The Cameron School of Business at University of St. Thomas

1. Course Information

Course Title: Human Resource Management
Course number: MGMT 3348A  Course Section: 1632  Credit Hours: 3
Semester: Fall 2016  Prerequisites: 50+ credit hours
Room #: Malloy 014  Meeting time: Monday/Wednesday, 3:10-4:25 pm
Course website: Blackboard

2. Instructor Information

Name: Dr. Stephanie Cantú
Office location: O’Rourke 117  Office Phone: 713-942-5943
Office hours: Tu 2:30-4:00 pm; Wed/Fri 8:00-10:00 am; Th 11:00-1:00 pm
E-mail: cantusm@stthom.edu (Please indicate MGMT 3348 in the Subject)
Where to leave assignments: Blackboard

3. Course Catalog Description

A study of the fundamental concepts and techniques in the management of human resources, including job analysis, employee staffing, training, performance evaluation, compensation administration, and health/safety programs. The legal environment and ethical treatment of employees will be fundamental to each topic. Students will study current news and legislation in HR such as sexual harassment, expatriate (overseas) assignments, and alternative dispute resolution as topics arise in the press.

4. Program Goals and Objectives:

When students complete the BBA degree at the University of St. Thomas:

1. They will communicate clearly, effectively and logically in a business situation:
   - Objective 1: Graduates can demonstrate mastery of appropriate communication technology.
   - Objective 2: Graduates can produce written materials that flow logically and are grammatically correct.
   - Objective 3: Graduates can deliver a compelling oral presentation grounded in relevant information and facts.

2. They will be adept at critical thinking and be able to demonstrate creative decision making skills:
   - Objective 1: Graduates can identify the main problem and key surrounding assumptions.
   - Objective 2: Graduates can evaluate the logic, validity and relevance of data.
   - Objective 3: Graduates can solve challenging problems and discuss conclusions, implications.
3. They will be able to work effectively in teams towards achievement of goals.
   - Objective 1: When working in a group, graduates can demonstrate collaborative behaviors in the achievement of group goals
   - Objective 2: When working in a group, graduates can evidence accountability for the achievement of group goals
   - Objective 3: When working in a group, graduates can demonstrate a positive attitude towards the group and the other members of the group

4. They will be able to state moral standards/principles, recognize possible moral issues and bring their moral knowledge to bear in resolving these moral issues.
   - Objective 1: Graduates can state professional codes for ethical conduct as they apply to business situations.
   - Objective 2: Graduates can discern moral issues in a business case.
   - Objective 3: Graduates can bring moral principles to bear in resolving business issues.

5. They will demonstrate an understanding of fundamental business issues and processes.

5. Course Learning Objectives (and relationship to program goals and objectives)

The purpose of this course is to help students understand the manager’s role in the human resource management (HRM) process and build competencies necessary to implement an HR manager’s responsibilities. The goal for building these competencies is to improve each student’s ability to support and develop employees in a manner that contributes to an organization’s mission, goals, and business strategies. This course is designed to support experiential learning using real-life settings with real-life problems and tasks.

Upon successful completion of this course, you will:

(1) Understand both classic and current theories and practices in the field of HRM (Goal 5)
(2) Critically apply theories and models of HRM to the analysis and evaluation of employees, workgroups, organizations, and their management (Goal 2)
(3) Explore and learn the functions of HRM through lecture, in class discussion, and cases (Goal 5)
(4) Demonstrate abilities to summarize, critique, and evaluate the topics areas relevant to HRM by working on discussion skills and presenting ideas in class (Goal 1)
6. Texts, Readings, Materials

Required text:
Because this course is based on experiential learning, there is no required text for this course. I will post (on Blackboard) all required case readings and occasionally a few news articles as events in the HRM arena unfold in real-time. You are responsible for downloading and/or printing any required readings that are posted and to come to class prepared for discussion.

7. Instructional methods:

This course is primarily taught through hands-on application of topics discussed in class. A variety of teaching methods will be used throughout the semester, including lectures, class discussions, in-class assignments, guest speakers, cases, current event discussions, and a personal application project. This course is organized as a highly student participative class, and I have high expectations of each student.

