



**HRM 386  
HUMAN RESOURCE MANAGEMENT  
Spring, 2008**

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<b>COURSE WEBSITE</b>	Angel
<b>OFFICE HOURS</b>	9:00-11:15, 12:30-1:45 MW or by appointment.

**COURSE PREREQUISITES**

MGT 261 or permission of the instructor.

Students without adequate academic background should not remain in this course. Those who chose not to drop the course will not be allowed to withdraw because of inadequate academic preparation. Inadequate preparation often leads to poor performance.

**COURSE OBJECTIVES**

Human Resource Management is a course designed to expose students to organizational policies governing employees. Human resource activities must be aligned with organizational goals. Specifically, organizational policies in such as areas of recruitment, selection, compensation, performance appraisal and discipline are examined, and we will explore how policies in these areas can be structured differently depending on the goals of the organization.

Specifically, upon successful completion of this course, students will be able to:

- ❑ Explain how HRM practices and policy decisions can align with organizational strategy
- ❑ Identify and explain the rationale for different policy alternatives given organizational goals
- ❑ Explain the impact of HRM legal requirements
- ❑ Analyze, critique and recommend HRM policy and practice changes
- ❑ Identify the impact of HRM activities on organizational and employee performance

**TEXT AND MATERIALS**

Mathis, R.L. & Jackson, J.H. (2008). *Human Resource Management*. 12<sup>th</sup> Edition, Thompson South-Western.

There may be additional readings assigned during the semester. Additional readings, if any, will be made available well prior to their assigned date.

**ADD/DROP PROCESS; COURSE WITHDRAWAL**

It is the responsibility of students to be fully informed of the college policies on add, drop and withdrawal.

**SPECIAL NOTE**

If you have a disabling condition that might interfere with your ability to complete this course successfully, please contact me, or contact the Office of Disability Services (312-3358).

## **CLASS SESSIONS**

This class has a good deal of experiential work into the course and I plan on giving you as much hands-on experience as possible. I will assume that you have read assigned chapters prior to class and will be prepared to share your knowledge with the class. Lectures and discussions are designed to clarify and expand upon the material in the assigned readings.

Please bring in newspaper articles that relate to HRM to class. We will begin each class with short discussions of these articles. You are expected to bring in at least 5 articles during the semester. Be prepared to briefly summarize (not read) the article and state its HRM implications. Newspaper articles are part of your class participation grade.

Class discussion and dialogue are extremely important because it is through the use of the concepts that you truly learn their meaning and how to use them. Thus, I will do everything I can to make it as comfortable as possible for you to participate in class. Feel free to speak with me if you find class participation difficult. Future managers must learn how to participate in various and often-uncomfortable settings. I will do my best to help you.

## **CLASSROOM BEHAVIOR**

Just as you will need to conduct yourself appropriately in the business meeting, it is important for you to behave appropriately in the classroom as well. Examples of inappropriate behavior (i.e., things you should avoid) include: arriving late, leaving early, getting up and leaving during class, not paying attention to the speaker (me or your fellow students), having a cell phone ring, etc. If you need to do one of these things (e.g., you are expecting an important phone call, you need to leave early, etc.), please see me before class.

## **ATTENDANCE POLICY**

Treat this class as you would work – attendance is required. It is the student's responsibility to regularly attend classes and complete assignments as scheduled. *Being in class on time is crucial to completing HRM 386 successfully.* Twenty percent (10%) of the final grade is based on class participation and you cannot participate if you are not in class. Arriving late for class is disruptive and, of course, ensures that you will miss some information. I will be taking attendance at every class session. I will record who is absent and who is late. While you will not be penalized specifically for missing class or being late, your grade will be affected by your attendance and punctuality. Consistent with SUNY-Oswego policy, I reserve the right to drop anyone from the course if absences are excessive.

## **INTELLECTUAL INTEGRITY**

Intellectual integrity on the part of all students is basic to individual growth and development through college course work. When academic dishonesty occurs, the teaching/learning climate is seriously undermined and student growth and development is impeded. For these reasons, any form of intellectual dishonesty is a serious concern and is therefore prohibited. *Students are expected to be fully familiar with the campus policy on intellectual integrity that can be found in the undergraduate catalog.*

