



## School of Business and Economics

### *MISSION OF THE SCHOOL OF BUSINESS & ECONOMICS*

*Fayetteville State University has a long tradition of providing educational access to a diverse student population, who are seeking a relevant learning experience in the liberal arts and professions. The School of Business and Economics builds upon the University's strong teaching orientation supplementing it with pedagogical and applied research. The School graduates students who possess a sound understanding of business concepts and applications and who seek careers in management, government, and the professional disciplines. The School also serves the community as a catalyst for spurring economic development and assisting in economic education.*

#### **II. Course Description**

A study of key concepts, theories and issues in the effective utilization of human resources to achieve organizational and individual objectives. The importance of employee performance measurement is emphasized in the study of specific human resource functions and activities, including employment legal and ethical issues, employee selection, training and development, performance management, global human resource management, and compensation & benefits. Prerequisite: MGMT 311

#### **This section of MGMT 410-01 is a service-learning course at FSU.**

Service-learning is ““Service learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities (Learn and Serve America National Service Learning Clearinghouse).”

*Students will spend a minimum of 9 hours over the course of the semester on a service-learning activity through a combination of preparation, service, and reflection. This activity will address a need in the community, support our course objectives, involve a connection between the campus and the world around it, challenge students to be civically engaged, and involve structured student reflection. We will spend time on our service-learning experience through class dialogue, essays, blackboard discussions, and other activities. While there is a 9-hour minimum for service, your service-learning efforts will be the core for much learning. Therefore, your grade for service learning will come from the tangible course projects that come out of it rather than simply from the completion of the required hours. It is the student's responsibility to let the instructor know in advance of any obstacles before service assignments are finalized.*

*Service-learning support: the Center for Community Justice and Service Learning is available to support service-learning students in all aspects of their service-learning course. Address: Bronco Square, 1047 Murchison Road, suite 100, Fayetteville, NC 28301. Telephone: (910) 672-2460. Website: [www.unccsu.edu/communityjustice](http://www.unccsu.edu/communityjustice)*

#### **III. Course Text**

Noe, Hollenbeck, Gelhart and Wright (2010) Human Resource Management; Gaining a Competitive Advantage. New York: McGraw-Hill Publishers. Seventh Edition, ISBN: 978-0-07-353047-5

#### **IV. Course Objectives**

Upon successful completion of this course students will be expected to:

- a.) Identify, describe and explain the main objectives of the strategic approach to Human Resources Management (HRM).
- b.) Understand the legal issues affecting HRM functions and decisions.
- c.) Possess an understanding of the critical measurement issues involved in and underlying HRM activities.
- d.) Understand and know how to go about performing many of the HRM activities important in organizations, such as job analysis and job design, planning, recruitment, selection, performance management, training and development, and compensation.
- e.) Identify, articulate and analyze significant current and emerging trends and ethical issues in HRM.
- f.) Students will understand the role they can play in meeting community needs.

## V. Course Competencies

This course is designed to develop student competencies in critical thinking related to human resource management. Writing and presentation skills will be developed through the use of case analyses, written assignments, essays and project presentations. Technology skills will be developed through the use of Blackboard as an additional source of course information, communications and weekly quiz-taking throughout the course.

## VI. Evaluation criteria

- A. Grade Distribution:
  - 45% Exams (3 at 15% each)
  - 10% Quizzes & Assignments
  - 20% Position Paper
  - 20% Service-learning Assignment
  - 5% Class Participation (including attendance)
- B. Grading Scale
 

A	92%-100%
B	83%-91%
C	73%-82%
D	64%-72%
F	63% or less (failure)

Students' final course grades will be based on exams, quizzes and assignments as follows: Criteria for evaluating all papers and presentations will be given in advance. *All assignments are considered due before the end of class on the due date. Ten points per class day will be deducted for late assignments. Make-up exams will not be given.* If an exam is missed due to an emergency or other reason, the final comprehensive exam score will be substituted for the missed exam score.

