Governors State University
College of Business and Public Administration
Human Resource Management
MANAGEMENT 320

INSTRUCTOR: Christopher Anne Easley, Ph.D., RODC

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OFFICE NUMBER: C3361

OFFICE HOURS: Tuesday and Thursday, 10:00 a.m.-11:00 a.m.
Tuesday, 6:30 p.m.-7:30 p.m.
Wednesday, 6:30 p.m.-7:30 p.m.

CLASS SESSION: Fall Trimester-2000
Wednesdays-7:30 p.m. to 10:20 p.m.
Room 3331

CATALOG DESCRIPTION:
Acquaints the student with concepts and techniques of the human resource management process.
Emphasizes ways to increase organizational group and personal effectiveness, as well as enhancing the
quality of organizational life and using the human resources available.

CREDIT HOURS: 3 undergraduate credit hours

COURSE PREREQUISITE: Management 301

COURSE OVERVIEW:
This course is designed to introduce the student to the major human resource management functional
areas from the perspectives of a general manager and a human resource management professional. The
course is also structured to provide an understanding of how human resource management integrates with
the business strategy and other management functions and can facilitate change within the organization.

Required Text:
Mathis and Jackson (2000), Human Resource Management. (9th Ed.) South-Western College Publishing
Company, Cincinnati, Ohio 45227

Pedagogy:
Lecture, case study, video presentation and analysis and discussion
Expected Student Outcomes:

The objectives of this course are to provide participants in the class with the following knowledge and skills:

An understanding of:

- The role human resource practitioners play in the strategic planning process in a rapidly changing environment.
- The human resource responsibilities of general managers and their interface with human resource professionals.
- The social and legal issues which have an effect on labor and employee relations.
- What are selection, staffing, manpower development and incentive/rewards systems and how they support business strategy.
- The trends toward a more diverse work force.
- How career management issues such as dual career couples, career successions/progression development processes impact organizations.
- The factors that affect compensation and how to manage a compensation system in a global economy.
- The varying approaches to cost containment within a benefits plan framework.
- How to assess the effectiveness of human resource management.

Borrowing from Peter Senge’s concepts in his book The Fifth Discipline, it is also my goal during the course of this class to help you incorporate into your academic learning processes the following principles:

- Personal mastery
- Systems thinking
- A understanding of how to develop mental models that integrate theory with practice
- How to facilitate team learning through our team projects
- And an understanding of how you can develop and share a vision as you matriculate through your career.

Last but not least, I am also striving for you to learn the following:

- How to apply theory to practice in your individual work environments.
- How to demonstrate skills via the organization of ideas and clarity of oral and written communications.
- How to complete a group project that incorporates team skills, academic research and demonstrates the ability to apply theory to practice.
- How to enhance your ability to learn from experience, to test what is learned against new experience and to extract new learning in a continuing fashion.
- How to increase the effectiveness of your writing skills.
Course Requirements

General Overview:

The instructor will not lecture from the text. It is the responsibility of each student to carefully read the text before each class period. Lectures are structured to answer questions covered in the reading material and present material and perspectives that will build upon the material in the text.

Class participation is required:

Class participation is critical to the learning process and will account for 10% of the grade. Although there will be a need for a certain amount of lecture, this course is designed to have a significant amount of class discussion. Class meetings will be formatted as opportunities for students to express their ideas and develop reasoned positions, through various learning methodologies, to include simulations, general discussion, and sharing of article reviews. Case studies and video presentations will be a critical component of the class and require your attendance. Your failure to participate in the case studies and viewing of the film can affect your grade. Class discussions are structured to develop the critical thinking processes and require active participation. In addition to the textbook, you may be assigned additional readings, case studies or other homework deemed necessary to facilitate your learning the material. Your exams will be based upon the textbook, videos, class lecture material, and handouts.

Attendance:

Attendance is required for all classes. Students are expected to come to class prepared to discuss the material and to actively participate in the classroom discussions. Each individual is responsible for all material covered in class whether you are there or not. Absenteeism may cause your grade to drop and will not exempt you from being responsible for the materials covered in the class.

Assignments:

Assignments are to be completed and turned in on the due dates assigned.

You will need to complete three (2) take home essay exams, based on the materials covered in the class and in the assigned readings, a group project and conduct a formal presentation of your group project to the class.

