1. Course Information

Course Title: Human Resource Management  
Course number: MBA 5337N  
Credit Hours: 3  
Semester: Spring 2017  
Prerequisites: MBA 5322 or Instructor’s approval  
Room #: Strake 201  
Meeting time: Monday 7:00-9:45PM  
Course website: Blackboard

2. Instructor Information

Name: Dr. Stephanie Cantú  
Office location: O’Rourke 117  
Office Phone: 713-942-5943  
Office hours: Mon 3:30-6:30PM; Wed 9:00AM-12:00PM; Th 1:00-2:00PM  
E-mail: cantusm@stthom.edu (Please indicate MBA 5337 in the Subject)  
Where to leave assignments: Blackboard, Assignments tab

3. Course Catalog Description

A technique-oriented study of the development, utilization, and evaluation of human resources. The purpose of this course is to develop managers and professionals who can contribute to an organization’s success by aligning human resource functions with the goals and strategy of the organization. In doing so, this course provides students with an overview of the critical issues, theories, and practices in the field of Human Resource Management.

4. Program Goals and Objectives:

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

1. They will be effective communicators  
   - Objective 1: Graduates will deliver a compelling oral presentation.  
   - Objective 2: Graduates will write professional quality documents.

2. They will be effective team members.  
   - Objective 1: Graduates will demonstrate appropriate group techniques to participate in a team task that results in effective performance.  
   - Objective 2: Graduates will demonstrate effective leadership skills in a group project.

3. They will be ethical decision makers.  
   - Objective 1: Graduates will recognize the ethical issues implicit in a business situation.  
   - Objective 2: Graduates will describe and use ethical frameworks applicable to business situations.  
   - Objective 3: Graduates will develop a variety of ethical alternatives for resolving or at least addressing a problem in business.
4. They will be globally aware.
   • Objective 1: Graduates will perform a global business situation analysis.
   • Objective 2: Graduates will formulate global business strategy.
   • Objective 3: Students will evaluate global business strategy.

5. They will be able to integrate knowledge across multiple business disciplines.
   • Objective 1: Graduates will identify business problems and opportunities that result from factors internal and external to the organization.
   • Objective 2: Graduates will apply quantitative and qualitative techniques from the different business disciplines to address problems and opportunities.

6. They will be knowledgeable about multiple business disciplines.

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


**Required readings:** I post additional required case readings on Blackboard. You are responsible for downloading and/or printing any required readings that are posted and to come to class prepared for discussion.

**A note on the textbook:** The textbook for this course is very rich with information (10 chapters!), broadly covering many different aspects of HRM. I am a strong believer in the idea that less is often more. **You will get much more from this class by going into greater depth in a few key areas, rather than by getting a little taste of everything on the menu.** Thus, I will assign you only 6 of the 10 chapters from the textbook.

To make the class more useful and interesting for you, I may occasionally lecture on topics not covered in the textbook. Still, the book and lectures are inter-related. Because this course will challenge you to critically evaluate, synthesize, and apply your new knowledge and skills, it is your responsibility to know and conceptually integrate the material from the assigned textbook chapters with the lectures and with current events unfolding in the HRM arena.