## VII. Course Requirements

**NOTE: IT IS VERY IMPORTANT TO READ AND UNDERSTAND THE FOLLOWING REQUIREMENTS FOR THIS COURSE.**

### A. Class Participation/Blackboard

Students are expected to participate in class discussions. This is a web-enhanced class and some quizzes and class materials will be posted on the web. Class attendance also counts as part of class participation. ***All cell phones and other digital equipment should be turned off in class. Respect for fellow classmates and instructor are expected and those who are disruptive to the learning experience will first be warned then will be asked to leave the classroom if the behavior continues.***

### B. Text and other readings

Assigned readings should be completed according to the given schedule. It usually takes 2 to 3 hours to read one chapter. It is recommended that students take notes carefully when they are reading the chapters. You are also responsible for other assigned readings as well as presentations (guest speaker or video) during class.

### C. Technology Requirements

This course assumes you already have a demonstrated competence in basic computer skills as listed below. If you are not familiar with the items listed below, you will need to use tutorials, additional self-help tools, or campus resources to improve your competency.

- **Blackboard Interface.** You should be familiar with ALL aspects of blackboard, including the use of mailing lists, Digital Drop boxes, and how to use communication tools to send and receive assignments to the professor and to other class members as needed.
- **Digital Drop box.** You must be capable of using Digital Dropbox in Blackboard to submit your works.
- **The Internet.** You must be capable of using the Internet, especially for purposes of getting course-related information from the web page of the textbook hosted by the publisher. The professor may also send you email updates requiring that you visit selected web sites as part of the participation portion of the course and/or homework and tests. Special Note: high-speed Internet connections are desirable when sharing/using data via the Blackboard course site.
- **Email Services.** You must be proficient in sending and receiving email, including the use of attachments.
- **Turnitin software.** You may be require to upload writing assignments to Turnitin. Instructions will be given to you.

#### **D. Communication with the Instructor and with Each Other**

The best way to communicate with me is by email. If you have any questions or problems, please let me know as soon as possible so that we can find a solution. **Read and understand the FSU e-mail policy, as below**

**Note: Email ID Requirements:** Due to increasingly serious virus threats, I prefer that you adequately identify yourself, or you will run the risk of an un-opened and unread e-mail message . When you send me an email, your subject line should contain: **Course Number, Your Name, and Reason for message. Instructor**

**Student Responsiveness:** Please check your campus email and Blackboard daily. If your e-mail account is not functional for any reason, you need to contact ITTS for assistance.

Please use my office hours to consult with me about specific course questions.

**FSU Policy on Electronic Mail:** Fayetteville State University provides to each student, free of charge, an electronic mail account ([username@uncfsu.edu](mailto:username@uncfsu.edu)) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

#### **E. Quizzes and Exams**

**Quizzes & Exams:** Quizzes will be posted within blackboard weekly. There will be 3 Course Exams that will include both multiple choice and essay questions. A Final Comprehensive Exam will be used to remove/replace your lowest Exam Score (in other words, there will be 4 exams, but 3 will be counted toward your final grade). You must take each examination on the date and time scheduled. You can check all your grades on Blackboard. You have one week after I post any grade to submit your written concern about your grade. After that the grades are final and there will be no change.

#### **F. Assignments and projects**

Assignments may include activities such as group and individual case study analysis and other types of in-class activities and presentations. Guidelines for other assignments will be given in class. Graded in-class activities related to the position paper or service learning assignment can be expected and there will be no make-up options for these, thus attendance is required to receive a grade.

**Position paper:** This writing assignment involves using the class materials to evaluate and take a position regarding a contemporary HRM issue. Guidelines for this writing assignment can be found in the course documents section of Blackboard. All project criteria will be given to you in advance and discussed. All writing assignments must be submitted to *Turnitin*.

**Service Learning Project:** Details of the service learning project will appear in the blackboard site for the course early in the semester. A component of the service learning project is a required *service-learning orientation* provided by the Center for Community Justice and Service Learning (CCJ& SL). CCJ & SL staff will conduct the orientation at a scheduled time (to be announced) in the class. In addition, service-learning students are required to complete all service hours, thus must make this commitment to remain enrolled in a service-learning designated course. The orientation will explain how service hours are documented. See the service learning project description to understand how unexcused absence or failure to complete service hours might affect your grade for the course.