Exams

Your exams will be take home exams and generally are going to be short essays, which will provide you the opportunity to apply the theoretical and practical application of our in class work to a real work context. The exams will not be cumulative.

Group Project

As a group project, you will have a choice of two alternatives for your project.

The first option is a research paper (10-15 pages double-spaced) on recommended topics identified below or topics approved by the instructor. You are to explore contemporary human resource issues facing organizations relative to the recommended topics and discuss what innovative change organizations are
making within their organizations with respect to these topics. You are required to have included in your paper a minimum of 15 articles (which I expect copies of the articles to accompany your project paper) for discussion and reference on the subject matter. The articles must come from referred journals. Your citations and reference pages must follow APA or Chicago Style formats. If you are not familiar with either format, it is strongly suggested that you familiarize yourselves with the most recent publication manuals, which are typically housed in the library or the bookstore. Failure to properly cite will automatically drop your paper 1-2 letter grades.

All papers must be word-processed or typed and be clearly and concisely written. Inappropriate grammar as well as a lack of clarity and ease of understanding will affect the grade of the paper.

Recommended Topics Include:

Knowledge workers...incentive compensation programs...employee assistance programs...downsizing and re-deployment issues, managing diversity in the workplace...human resource management information systems...human resource trends for entry into the 21st century...flexible benefits: are these valuable approaches...Current issues and trends in labor and management relations... Organizations development and use of competencies... innovations in strategic human resource management...psychological contracts in organizations...innovations in performance management...issues in international human resource management

Your second option is to prepare a 10-15 page double-spaced written review of a book on a topic of interest in human resource management. You must receive approval on your book selection from your instructor. The review should include a "crisp" executive summary of the key ideas and concepts, a critical analysis of the material and the potential applications (or limitations) of the material in a particular organizational context. The applications discussion should include an analysis of the leadership, environmental and/or organizational conditions required for successful implementation of the author's ideas or concepts

Group Presentations

You will also be responsible for giving a 10 to 15 minute presentation to the class during the designated week on our schedule, which will include an overhead or PowerPoint presentation. Due to the nature of your assignment, in concert with your other assignments, it is recommended that you begin to formulate your strategy for organizing work on this team project immediately. The instructor will attempt to provide you with some weekly time during class sessions to meet, with a particular focus on incorporating what we have learned within the class into your group projects, as we matriculate throughout the trimester. Individuals will be graded on the team's performance. Therefore, it is imperative that as a group, you self-manage the distribution of the work from the beginning of the project. The November 22nd class is constructed to provide you with any additional assistance and feedback you need relative to a preliminary review of your project, consultation regarding presentation mode and/or any additional training that may be required relative to the technological aspects of your presentation.

The criteria for evaluating your presentation and paper will be based largely upon the following:

1. Was there a central “theme” to the presentation and did the group make its point?
2. Was the presentation a group presentation or was it a collection of individual presentations. Did the presentation have continuity?
3. Was there a strong conclusion, which constituted a complete summary, which emphasized the major points and clearly tied them back to the research?
4. Did the material flow logically?
5. Did the group self manage time or waste time during the presentation?
6. Was there quality in the research where all the statements requiring support had a theoretical premise that was well researched and cited?
7. Was there research material used and was it enough research material?
8. Was the research at the appropriate level?
9. When conducting the presentation did the material flow naturally, or did the audience struggle to understand how one part fit into the next?
10. Was there also a natural flow to the paper?
11. Were visual aids used in the presentation?
12. Were the visual aids used effectively?
13. Did everyone “know” what he or she were talking about, stayed on theme and contributed to the theme?
14. Did the speakers talk to the audience, maintain eye contact, or did they simply read in front of the audience?

When managing your team project, you should incorporate the following team management skills:

An effective team effort means that members are committed to producing excellent results and succeeding, despite any difficulties that may occur. Difficulties are considered learning opportunities where the team will engage in a continuous learning process. Each member should feel responsible for the output of their team and will work collectively through obstacles.

Effective teams also take their strength from one another and there is a focus upon building upon the specific strengths and competencies of the team members. Each member should understand how his or her role and responsibility contribute to the overall objectives of the project. And, each team member should draw strength and encouragement from the other team members in order to create synergy. A synergistically focused project will typically result in a high grade.