**HRM 386  
Spring 2008 SCHEDULE**

<b>Topic</b>	<b>Begins</b>	<b>Chapter</b>
<b>Introduction &amp; Overview of HRM</b>	<b>1/28</b>	<b>1, 2</b>
<b>Legal Environment of HRM (2 weeks)</b>	<b>1/30</b>	<b>4, 5</b>
<b>Job Analysis</b>	<b>2/11</b>	<b>6</b>
<b>Quiz 1 (chapters 1, 2, 4, 5, 6)</b> <b>Recruitment</b>	<b>2/18</b>	<b>7</b>
<b>Employee Selection (2 weeks)</b>	<b>2/25</b>	<b>8</b>
<b>Case 1 due in class (hard copy)</b> <b>Performance Management/Appraisal</b>	<b>3/10</b>	<b>11</b>
<b>Training and Development</b>	<b>3/17</b>	<b>9</b>
<b>Quiz 2 (chapters 7, 8, 9, 11)</b> <b>Compensation: Direct and Indirect (2 weeks)</b>	<b>3/31</b>	<b>12, 14</b>
<b>Pay for Performance</b>	<b>4/14</b>	<b>13</b>
<b>Unions and Employee Relations (2 weeks)</b> <b>Case 2- hard copy due in class</b>	<b>4/21</b>	<b>16, 17</b>
<b>Risk Management and Worker Protection</b>	<b>5/5</b>	<b>15</b>
<b>Quiz 3 (chapters 12, 13, 14, 15, 16, 17)</b> <b>Exam week</b>	<b>TBA</b>	

All dates are tentative. As the semester progresses, they may vary. You will be given plenty of advance warning if the assignments change.

**COURSE REQUIREMENTS**

- 60% Three Quizzes (20% each)
- 15% Case Study Response One
- 15% Case Study Response Two
- 10% Class Participation

Details about the course requirements and the grading structure will be provided on the first day of class.

## **Quizzes**

The quizzes address **what** you know. Three multiple-choice quizzes address textbook and class content.

## **Case Studies**

Case studies address **how** you apply what you know. You will be required to complete two HR case studies. Each case study will represent an HR situation. Your task will be to analyze each situation and write a short paper in which you respond in accordance with the assignment.

Each paper must be typewritten and double-spaced in a standard typeface. You should prepare two copies of your paper (one for the instructor and one as a hard-copy backup). You will receive specific instructions with each case study.

Each paper must be **your own** work. You are free to consult with your classmates about the case studies, and we encourage doing so, but you must submit your own paper for grading purposes. As pointed out on pg. 26 of the Student Handbook, plagiarism is prohibited and appropriate penalties will be assessed if you submit anything but your own work.

As stated on the syllabus, your grades on these case studies account for 40% of your grade in this course. The grading criteria for these case studies are as follows:

The criteria used to evaluate your case study response are:

1. Did you answer all the questions asked?
2. To what extent do you use relevant concepts from the text and class?
3. To what extent does your report reflect your thinking? This means that you should explain your thought process.
4. To what extent is your logic sound (i.e., makes sense)?
5. How thoroughly do you explain and justify your response?
6. How well is the paper written (sentence structure, spelling, grammar)?

## **CLASS PARTICIPATION**

You will note from the syllabus that class participation accounts for 10% of your grade in this course. The grading criteria for the class participation component of the course are explained below. This explanation should prevent any misunderstandings at the end of the semester.

We start every student with a C in class participation. A student who attends class on time and regularly but does no more will earn a C for class participation. In order to earn a participation grade higher than C, you must actively *participate*. Participation consists of more than attendance. Listed below are examples of things you can do that will *lower* and *raise* your class participation grade. This list is illustrative, not exhaustive.

Behaviors That Will Lower Class Participation Grade		Behaviors That Will Raise Class Participation Grade
<ul style="list-style-type: none"> <li>• Has excessive unexcused absences (attendance is taken, and any unexcused absence is excessive)</li> <li>• Enters class late, leaves early, or gets up and leaves during the class session</li> <li>• Does <i>not</i> pay attention, works on other material, daydreams, talks to neighbors, or other disruptive behavior</li> <li>• Talks without giving any thought or deliberation to what others are going to say</li> <li>• Is unprepared for class</li> </ul>	<b>C</b>  <b>G</b> <b>R</b> <b>A</b> <b>D</b> <b>E</b>	<ul style="list-style-type: none"> <li>• Discussing newspaper articles in class</li> <li>• Attempts to answer questions asked of the class (answers need not be correct, and genuine and serious attempts to answer questions are rewarded)</li> <li>• Asks questions about the material being discussed</li> <li>• Shares with the class/small group (and me) relevant information found outside of class</li> <li>• Contributes positively to the class discussion and small group activity</li> <li>• Expend effort on in-class exercises</li> </ul>

Attendance records will be maintained. Class participation is extremely important for several reasons. As your careers proceed, it will be necessary to be able to express yourselves verbally. The class will be much more interesting for all of us if students actively participate. The ability of the class to learn is greatly enhanced by hearing, thinking about, and being challenged by different perspectives. Finally, some students express their knowledge better orally than they do on tests. In other words, class discussion and dialogue truly are important and I will do *everything* I can to make it as comfortable as possible for you to participate in class. Further, I will reward those who do make the effort to contribute to the class.

If you are uncomfortable with the idea of participating in class, please see me. Persons employed in business cannot afford such reticence and we will need to develop a solution.