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 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 textbook and cases carefully and often and take notes on the reading.
3. Prepare thoughtfully for cases and current events by integrating course learnings.
4. Don’t hesitate to talk to me!
### 10. 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>Readings/Due</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>1/23</td>
<td>Introduction/Syllabus &amp; Ch. 1: Strategic HRM</td>
<td>Ch. 1</td>
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<td>2</td>
<td>1/30</td>
<td>Ch. 2: Equal Employment</td>
<td>Ch. 2</td>
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<td></td>
<td></td>
<td>**Case Discussion – Diversity at Johnson Chem</td>
<td>Post UNEDITED resume to BB</td>
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<td></td>
<td>2/6</td>
<td>Wrap-up Equal Employment</td>
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<tr>
<td>3</td>
<td>2/6</td>
<td>**Case Discussion – Diversity at Johnson Chem</td>
<td>Post Case to BB by 9:00PM on 2/5</td>
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<td></td>
<td></td>
<td>**Case Discussion – Recruiting at City Hospital</td>
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<tr>
<td></td>
<td></td>
<td>**CURRENT EVENT #1 (relevant to EEOC, recruitment, or selection)</td>
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<tr>
<td>4</td>
<td>2/13</td>
<td>Ch. 3: Recruiting</td>
<td>Ch. 3</td>
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<td></td>
<td></td>
<td>**CURRENT EVENT #2 (relevant to training or appraisal)</td>
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<td></td>
<td></td>
<td>Post Case to BB by 9:00PM on 2/26; Current Event by 11:59PM on 2/26</td>
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<tr>
<td>5</td>
<td>2/20</td>
<td>Ch. 4: Employee Testing and Selecting</td>
<td>Ch. 4</td>
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<td>**Case Discussion – Recruiting at City Hospital</td>
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<td></td>
<td>**CURRENT EVENT #1 (relevant to EEOC, recruitment, or selection)</td>
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<td>6</td>
<td>2/27</td>
<td>Ch. 5: Training and Development</td>
<td>Ch. 5</td>
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<td></td>
<td>3/6</td>
<td>SPRING BREAK – No class</td>
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<td>7</td>
<td>3/13</td>
<td>**Case Discussion – Houghton Refrigeration</td>
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<td>Ch. 6: Performance Appraisal</td>
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<td>8</td>
<td>3/20</td>
<td>**Case Discussion – Southfield Packaging</td>
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<td>**CURRENT EVENT #2 (relevant to training or appraisal)</td>
<td>Post Current Event to BB by 11:59PM on 4/2</td>
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<tr>
<td>9</td>
<td>3/27</td>
<td>Motivation</td>
<td>4/14: Post PAP Part 4 by 9:00PM</td>
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<td></td>
<td>Guest Speaker</td>
<td>(TBD, check BB)</td>
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<tr>
<td>10</td>
<td>4/3</td>
<td>Ch. 10: Safety and Worker Health</td>
<td>Ch. 10</td>
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<td></td>
<td>4/10</td>
<td>**CURRENT EVENT #3 (relevant to motivation, benefits, or health)</td>
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<td></td>
<td>5/1</td>
<td>**CURRENT EVENT #3 (relevant to motivation, benefits, or health)</td>
<td>Post Current Event to BB by 11:59PM on 4/30</td>
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<td></td>
<td>5/15</td>
<td>7:00-9:30PM</td>
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<td></td>
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<td>FINAL (integrative case)</td>
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11. Student Grading Processes:

The formula for doing well in this course is simple and straightforward: read the textbook, read and analyze the case documents, come to class and be ready for discussions, maintain respect and decorum in class, and complete the project like preparation for an actual job.

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>% and Letter Grade</th>
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</thead>
<tbody>
<tr>
<td>Participation</td>
<td>5</td>
<td>93.0 – 100%</td>
</tr>
<tr>
<td>Cases (5 total)</td>
<td>40</td>
<td>90.0 – 92.9%</td>
</tr>
<tr>
<td>Current Events (3 total)</td>
<td>30</td>
<td>87.6 – 89.9%</td>
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<tr>
<td>Personal Application Project (5 parts)</td>
<td>25</td>
<td>85.0 – 87.5%</td>
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<tr>
<td><strong>TOTAL POSSIBLE POINTS</strong></td>
<td><strong>100</strong></td>
<td></td>
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</tbody>
</table>

% and Letter Grade

- 93.0 – 100%   A
- 90.0 – 92.9%  A-
- 87.6 – 89.9%  B+
- 85.0 – 87.5%  B
- 80.0 – 84.9%  B-
- 77.6 – 79.9%  C+
- 75.0 – 77.5%  C
- 70.0 – 74.9%  C-
- 0 – 69.9%     F

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 via Blackboard by 9:00PM the day before we discuss in class. 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? What drawbacks or criticisms might you face, and how would you minimize backlash?
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 recruitment and selection; training and appraising performance; and compensation and motivation. For each of these sections, you will find ONE article from a business periodical or reputable news 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 written assignment must be uploaded to Blackboard by 11:59PM the day before we discuss them in class. Do not wait until the last minute to submit!

On the day the current event is due, each student will be responsible for a 3-5 minute presentation discussing their article and how it expanded their understanding of class concepts. These presentations are not 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.

The Cameron School of Business at University of St. Thomas

<table>
<thead>
<tr>
<th>CSB Mission Statement</th>
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<tbody>
<tr>
<td>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.</td>
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<tr>
<th>Academic Honesty</th>
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<tr>
<td>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.</td>
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</table>

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.

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<thead>
<tr>
<th>Accommodations</th>
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<tr>
<td>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 Crooker 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.</td>
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