8. Technology

- Online article retrieval and research;
- Use of general productivity software (e.g., Microsoft Office) to complete assignments;
- Use of Blackboard learning platform
### 9. Course Tentative Schedule:
The schedule below is tentative and subject to change in the event of circumstances beyond the instructor’s control. Changes may be made if the opportunity for guest speakers changes. An announcement will be made in advance for any change to be made.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture Topic</th>
<th>Due</th>
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<tbody>
<tr>
<td>1</td>
<td>8/22</td>
<td>Introductions, Syllabus, Class Contract</td>
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<td></td>
<td>8/24</td>
<td>Job Analysis</td>
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<td>2</td>
<td>8/29</td>
<td>Attraction and Selection I</td>
<td>8/29: Bring unedited resume</td>
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<td></td>
<td>8/31</td>
<td>Attraction and Selection II</td>
<td>8/31: Job Analysis (I)</td>
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<td>3</td>
<td>9/5</td>
<td>LABOR DAY – No class</td>
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<td></td>
<td>9/7</td>
<td>Case Discussion - Selection</td>
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<td>4</td>
<td>9/12</td>
<td>Training and Development I</td>
<td>9/12: Online learning style quiz</td>
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<td></td>
<td>9/14</td>
<td>Training and Development II</td>
<td>9/14: Interview Questions (II)</td>
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<td>5</td>
<td>9/19</td>
<td>Case Discussion - Training</td>
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<td></td>
<td>9/21</td>
<td>CURRENT EVENT (relevant to attraction, selection, training, or development)</td>
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<td>6</td>
<td>9/26</td>
<td>Performance Appraisal I</td>
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<td></td>
<td>9/28</td>
<td>Performance Appraisal II</td>
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<td>7</td>
<td>10/3</td>
<td>Case Discussion - Appraisal</td>
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<td></td>
<td>10/5</td>
<td>Compensation</td>
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<td>8</td>
<td>10/10</td>
<td>FALL BREAK – No class</td>
<td>10/12: Appraisal System (III)</td>
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<td></td>
<td>10/12</td>
<td>Benefits</td>
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<td>9</td>
<td>10/17</td>
<td>Motivation and Job Enrichment I</td>
<td></td>
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<tr>
<td></td>
<td>10/19</td>
<td>Motivation and Job Enrichment II</td>
<td></td>
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<tr>
<td>10</td>
<td>10/24</td>
<td>CURRENT EVENT (relevant to compensation, benefits, or motivation)</td>
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<tr>
<td></td>
<td>10/26</td>
<td>Stress, Health, and Worker Safety</td>
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<td>11</td>
<td>10/31</td>
<td>Diversity</td>
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<td>11/2</td>
<td>Equal Employment</td>
<td>11/2: Enrichment (IV)</td>
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<tr>
<td>12</td>
<td>11/7</td>
<td>Case Discussion: EEOC</td>
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<td>11/9</td>
<td>Guest Speaker</td>
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10. Course Policies

These policies are designed to enhance your own learning as well as create a generative learning environment for the entire class. In order to do well, you will need to:

(1) Come to every class, pay attention and take good notes, be respectful, and participate.
(2) Read the supplementary articles carefully and often and take notes on the reading.
(3) Complete in-class assignments and homework thoughtfully.
(4) Prepare for case discussion days by carefully studying your class notes, in-class exercises, and case documents.
(5) Don’t hesitate to talk to me!

11. Student Grading Processes:

The formula for doing well in this course is simple and straightforward: read supplementary readings from a business journal, read and analyze the case documents, come to class and be ready for discussions, and complete the personal application project like an actual job.

<table>
<thead>
<tr>
<th>Participation</th>
<th>5</th>
<th>% and Letter Grade</th>
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<tbody>
<tr>
<td>Cases (5 total)</td>
<td>25</td>
<td>93.0 – 100%  A</td>
</tr>
<tr>
<td>Current Events (3 total)</td>
<td>30</td>
<td>90.0 – 92.9%  A-</td>
</tr>
<tr>
<td>Personal Application Project</td>
<td>30</td>
<td>87.6 – 89.9%  B+</td>
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<tr>
<td>Final Assessment</td>
<td>10</td>
<td>85.0 – 87.5%  B</td>
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<tr>
<td>TOTAL POSSIBLE POINTS</td>
<td>100</td>
<td>80.0 – 84.9%  B-</td>
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<tr>
<td></td>
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<td>77.6 – 79.9%  C+</td>
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<td></td>
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<td>75.0 – 77.5%  C</td>
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<td></td>
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<td>70.0 – 74.9%  C-</td>
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<td>0 – 69.9%  F</td>
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**Class Participation**
This includes regular attendance and full involvement in all class sessions. It includes short in-class assignments, which will be completed during class and turned in at the end. **There are no make-ups for in-class assignments.** It also includes the quality of participation, maintenance of in-class decorum, and respect for other members of the class. Please come to class on time.

**Cases**
For each case we discuss in class, you will need to complete a 3-5 page written report to be turned in before the class start time via Blackboard (i.e., by 3:09 pm on the day the case is due). Do not wait until the last minute to submit your case report! Technical difficulties, Blackboard outages, and traffic will not excuse a late submission. It is expected that you will do this assignment individually. Each case report should follow the general structure:

I. **Introduction/Background:** What are the key problems/issues? What are the relevant facts? Do you have information on competitors or an advantage?