## **G. Incomplete & Course Withdrawal Policies**

**Incomplete Policy:** The "I" grade will be issued only for students who, because of some "good" reason, were unable to complete all the requirements for this course. In order to receive an "I", the student should have a grade of at least "C". Written documentation of the reason for requesting an "I" is required. An "I" grade will not be issued because a student is failing, or when it would require a student to complete a major portion of the requirements for the course after the semester has ended. Additionally, to consider an "I" grade, I must have your plan (with a timeline) to complete the requirements within the next academic semester.

**Withdrawal Policy:** Students may withdraw from individual classes until the deadline each semester, term, or session. (See *Academic Calendar* for specific dates.) Students who complete the class withdrawal process will receive a grade of W. Tuition and fees are not adjusted for withdrawing from individual classes. Students are required to earn at least 67% of their attempted hours each semester to maintain financial aid eligibility. Students who withdraw from more than 33% of their attempted hours in a semester will lose financial aid. Failure to attend class does not constitute official withdrawal from that class. Students are permitted to withdraw from a maximum of five classes throughout their undergraduate career. After a student has exceeded this limit, the student must earn a final grade of A,B,C,D,F, or FN.

## **H. Honor Code and Academic Dishonesty**

**Honor Code:** Fayetteville State University students and members of this class pledge to uphold and live proactively by the code of honor of this university.

The Fayetteville State University Code of Student Conduct states: "Plagiarism includes, but is not limited to, copying the language, structure, ideas and/or thoughts of another, without giving appropriate recognition and/or adopting the same as one's own original work."

Retrieved December 12, 2006 from <http://www.uncfsu.edu/handbook/index.htm>.

Plagiarism and cheating are serious offenses and may be punished by failure on exam; failure in course; and/or expulsion from the University. Plagiarism is a serious academic and business (legal) offense and is considered theft of intellectual property. Please visit the Georgetown University web site (<http://www.georgetown.edu/honor/plagiarism.html>) for plagiarism discussions. All students enrolled in FSU classes at all levels are responsible for knowing what constitutes plagiarism. Whether by design or by accident, plagiarized content is unacceptable. There are no explanatory circumstances.

### **Plagiarism occurs when:**

- *Students submit work that directly quotes or paraphrases the work of another, without specific citation of the passages crediting the creator of the work*
- *Students combine the works of another with their own original effort, including comments on those passages, without specific citation of the passages crediting the creator of the work*
- *Students include a list of references at the end of an assignment but do not indicate which words or passages specifically (by use of quotation marks) are from those sources and which words or passages are original work*

## **I. Disability Accommodation**

Please address any special needs with the instructor at the beginning of the semester.

