

Course name: HUMAN RESOURCE MANAGEMENT Number: HRPO 2301

COURSE MASTER SYLLABUS

MANAGEMENT DEPARTMENT

CIP CODE AREA: 52.1001

COURSE LEVEL: Intermediate (Sophomore Level)

COURSE NUMBER: HRPO 2301 (WECM Course)

COURSE TITLE: Human Resources Management

CREDIT HOURS: 3; Lecture Hours: 3; Lab Hours: 0

PREREQUISITE: None

METHOD OF PRESENTATION: Three hour lecture/discussion each week.

COURSE DISCRIPTION: Behavioral and legal approaches to the management of human resources in organizations.

REQUIRED TEXTBOOKS/ MATERIALS:

Title: *Human Resource Management*

Author: David A. DeCenzo and Stephen P. Robbins

Publisher: John Wiley and Sons, Inc., 7th edition

ISBN: 0471397857

SCANS (SECRETARY'S COMMISSION ON ACHIEVING NECESSARY SKILLS):

Course SCANS Competencies for

Course name: **HUMAN RESOURCE MANAGEMENT** Course number: **HRPO 2301**

Please go to <http://phred.dcccd.edu/~ttg/syllabi/scans.htm> for a complete definition and explanation of SCANS. This list summarizes the SCANS competencies addressed in this particular course.

| RESOURCES | INTERPERSONAL | INFORMATION | SYSTEMS |
|---|--|--|--|
| 1.1 Manages Time 1.4 Manages Human Resources | 2.0 Interpersonal 2.1 Participates as a member of a Team 2.3 Serves clients/Customers 2.4 Exercises Leadership 2.5 Negotiates to Arrive at a Decision 2.6 Works with Cultural Diversity | 3.1 Acquires and Evaluates Information 3.2 Organizes and maintains Information 3.3 Uses Computers to Process Information | 4.1 Understands Systems 4.2 Monitors and corrects Performance 4.3 Improves and Designs Systems |
| TECHNOLOGY | BASIC SKILLS | THINKING SKILLS | PERSONAL QUALITIES |
| 5.2 Applies Technology | 6.1 Reading 6.2 Writing 6.3 Arithmetic 6.4 Mathematics 6.5 Listening 6.6 Speaking | 7.1 Creative Thinking 7.2 Decision Making 7.3 Problem Solving 7.6 Reasoning | 8.1 Responsibility 8.3 Sociability 8.4 Self-Management 8.5 Integrity/Honesty |

INSTRUCTIONAL METHODOLOGY: See specific instructor's syllabus

COURSE RATIONALE:

COMMON COURSE LEARNING OBJECTIVES:

Introduction to Human Resource Management – the student will be able to:

- define management and identify its primary functions.
- define the term human resource management and discuss its importance.
- explain what environment influences affect human resource management.
- discuss the effect of labor unions on human resource management.
- outline the components and goals of the staffing, training and development functions.

- list the components and goals of the motivation and the maintenance functions of human resource management.
- outline the major functions in the employment, training and development, compensation and benefits and employee relations departments of human resource management.
- explain how human resource management practices differ in small businesses and in an international setting.

HRM in a Dynamic Environment – the student will be able to:

- describe how globalization affects human resources management practices.
- explain the implications for human resources management of the changing work-force composition.
- discuss how changing skill requirements affect human resources management.
- describe what is meant by corporate downsizing and identify its effect on human resources management.
- explain what is meant by the term total quality management, and identify its goals.
- discuss the HRM plays in the reengineered organization.
- describe the contingent work force and its HRM implications.
- explain why work sites may be decentralized and what their implications are for HRM.
- define employee involvement and list its critical components.

Equal Employment Opportunity – the student will be able to:

- identify those groups afforded protection under the Civil Rights Act of 1964, title VII.
- discuss the importance of the Equal Employment Opportunities Act of 1972.
- describe Affirmative actions plans.
- define what is meant by the terms adverse impact, adverse treatment, and protected group members.
- identify the importance components of the Vocational Rehabilitation Act of 1974 and the Americans with Disabilities Act of 1990.
- explain the coverage of the Pregnancy Discrimination Act of 1978 and the Family and Medical Leave act of 1993.
- discuss how a business can protect itself from discrimination charges.
- explain the HRM importance of the Griggs v. Duke Power case.
- define the phenomenon of sexual harassment in today's organizations.
- discuss what is meant by the term glass ceiling.

Employee Rights and Ethical Issues – the student will be able to:

- describe the intent of the Privacy Act of 1974, and its effect on HRM
- explain the HRM implications of the Drug-Free Workplace Act of 1988, and the Polygraph Protection Act of 1988.
- describe the provisions of the worker Adjustment and Retraining Notification Act of 1988.
- discuss the pros and cons of employee drug testing.
- describe the use of honesty tests in hiring.
- discuss the implications of the employment-at-will doctrine.
- identify the four exceptions to the employment-at-will doctrine.
- define discipline and the contingency factors that determine the severity of discipline.
- describe the general guidelines for administering discipline.
- explain how ethical considerations affect Human Resources Management.

