p>In Class:</p> <ul style="list-style-type: none"> ❖ Lecture & discussion of Topic #2
Tuesday, January 25, 2011	<p>Before Class:</p> <ul style="list-style-type: none"> ❖ Review Topic #2 <p>In Class:</p> <ul style="list-style-type: none"> ❖ Lecture & discussion of Topic #2 ❖ Topic Quiz #2
<h2>Topic #3: Managing Jobs: Job Analysis</h2>	
<h3>Learning Objectives:</h3> <ul style="list-style-type: none"> ❖ Define the key terms related to job analysis ❖ Write effective job descriptions ❖ Describe how managers can effectively use job descriptions 	
Thursday, January 27, 2011	<p>Before Class:</p> <ul style="list-style-type: none"> ❖ Reading Assignment #3: Textbook, Chapter 4 <p>In Class:</p> <ul style="list-style-type: none"> ❖ Team Project: <ul style="list-style-type: none"> ◆ Discussion of Team Project ◆ Formation of teams ❖ Lecture & discussion of Topic #3
Tuesday, February 1, 2011	<p>Before Class:</p> <ul style="list-style-type: none"> ❖ Review Topic #3 <p>In Class:</p> <ul style="list-style-type: none"> ❖ Lecture & discussion of Topic #3 ❖ Topic Quiz #3

Thursday, February 3, 2011	<p><i>In Class:</i></p> <ul style="list-style-type: none"> ❖ Team Project: Work Time
<p>Topic #4: Hiring Part 1: Recruiting</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ❖ Define the key terms related to recruiting ❖ Develop an effective recruiting plan to recruit a pool of well-qualified applicants to fill an open position 	
Tuesday, February 8, 2011	<p><i>Before Class:</i></p> <ul style="list-style-type: none"> ❖ Reading Assignment #4: Textbook, Chapter 6 <p><i>In Class:</i></p> <ul style="list-style-type: none"> ❖ Lecture & discussion of Topic #4
Thursday, February 10, 2011	<p><i>Before Class:</i></p> <ul style="list-style-type: none"> ❖ Review Topic #4 <p><i>In Class:</i></p> <ul style="list-style-type: none"> ❖ Lecture & discussion of Topic #4 ❖ Topic Quiz #4
<p>Topic #5: Hiring Part 2: Selection Theory</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ❖ Define the key terms related to selection theory ❖ Use selection theory to evaluate alternative selection procedures 	
Tuesday, February 15, 2011	<p><i>Before Class:</i></p> <ul style="list-style-type: none"> ❖ Reading Assignment #5: Textbook, Chapter 7 <p><i>In Class:</i></p> <ul style="list-style-type: none"> ❖ Lecture & discussion of Topic #5
Thursday, February 17, 2011	<p><i>Before Class:</i></p> <ul style="list-style-type: none"> ❖ Review Topic #5 <p><i>In Class:</i></p> <ul style="list-style-type: none"> ❖ Lecture & discussion of Topic #5 ❖ Topic Quiz #5

Topic #6: Hiring Part 3: Selection Methods

Learning Objectives:

- ❖ Define the key terms related to selection methods
- ❖ Describe the selection methods (including a summary of the validity of each)
- ❖ Recommend which selection methods should be used to hire applicants to fill an open position

Tuesday, February 22, 2011	<p>Before Class:</p> <ul style="list-style-type: none"> ❖ Reading Assignment #6: Textbook, Chapter 8 <p>In Class:</p> <ul style="list-style-type: none"> ❖ Lecture & discussion of Topic #6
Thursday, February 24, 2011	<p>Before Class:</p> <ul style="list-style-type: none"> ❖ Review Topic #6 <p>In Class:</p> <ul style="list-style-type: none"> ❖ Lecture & discussion of Topic #6 ❖ Topic Quiz #6
<h2>Topic #7: Employee Performance Part 1: Performance Appraisal</h2>	
<h3>Learning Objectives:</h3> <ul style="list-style-type: none"> ❖ Define the key terms related to performance appraisal ❖ Describe the performance appraisal methods ❖ Recommend which performance appraisal methods should be used to evaluate the job performance of an employee 	
Tuesday, March 1, 2011	<p>Before Class:</p> <ul style="list-style-type: none"> ❖ Reading Assignment #7: Textbook, Chapter 10 <p>In Class:</p> <ul style="list-style-type: none"> ❖ Lecture & discussion of Topic #7
Thursday, March 3, 2011	<p>Before Class:</p> <ul style="list-style-type: none"> ❖ Review Topic #7 <p>In Class:</p> <ul style="list-style-type: none"> ❖ Lecture & discussion of Topic #7 ❖ Topic Quiz #7
Tuesday, March 8, 2011	No Class: Spring Break
Thursday, March 10, 2011	No Class: Spring Break

Topic #8: Employee Performance Part 2: Training & Development

Learning Objectives:

- ❖ Define the key terms related to training & development
- ❖ Describe the training & development methods
- ❖ Recommend which training & development methods should be used to enhance employee job performance