The team has to deal with the concept of structure where roles and responsibilities are delineated.

**Addition points to consider when structuring the team project:**

Has the team delineated the assignment into identifiable components and defined its task in terms that are understood, shared and agreed up via consensus?

Once the assignment is broken down into its components, has the team associated work steps to each component in concert with deadlines for reporting result?

Has each work step been assigned a time line for completion with identified dates where enough leeway is built into the schedule?

Will there be a leadership role identified, where one individual is responsible for “managing” the time lines and insuring that assignments are on task, in addition to being responsible for “bringing” together the final paper and presentation?

Have other roles and responsibilities been identified, agreed upon and documented? Who will be the responsible party for insuring that these roles, responsibilities and timelines are relegated to a written schedule?

What are the agreed upon procedures for researching?

When will we meet and when we meet, is there an agenda. Who will be responsible for the meeting agenda? How will we best utilize our in-class time?
Are there ground rules by which the team agrees to operate? Are those ground rules also relegated to written ground rules for all to be able to refer back to?

When working with each other, are we engaging in good interpersonal communication skills? Are confirming, crediting, building, and we clarifying providing constructive feedback, self-critiquing our team efforts and effectively listening to one another?

*Academic Ethics:*

Copying material from another source (book, journal, another student, etc.) without proper acknowledgment is considered cheating. Talking during an exam, looking at another individual's test paper, using crib sheets and exchanging notes during exams are all considered cheating. Presenting a paper that has been presented to another class is unacceptable. These and other forms of breaching academic ethics will result in your failing the course no matter what the quality of the other class work.

**GRADING POLICY**

Grades will be determined with the following weights:

- **Class Participation**  
  10%

- **Exams**  
  20% each (a total of 40%)

- **Group Project**  
  30%

- **Group Presentation**  
  20%

- **Total**  
  100%

The grade you will receive will be based on the following:

- **A**  
  90% to 100%

- **B**  
  80% to 89%

- **C**  
  70% to 79%

- **D**  
  60% to 69%

- **F**  
  59% and below

*Syllabus Statement for Persons with Disabilities*

It is the intention of the institution to support full participation of all students, regardless of physical ability level. Therefore, if any student needs consideration of his/her physical abilities in order to complete the course, please notify the instructor as soon as possible.
**Schedule of Topics:**

The schedule of topics is listed below. However, the instructor will reserve the flexibility to deviate from the schedule if additional time is required to insure that students are fully mastering the material. As previously stated, the instructor will not lecture from the text. This course has been developed to provide additional instructional materials that will clarify your textbook, build upon the information presented in your textbook and provide you with perspectives relative to your understanding how to bridge theory with practice. Therefore, it is expected that students read the assigned chapters ahead of the scheduled discussion weeks in order to maximize the learning process.

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<thead>
<tr>
<th>Weeks</th>
<th>Dates</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1 and 2</td>
<td>August 30th and September 6th</td>
<td>Chapters 1, 2, 3, and 4 and review of writing resources in the University. We will also cover the criteria for developing your written products</td>
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<td>3 and 4</td>
<td>Sept. 13th and Sept. 20th</td>
<td>Chapters 5 and 6</td>
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<td>5</td>
<td>Sept. 27th</td>
<td>Continuation of Chapters 5, 6, and The handing out of Exam #1</td>
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<td>6 and 7</td>
<td>October 4th and Oct. 11th</td>
<td>Chapters 7 and 8 and 9 Return of Exam #1 on October 4th</td>
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<td>8 and 9</td>
<td>October 18th and October 25th</td>
<td>Chapters 10, 11, and 12</td>
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<tr>
<td>10 and 11</td>
<td>November 1st and November 8th</td>
<td>Chapters 13, 14, and 15 Handing out of Exam #2 on Week 11, which is due Week 12</td>
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<td>12</td>
<td>November 15th</td>
<td>Chapters 16, 17, and 18</td>
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<td>13</td>
<td>November 22nd</td>
<td>Project Review Class</td>
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<td>14</td>
<td>November 29th</td>
<td>Chapters 16, 17, and 18</td>
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<td>15</td>
<td>December 6th</td>
<td>Presentation of Group Projects And the Due Date for the Group Project Paper</td>
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