Strategic Human Resource Planning – the student will be able to:

- describe the importance of strategic human resource planning and the steps involved in SHRP process.
- explain the use of Human Resource Management Systems.
- define the term job analysis.
- identify the six general techniques for obtaining job information.
- discuss the Department of Labor's Job Analysis and Purdue University's Position Analysis Questionnaire.
- explain the difference between job descriptions, job specifications and job evaluations.
- describe the difference between downsizing and rightsizing.
- list various methods of achieving staff-reduction goals.
- explain what is meant by outplacement services.

Recruitment and The Foundations of Selections – the student will be able to:

- define what is meant by the term recruitment.
- identify the dual goals of recruitment.
- explain what constrains human resource management in determining recruiting resources.
- describe the principal sources involved in recruiting employees.
- discuss the benefits derived from a proper selection process.
- identify the primary purpose of selection activities.
- describe the selection process.
- define the types of validity and how validity is determined.
- define validity generalization.

Selection Devices – the student will be able to:

- identify the purpose of selection devices.
- discuss why organizations use application forms.
- explain the usefulness of weighted application forms.
- discuss the purposes of performance simulation tests.
- describe assessment centers and how they are conducted.
- explain graphology tests and their use in the selection process.
- discuss the problems associated with job interview, and means of correcting them.
- identify the organizational benefits derived from realistic job previews.
- explain the purpose of background investigations.
- describe when medical/physical examination are appropriate in the selection process.

Employee Orientation – the student will be able to:

- define socialization and identify the socialization stages.
- describe what is meant by the outsider-insider passage.
- explain the purpose of orientation programs.
- discuss how organizational socialization conveys the organization's culture.
- identify the critical theme of socializing new employees.
- explain the role of the CEO in orientation.
- describe HRM's role in orientation.
- discuss the supervisors' role in the socialization process.
- describe a sample orientation program.

Employee Training and Development – the student will be able to:

- define training and explain why employee training is important
- discuss the relationship between effective training programs and various learning principles.
- identify the two types of formal training methods.
- define employee development.
- explain organizational development and the role of the change agent.
- discuss on-the-job and off-the-job employee development techniques.
- explain what is meant by the mentoring/coaching process.
- identify how employee counseling can be used as a development tool.
- describe the methods and criteria involved in evaluating training programs.
- explain issues critical to international training and development.

Developing Careers – the student will be able to:

- describe what is meant by the term career.
- discuss the focus of careers for both the organization and for individuals.
- describe how career development and employee developments are different.
- explain why career development is valuable to organizations.
- identify the five stages involved in a career.
- list the Holland vocational Preferences.
- describe what is meant by Jungian Personality Typology.
- discuss how dual-career couples affect career development.
- identify how organizational career development can be made more effective.

Motivation and Job Design – the student will be able to:

- define motivation.
- identify the three critical components of motivation in an organizational setting.
- discuss the process of motivation.
- describe how unsatisfied needs create tension.
- explain the difference between functional and dysfunctional tension.
- discuss the effort-performance relationship, the performance-organizational goal relationship, and the organizational goal-individual goal relationship.
- identify the five core characteristics of the job characteristic model.
- describe the motivational effects of job enrichment and work-at-home.
- list several suggestions that can be used to motivate employees.
- describe how you might motivate low-tech and high-tech employees.

Evaluating Employee Performance – the student will be able to:

- describe the link between performance management systems and motivation
- identify the three purposes of performance management systems and who is served by them.
- explain the six steps in the appraisal process.
- discuss what is meant by absolute standards in performance management systems.
- describe what is meant by relative standards in performance management systems.
- discuss how MBO can be used as an appraisal method.
- explain why performance appraisals might be distorted.
- identify ways to make performance management systems more effective.
- describe what is meant by the term 360-degree appraisal.
- discuss how performance appraisals may differ in foreign countries.

Rewards and Compensation – the student will be able to:

- describe the link between rewards and motivation.
- explain the various classifications of rewards.
- discuss why some rewards are membership-based.
- define the goal of compensation administration.
- discuss job evaluation and its four basic approaches.
- explain the evolution of the final wage structure.
- describe competency-based compensation programs.
- discuss why executives are paid significantly higher salaries than other employees in an organization.
- identify what is meant by the balance sheet approach to international compensation.

Employee Benefits – the student will be able to:

- explain the linkage of benefits to motivation.
- discuss why employers offer benefits to their employees.
- contrast social security, unemployment compensation, and workers compensation benefits.
- identify and describe the three major types of health insurance options.
- discuss the importance implications of the Employee Retirement Income Security Act.
- outline and describe the major types of pension programs offered by organizations.
- explain the reason companies offer vacation benefits to their employees.
- describe the purpose of disability insurance programs.
- list the various types of flexible benefit option programs.
- discuss what is meant by the term family-friendly-benefits.

