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BMGT 491.03: Special Topics- Human Resource Management

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Mgt. 491.03 Dr. Lynda Brown
Human Resource Management
Spring Semester M/W 9:40-11 a.m.

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Course Overview: People management skills are critical for **all** levels of managers in all organizations. Managing people effectively is key to the success of any business or organization. The changing landscape of the workplace and of organizations in this global economy present new challenges for managers and their executive team.

This course is designed 1) for **any** manager who will supervise people and have to perform one or more of the functions of “HR” and also 2) for those of you who think a career in human resource management sounds interesting.

In addition to looking at the contemporary issues managers face in their day to day people-management responsibilities, we will identify how work itself has changed and continues to change, how the employment relationship between employers and workers is impacted, and the effects of these changes on the typical employee that managers will recruit/hire, train/develop, compensate, and in general, facilitate their productivity and effectiveness. We will also be looking at generational differences in the workforce and how those differences affect management and HR practices.

Expectations:

1. **You are expected to do the readings and activities before each class.** I will call on you randomly. There will be some quizzes or credit for assignments you have to turn in. This is a senior level elective. Presumably you are here because you want to be, not because this class is required. If you contribute, it will be more fun than just sitting in class twice a week!
2. **Assignments:** some are posted well in advance but some will be assigned in class for the next class, depending on current issues in the news and where we are in our discussion. I like to tailor lectures to the interests of the class as well as to what is going on in the human resource world.
3. The weekly assignments may require some research, reading, and/or thinking on your part. Sometimes you will need to access media or articles for the information. Sometimes I provide the reading assignments on Moodle.
4. This is just like having a job in the sense that you expect something from your employer, and they expect something in return. That is the “deal” here as well. Attend class. I won’t be taking role but your participation is expected. I will randomly call on people and accept volunteers but I expect **everyone** to participate! If you are

between grades, I think about how much participation there was and grade accordingly. Your commitment to the class and to the discussion is expected.

5. **Treat this class like a job.** You are studying to become a business professional, therefore behavior like a professional at all times. School and this class is a commitment. I am always happy to write letters of recommendation for jobs and graduate school, but I can't do a good job for you if I don't get to know you. Hearing what you have to say and how you think helps me write a recommendation that will actually tell the reader why you are a good hire or a good graduate school applicant. Also think about you or your parents paying for this class. You expect value just like when you buy something personal for yourself. Give a lot and you can expect to gain a lot from being engaged in the learning process.
6. **If you want to talk with your classmates, please do not do so in the classroom while others are speaking.** Use of technology in class should be class related.
7. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with DSS, please contact DSS in Lommason 154. I will work with you and DSS to provide an appropriate accommodation.
8. Academic integrity is a critical part of learning at SOBA. There is zero tolerance for plagiarism, failure to properly document sources used in research and writing, <http://ww.business.umt.edu/Soba/SoBAEthics/CodeofProfessionalConduct.aspx>

Mission Statements and Assurance of Learning

The University of Montana's School of Business Administration enhances lives and benefits society by providing a world-class business education in a supportive, collegial environment. We accomplish this mission by acting on our shared core values of creating significant experiences, building relationships, teaching and researching relevant topics, behaving ethically, and inspiring individuals to thrive.

As part of our assessment process and assurance-of-learning standards, the School of Business Administration has adopted the following learning goals for our undergraduate students:

Learning Goal 1 –SoBA graduates will possess fundamental business knowledge

Learning Goal 2 –SoBA graduate will be able to integrate business knowledge

Learning Goal 3- SoBA graduates will be effective communicators.

Learning Goal 4 –SoBA graduates will possess problem solving skills.

Learning Goal 5 –SoBA graduates will have an ethical awareness.

Learning Goal 6 –SoBA graduates will be proficient users of technology

Learning Goal 7-- SoBA graduates will understand the global business environment in which they operate.

GRADING


75% OF YOUR GRADE IS THE FINAL PROJECT. That project involves a written paper and a class presentation. You will be working with a project “helper”, an experienced HR professional from our community who has volunteered to work with you and your group members to choose a worthy project, meet with your group to discuss how to tackle the project, review your outline for the project, review your project progress as the semester goes along, and to give advice about your paper before turning it in to me and presenting your in-class summary of the project. USE THESE PEOPLE WISELY.

A	93% and above	C +	77% to 79%
A-	90% to 92%	C	73% to 76%
B +	87% to 89%	C –	70% to 72%
B	83% to 86%	D	Below 70%
B –	80% to 82%		

I’ll say more about the project as the semester progresses, including offering some ideas for the topic you will investigate. There are some definite “no’s” and some guidelines. Four students per group with some maybe having only three.

33% of your grade is the total of weekly assignment/quizzes: 33% is the paper associated with the big project; 33% is the in-class project/presentation organization .