Tuesday, March 15, 2011	<p>Before Class:</p> <ul style="list-style-type: none"> ❖ Reading Assignment #8: Textbook, Chapter 9 <p>In Class:</p> <ul style="list-style-type: none"> ❖ Lecture & discussion of Topic #8
Thursday, March 17, 2011	<p>Before Class:</p> <ul style="list-style-type: none"> ❖ Review Topic #8 <p>In Class:</p> <ul style="list-style-type: none"> ❖ Lecture & discussion of Topic #8 ❖ Topic Quiz #8

Topic #9: Employee Performance Part 3: Careers, Discipline, & Layoffs

Learning Objectives:

- ❖ Define the key terms related to managing careers, discipline, & layoffs
- ❖ Describe the methods to manage careers, discipline, & layoffs
- ❖ Recommend which methods should be used to manage careers, discipline, & layoffs

Tuesday, March 22, 2011	<p>Before Class:</p> <ul style="list-style-type: none"> ❖ Reading Assignment #9: Textbook, Chapter 16 <p>In Class:</p> <ul style="list-style-type: none"> ❖ Lecture & discussion of Topic #9
Thursday, March 24, 2011	<p>Before Class:</p> <ul style="list-style-type: none"> ❖ Review Topic #9 <p>In Class:</p> <ul style="list-style-type: none"> ❖ Lecture & discussion of Topic #9 ❖ Topic Quiz #9

Topic #10: Compensation Part 1: Compensation Systems

Learning Objectives:

- ❖ Define the key terms related to compensation systems
- ❖ Describe the compensation systems
- ❖ Recommend which compensation system should be used to create a pay range for a job

Tuesday, March 29, 2011	<p>Before Class:</p> <ul style="list-style-type: none"> ❖ Reading Assignment #10: Textbook, Chapter 11 <p>In Class:</p> <ul style="list-style-type: none"> ❖ Lecture & discussion of Topic #10
Thursday, March 31, 2011	<p>Before Class:</p> <ul style="list-style-type: none"> ❖ Review Topic #10 <p>In Class:</p> <ul style="list-style-type: none"> ❖ Lecture & discussion of Topic #10 ❖ Topic Quiz #10
<h2>Topic #11: Compensation Part 2: Incentive Compensation</h2>	
<h3>Learning Objectives:</h3> <ul style="list-style-type: none"> ❖ Define the key terms related to incentive compensation ❖ Describe the methods of incentive compensation ❖ Recommend which incentive compensation methods should be used to create incentives for an employee 	
Tuesday, April 5, 2011	<p>Before Class:</p> <ul style="list-style-type: none"> ❖ Reading Assignment #11: Textbook, Chapter 12 <p>In Class:</p> <ul style="list-style-type: none"> ❖ Lecture & discussion of Topic #11
Thursday, April 7, 2011	<p>Before Class:</p> <ul style="list-style-type: none"> ❖ Review Topic #11 <p>In Class:</p> <ul style="list-style-type: none"> ❖ Lecture & discussion of Topic #11 ❖ Topic Quiz #11

Topic #12: Compensation Part 3: Benefits

Learning Objectives:

- ❖ Define the key terms related to employee benefits
- ❖ Describe the types of employee benefits
- ❖ Recommend which employee benefits should be part of the compensation package for an employee

Tuesday,
April 12,
2011

Before Class:

- ❖ **Reading Assignment #12:** Textbook, Chapter 13

In Class:

- ❖ Lecture & discussion of Topic #12

Thursday,
April 14,
2011

Before Class:

- ❖ Review Topic #12

In Class:

- ❖ Lecture & discussion of Topic #12
- ❖ **Topic Quiz #12**

Topic #13: Labor Relations

Learning Objectives:

- ❖ Define the key terms related to labor relations
- ❖ Describe the process by which a union is certified (or decertified) as the exclusive representative of a group of employees
- ❖ Describe the key issues involved in negotiating and administering a union contract

Tuesday,
April 19,
2011

Before Class:

- ❖ **Reading Assignment #13:** Textbook, Chapter 15

In Class:

- ❖ Lecture & discussion of Topic #13

Thursday,
April 21,
2011

Before Class:

- ❖ Review Topic #13

In Class:

- ❖ Lecture & discussion of Topic #13
- ❖ **Topic Quiz #13**

Review & Integration	
Tuesday, April 26, 2011	<p>Before Class:</p> <ul style="list-style-type: none"> ❖ Review Topics #1–#13 <p>In Class:</p> <ul style="list-style-type: none"> ❖ Review Topics #1–#13
Thursday, April 28, 2011	<p>Before Class:</p> <ul style="list-style-type: none"> ❖ Review Topics #1–#13 <p>In Class:</p> <ul style="list-style-type: none"> ❖ Team Project: Due at the beginning of class ❖ Course Evaluation ❖ Review Topics #1–#13
Comprehensive Final Exam	
Monday, May 2, 2011 12:30 PM – 2:30 PM	<p>Before Class:</p> <ul style="list-style-type: none"> ❖ Review Topics #1–#13 <p>In Class:</p> <ul style="list-style-type: none"> ❖ Team Project: Team Project returned with evaluation ❖ Comprehensive Final Exam