Safety and Health – the student will be able to:

- describe the organizational effect of the Occupational Safety and Health Act.
- list the Occupational Safety and Health Administration's (OSHA) enforcement priorities.
- identify what punitive actions OSHA can impose on an organization.
- explain what companies must do to comply with OSHA record-keeping requirements.
- discuss three contemporary areas for which OSHA is setting standards.
- describe the leading causes of safety and health accidents.
- explain what companies can do to prevent workplace violence.
- define stress and the causes of burnout.
- discuss what is meant by creating a healthy work site.

Communications Programs – the student will be able to:

- discuss how communication serves as the foundation for HRM activities.
- explain the legally required communications with respect to benefit administration and safety and health.
- describe the purpose of HRM communications programs.
- discuss how corporate culture is affected by effective communications.
- explain the role of the chief executive officer promoting communications programs.
- list information employees should receive under an effective communications program.
- describe the purpose of the employee handbook and list what should be included.
- list four popular communication methods used in organizations.
- discuss the critical components of an effective suggestion program.

Introduction to Labor Relations – the student will be able to:

- define what is meant by the term unions.
- explain the key elements of the Clayton Act and the Norris-LaGuardia Act.
- discuss what effect the Wagner Act, the Taft-Hartley Act, and the Landrum-Griffin Act had on Labor-Management relations.
- identify the significance of Executive Orders 10988 and 11491, and the Civil Service Reform Act of 1978.
- explain the structure of the AFL-CIO.
- discuss why a union would affiliate with the AFL-CIO.
- describe the union organizing process.
- explain what is meant by the term union avoidance and union busting.
- discuss how sunshine laws affect public sector collective bargaining.

Collective Bargaining – the student will be able to:

- identify the objectives and components of collective bargaining.
- identify the steps in the collective bargaining process.
- describe the role of a grievance procedure in collective bargaining.
- explain the various types of union security arrangements.
- describe how power flows in organized labor.
- discuss what is meant by the term economic strike.
- identify the various impasse resolution techniques.
- discuss the four-quadrant diagram of labor-management relationships.

COMMON COURSE LEARNING OUTCOMES: The student will describe and explain the development of human resources management; evaluate current methods of job analysis, recruitment, selection, training/development, performance appraisal, promotion, and separation; discuss management's ethical, socially responsible, and legally required actions; assess methods of compensation and benefits planning; and examine the role of strategic human resource planning in support of organizational mission and objectives.

GRADING SYSTEM:

COURSE POLICIES: Departmental policies for Incompletes, Attendance, and Withdrawal are as follows:

Incomplete Policy: An incomplete (I) will be granted to a student in rare circumstances. Generally, to receive a grade of I, a student must have completed all examinations and assignments to date, be passing, and have personal circumstances that prevent course completion that occur after the deadline to withdraw with a grade of W.

Attendance Policy: All students are expected to attend classes. Non-attendance will have an impact on the student's grade.

Withdrawal Policy: It is the student's responsibility to withdraw from a course. Instructors are allowed to withdraw students but students must not rely on their instructor to withdraw them if they wish to withdraw.

Austin Community College policies for Academic Freedom, Scholastic Dishonesty, Student Discipline, and Students with Disabilities are as follows:

Academic Freedom Statement: Each student is strongly encouraged to participate in class. In any classroom situation that includes discussion and critical thinking, there are bound to be many differing viewpoints. These differences enhance the learning experience and create an atmosphere where students and instructors alike will be encouraged to think and learn. On sensitive and volatile topics, students may sometimes disagree not only with each other but also with the instructor. It is expected that faculty and students will respect the views of others when expressed in classroom discussions.

Scholastic Dishonesty Statement: Acts prohibited by the College for which discipline may be administered include scholastic dishonesty, including but not limited to cheating on an exam or quiz, plagiarizing, and unauthorized collaboration with another in preparing outside work. Academic work submitted by students shall be the result of their thought, research or self-expression. Academic work is defined as, but not limited to tests, quizzes, whether taken electronically or on paper; projects, either individual or group; classroom presentations, and homework” (Student Handbook, 2002-2003, p. 32). Penalties for scholastic dishonesty will depend upon the nature of the violation and may range from lowering a grade on one assignment to an F in the course and/or expulsion from this institution.

Student Discipline Statement: Classroom behavior should support and enhance learning. Behavior that disrupts the learning process will be dealt with appropriately, which may include having the student leave class for the rest of that day. In serious cases, disruptive behavior may lead to a student being withdrawn from the class. ACC's policy on student discipline can be found in the Student Handbook, 2002-2003, p. 32.

Students with Disabilities Statement: Each ACC campus offers support services for students with documented physical or psychological disabilities. Students with disabilities must request reasonable accommodations through the Office for Students with Disabilities on the campus where they expect to take the majority of their classes. Students are encouraged to do this three weeks before the start of the semester” (Student Handbook, 2002-2003, p. 14).