**VIII. Tentative Course Outline & Schedule**

<b>Week 1 Jan 10</b>	<b>Introduction to course; Chap 1: HRM: Gaining a Competitive Advantage Syllabus Quiz; Quiz 1; Pre-tests for Reading; Success Factors Quiz</b>
<b>Week 2 Jan 17</b>	Chap 2: Strategic HRM; Begin Chapter 3 Legal Issues <b>Quiz 2;</b>
<b>Week 3 Jan 24</b>	Chap 3: The Legal Environment; <b>Quiz 3</b>
<b>Week 4 Jan 31</b>	Chap. 4 The Analysis and Design of Work <b>Quiz 4</b>
<b>Week 5 Feb 7</b>	Chap. 5: HRM Planning & Recruitment <b>Quiz 5</b>
<b>Week 6 Feb 14</b>	Chap. 6: Selection & Placement; Review <b>Quiz 6</b> <b>Exam 1 (Chapters 1-6)</b>
<b>Week 7 Feb 21</b>	Chap. 7: Training; Chap. 8: Performance Management <b>Quiz 7; Quiz 8</b>
<b>Week 8 Feb 28</b>	<b>Position Paper Due Turnitin and Digital Drop Box</b> <b>Presentations</b>
<b>Mid-term</b>	
<b>Week 9 Mar 5-11</b>	<b>Spring Break Class will not meet</b>
<b>Week 10 Mar 14</b>	Chap. 9: Employee Development; Chap. 10: Employee Separation & Retention; <b>Quiz 9; Quiz 10</b>
<b>Week 11 Mar 21</b>	Chap. 11: Pay Structure Decisions; Review <b>Quiz 11</b> <b>Exam 2 (Chaps 7-11)</b>
<b>Week 12 Mar 28</b>	Chap. 12: Recognizing Employee Contributions with Pay; Chap. 13: Employee Benefits; Chap. <b>Quiz 12; Quiz 13</b>
<b>Week 13 Apr 4</b>	Chap. 14: Collective Bargaining & Labor Relations <b>Quiz 14:</b>
<b>Week 14 Apr 11</b>	Chap. 15: Managing Human Resources Globally <b>Quiz 15</b>
<b>Week 15 Apr 18</b>	Chap. 16 Strategically Managing HRM Quiz 16 <b>Exam 3 (Chaps 12-16)</b> <b>April 22: Spring Holiday (class will not meet)</b>
<b>Week 16 Apr 25</b>	<b>Service learning project deadline/presentations</b> <b>Final Optional Comp exam for seniors:</b> <b>Optional comprehensive exam for non-graduating students during exam week</b> <b>May 2 from 4 until 5:50 PM</b>

Human resources is a multi-disciplinary area of management and articles related to HR can also be found in dedicated HRM Journals as well as in specific disciplinary journals. The following list includes key journals related to HRM:

Academy of Management Review

Academy of Management Journal

Administrative Science Quarterly

Harvard Business Review

Hospital and Health Services Adm.

Health Care Management Review

Healthcare Management Forum

HR Magazine

Industrial and Labor Relations Review

Journal of Public Health Management  
and Practice

Journal of Applied Psychology

Journal of Health and Social Behavior

Monthly Labor Review

Organizational Behavior and

Human Performance

Personnel

Personnel Journal

Public Personnel Management

Sloan Management Review

### **Suggested Readings for Human Resources**

Ulrich, D. & N. Smallwood (2004) Capitalizing on capabilities. *Harvard Business Review* (June) 119-127.

Hecker, D. (2004) Occupational employment projections to 2012. *Monthly Labor Review* (127) 80-105.

Peters, T. (1988) Restoring American competitiveness: Looking for new models of organizations. *The Executive* (2) 103-110.

(1991) ADA: The final regulations (Title 1): A lawyer's dream/employer's nightmare. *Employment Law Update*. (16)1.

Hallock, R.G. & Weaver, D.A. (1990) Controlling losses and enhancing management with TQR analysis. *Professional Safety* (35) 24-26.

Ambrose, M.L. & Schminke, M. (2003) Organizational structure as a moderator between procedural justice, interactional justice, perceived organizational support and supervisory trust. *Journal of Applied Psychology* (88) 295-305.

Zimmerman, E. (2001) What are employees worth? *Workforce* (Feb) 36.

Middledorf, C.H. & Macan, (2002) T.H. Note-taking in the interview: effects on recall and judgements. *Journal of Applied Psychology* (87)293-303.

Manville, B. (2003) Organizing enterprise-wide E-learning and human capital management. *Chief Learning Officer* (May) 50-55.

McGregor, D. (1957) An uneasy look at performance appraisal. *Harvard Business Review* (35) 89-94.

Milkovitch, G.T. (1998) Relationships among risk, incentive pay and organizational performance *Academy of Management Journal* (41) 283-297.

Abelson, R. (2004) States are Battling Against Wal-Mart Over Health Care. *The New York Times*. Monday, November 1: A1; A13.

Hoffman, S.K. (1992) Discrimination litigation relating to employee benefits. *Labor Law Journal*(June) 362-381.

Caligiuri, P. (2000) The big five personality characteristics as predictors of expatriates' desire to terminate the assignment and supervisor rated performance. *Personnel Psychology* (53) 67-88.