DATE of Class	<u><i>Tentative Semester Schedule—this will undoubtedly change</i></u> Topics of the day’s class and assignment for this day→→	Assignment due day of class
Mon.1/26	Intro to course. What is HR management? Projects and goals for the course	
Wed.1/28	Continued: HR management overview; what is “work” today and why effective HR is important; why do people matter? What is the environment in business today? News events discussion—what is in the news that is “HR”	Find an HR story in the news-- HR broadly defined as we discussed on Mon. (Turn in)
Mon.2/02	Your HR role; Why Good Managers are So Rare (article); Fair Process (article); 100 Best Companies to Work For Model; Engagement and Commitment	Reading: <u>Fair Process; Why Managers are So Rare</u>
Wed.2/04	Quiz on Monday’s readings and discussion; Today discussion: Managing 4 Generations at Work; Gen Z article; Virtual Workplace video	Read for today: Gen Z article;
Mon.2/09	Diversity Management Issues: videos; <i>Putting the Organization’s Whole Brain to Work</i> (read article); Intro to Discrimination	Read: <i>Putting the Organization’s Whole Brain to Work</i> ;
Wed.2/11	Quiz on Monday discussion and reading. Today discussion: Sexual Harassment, Discrimination	
Mon.2/16	President’s Day Holiday	Research a job posting or job description: find a job you would like to apply for and critique information available

Wed.2/18	Quiz: from harassment and discrimination Discussion: MT Wrongful Discharge Act ; Employment at Will; discuss assignment for Monday 2/23	
Mon.2/23	HR Planning: Employees, independent contractors, who does the work that needs to be done? Where/how?	Write a job description for a job you currently have or have had
Wed.2/25	Quiz ; Job analysis; job descriptions; job design	Quiz from WDEA and HR planning
Mon.3/02	Recruiting—Finding qualified applicants. What are employers looking for? Exercise in class	Reading Assignment to be given
Wed.3/04	Quiz Selection/Hiring: the process of finding the best applicant; negligent hiring responsibilities	Reading Assignments to be given
Mon.3/09	Hiring: Resumes, applications, discussion	Assignment to be given
Wed.3/11	Quiz Interviewing: types of interviews	Review handout on Behavioral Interviewing. Develop a good behavioral interview question (hand in)
Mon.3/16	Training and Talent Management: Orientation and Onboarding	
Wed.3/18	Quiz Performance Management; One Minute Manager	Read: <i>Passing Judgment</i> by Dick Grote
Mon.3/23	Performance Reviews; Performance Improvement Plans; Goal Setting;	HBR articles: A, B, C players
Wed.3/25	Quiz Other performance management responsibilities and issues;	Outline of papers/projects due
Mon.3/30 Wed.4/01	 Spring Break No Classes!	
Mon.4/06	Personnel policies and employee handbooks; Family Medical Leave; Fair Labor Standards Act; Privacy/social media issues	
Wed.4/08	Quiz Personnel policies, employee rights and responsibilities continued	
Mon.4/13	Discipline and termination; Progressive Discipline	
Wed.4/15	Quiz Total Compensation: Pay Structure, Philosophy	
Mon.4/20	Compensation and Benefits continued	
Wed.4/22	Quiz Safety, Health, Risk Management: Lessons learned 9-11 and recent events of violence and safety	

Mon.4/27	Flexible day	
Wed.4/29	Project presentation 3 groups	Attendance required or points will be deducted from grade
Mon.5/04	Project presentation 3 groups	Attendance required or points will be deducted from grade
Wed.5/06	Project presentation 3 groups	Attendance required or points will be deducted from grade
Tues.5/12	Project presentation (final exam day) 3 groups Turn in evaluation of the role your HR resource person played	Attendance required or points will be deducted from grade

Project/Paper Guidelines With More to Follow

Paper: 50 points

All 4 members must participate in research! Figure out the distribution, but EVERYONE will do research to insure it is substantive research

Outline

Written discussion of the topic

Citations: footnotes in the body of paper or regular footnote style. Just be consistent!

How you did your research, importance of the topic in today's work environment

Graded on

Substance

Organization

Mechanics (grammar, writing style, proper punctuation, professional language vocabulary)

Evidence: is there substance to your paper based on research (real sources not just blogs; people interviewed; other investigations?)

Overall impression:

I will post a list of professional publications that you might want to use for research to help in the evidence category.

Presentation: in class 50 points

You will lose points from your quizzes and assignment points if you miss another group's presentation. Work with your mentor! They have expertise as HR managers and know the topics you could cover and the way to create an executive presentation/paper.

Be creative—videos, debates, include Q& A

THIS IS A DRAFT OF THE ASSIGNMENTS TO BE FINALIZED IN CLASS AFTER THE FIRST TWO WEEKS WHEN WE HAVE GROUPS AND MENTORS/RESOURCE FOLKS ASSIGNED.