II. **Possible Alternatives:** Outline possible solutions (not necessarily all of them) and explain why these alternatives were rejected (constraints)

III. **Proposed Solution:** Provide ONE specific and realistic solution and explain why you chose it. Support your solution with evidence – either concepts discussed in class or your own external research. Personal experience can also be appropriate (but be careful of providing too many anecdotes!)

IV. **Recommendations:** Discuss the specific strategies for accomplishing the proposed solution – what should be done and who should do it? What is the timeline for your proposed solution?

**Current Events**
The current events assignments are your opportunity to examine real-world HR decisions and management practices with a more critical and scientific eye. This course is divided into three larger sections: Employee selection and development; compensation and motivation; and the legal environment. For each of these sections, you will find ONE article from a business periodical or popular source that is relevant to the topics we have been discussing in class. You will include an APA-style citation to your article, briefly describe the article/legislation/situation, and then discuss how the article expands your understanding of the course content. Your one-page written assignment must be uploaded to Blackboard before the class start time on the day the current event is due (i.e., by 3:09 pm). Do not wait until the last minute to submit your current event online!

On the day the current event is due, each student will be responsible for a 5-7 minute presentation discussing their article and their expanded understanding of the concepts from class. These presentations are not necessarily formal Powerpoint presentations. Instead, treat these presentations as “water cooler” chats you might have with coworkers at an actual job.

A more detailed description of this assignment will be distributed in class and posted to our Blackboard site no later than two weeks before the first assignment is due.
Personal Application Project

Leadership begins with self-mastery, and I firmly believe that you must learn to manage yourself before you manage others. To that end, over the course of this semester you will complete a five-part project on a career of your choosing. This project requires that you pick a job (ideally, a job you’re passionate about and actually interested in pursuing) and perform the following HR functions in the context of your chosen job:

I. **Job Analysis.** Your will identify a person who performs your chosen job and determine what they do by conducting an interview with them.

II. **Interview Questions.** Develop six interview questions that are most likely to be used for your chosen job to select the best personnel, then answer them.

III. **Performance Management.** Develop criteria for evaluating the performance of an employee in your chosen job.

IV. **Job Enrichment.** Think about how the job can be redesigned to improve employee motivation, performance, and well-being.

V. **Resume.** The final piece of this project will require you to turn in an UNEDITED version of your resume (at the beginning of the semester) and then a REVISED version of your resume given what you have learned about the job and the necessary skills and attributes required to perform well. You will also describe the specific and relevant changes that contribute to the effectiveness of your new resume.

**12. Available Support Services:**

- **The Instructor:** Please feel free to call 713-942-5943.
- **Course-Specific Library Resources:** [http://campusguides.stthom.edu/](http://campusguides.stthom.edu/)
- **General Library Resources:** [http://www.stthom.edu/library_research/index.aqf](http://www.stthom.edu/library_research/index.aqf)
- **Learning and Writing Center (LWC):** [www.stthom.edu/tutoring](http://www.stthom.edu/tutoring) *
- **IT Helpdesk:** Phone: (713) 525-6900 Email: ithelpdesk@stthom.edu

* Please note that students are encouraged to consult with tutors at the Learning and Writing Center when completing assignments for this course. Based on the instructor’s assessment of the student’s work, the student may be required to work with the tutors at the Center to improve the student’s skills.
CSB Mission Statement
Inspired by the Basilian Fathers’ motto of Goodness, Discipline and Knowledge, the Cameron School of Business provides a comprehensive, high quality, ethically oriented business education to a diverse student body enabling graduates to serve as leaders of faith and character in a global economy.

Academic Honesty
Ethical conduct is essential to a community of scholars and students searching for truth. Anything less than total commitment to honesty and honorable conduct undermines the efforts of the entire community. Academic integrity lies at the very heart of any institution of higher learning. In the Cameron School of Business, students and faculty are expected to commit to a code that exemplifies each individual's honor and integrity. Any conduct that violates this standard and betrays the respect of others is a matter of grave concern and, accordingly, is deemed unacceptable.

All work submitted/presented for this course must be the original work of the student(s). Since the goal of college-level work is to bring your idea(s) to the forefront of your submission—with the research acting to inform and support your ideas—excessive use of direct source quotations and material from external sources must be avoided. All source material must be cited even if you are not presenting direct quotes.

The penalty for an incident of academic dishonesty is, at the discretion of the professor, either a mark of zero for the work in question or the grade of F for the course.

Accommodations
The University of St. Thomas abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education “solely by reason of a handicap.” If you have a documented disability that may impact your performance in this class and for which you may require accommodations, you must be registered with and provide documentation of your disability to Counseling and Disability Services which is located on the second floor of Crocker Center. Contact Debby Jones or Rose Signorello at 713-525-6953 or 713-525-3162.

Any student with a documented disability needing academic adjustments or accommodations is requested to speak with me during the first two weeks of class. All discussions will remain confidential.