Spring 2-1-2017

BMGT 491.01: ST - Human Resource Management

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BMGT 491
Human Resource Management
Spring 2017
T-TH 12:30-1:50, GBB 119

Instructor: **Theresa Floyd, Ph.D.**
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Office: GBB 306
Office Hours: TTH 2:30–3:30, or by apt.

Course Objectives:

The role of human resource management is a crucial (and often misunderstood) part of an overall organizational strategy. This course is designed to help unravel the complexities of human resources within an organization and to help students understand the environment within which HRM occurs.

Human resource management affects every employee in an organization and a better understanding of this area will prepare students for success in their professional ambitions. A working knowledge of selection, training, assessment, and compensation tools and strategies are of particular relevance to the job seeker and will be addressed heavily in this course.

Learning Expectations:

This course is designed to build on students' functional understanding of human resource management. Students are expected to demonstrate communication skills, ethical decision making, and professionalism in the classroom environment. Positive contribution to class discussions is required.

Students are expected to complete the readings and other preparations, including any assignments PRIOR to class. Students will find that the lectures, discussion materials, and exercises supplement the readings instead of serving as a review of the material covered in the readings. As such, students are expected to diligently complete the readings and be prepared to ask questions regarding any materials that they do not understand. The expectation is to have a highly interactive learning environment.

Learning Outcome Summary:

At the end of this course, students should be able to:
1. Identify the role of Human Resource Management (HRM) in an organization.
2. Understand the legal environment surrounding HRM practice.
3. Develop competencies in the HRM areas of recruitment, selection, training, development, compensation, and performance management.
4. Be able to apply HRM practices to future organizational issues.

Required Readings:

Fundamentals of Human Resource Management, by Robert N. Lussier:
https://www.vitalsource.com/referral?term=9781506331836
$50 for 180 access to e-book; $80 for non-expiring access
Hard copy of text available at the UM Bookstore

Harvard Business School course pack. Purchase using this link:
http://cb.hbsp.harvard.edu/cbmp/access/59078130
$8.50 for two cases we will use for our course

I will provide any additional materials in PDF files via Moodle.

Evaluation Criteria

Traditional letter grades will be assigned using the +/- system.
Extra credit will NOT be offered.

A	93% and above	B –	80% to 82%	D+	67% to 69%
A –	90% to 92%	C +	77% to 79%	D	63% to 66%
B +	87% to 89%	C	73% to 76%	D-	60% to 62%
B	83% to 86%	C -	70% to 72%	F	Below 60%

Requirement	Weight
1. Assignments	15%
2. In-class quizzes	15%
3. Exams (best 4 out of 5 scores)	40%
4. HR Consultation team project	25%
5. Peer evaluation	5%

Description of Requirements:

1. Assignments – 15%
There are 8 assignments associated with the course. Assignments and due dates are listed on the course calendar, below. Assignments will be found in Moodle. Late assignments without excused absence (e.g., illness accompanied by a doctor's note) will be penalized 40% of their score. You may turn in late assignments up to 5/4/17.

2. In-class quizzes – 15%
There will be four in-class quizzes throughout the semester that will cover material that will later be on the exams. I do not require class attendance. I hope that the quizzes and the extra learning opportunity that you gain through class discussion serve as an incentive to attend.

While attendance is not required, you should do your best to attend class, read and think about the readings or cases before class, complete assignments, and to contribute to the class by actively participating in the class discussions and exercises.

Contributing to the class does not mean talking non-stop - a few thoughtful, insightful comments can contribute more than talking all the time. Quality counts as does active listening to your classmates. What does NOT count is being physically in class but mentally elsewhere (checking Twitter feed, etc.).

I'd like this class to be a relatively stress-free, open, and fun class environment. Learning should be fun! Do not hesitate to share your thoughts and do not feel like you are being analyzed and evaluated on everything you say. If you do not get an opportunity to ask your question during class, stop by my office or feel free to contact me via e-mail.

3. HR Consultation Team Project – 25%

Working on teams is an integral part of the workplace. Therefore, group work is an important part of this course and your grade. I understand that meeting as a team can pose logistical difficulties. <u>For this course, I provide five days of class time to work on the team project. There will be deliverables due after each of the in-class work days.</u>

I will assign 4-5 person teams in the first week of class. **If you know that you'd like to work with certain people, please turn in your request by 11:59 PM on 1/25/17.** You don't have to have a complete team to make a request. You and one other person can request to be on the same team – I will keep you together and assign you to a team with others. Only one member of the group making the request needs to turn in the request.

Your team will complete an HR consulting project. This project will require the team to connect with an actual company (local or otherwise) and to identify and address (propose solution/s) one or more important (make the case for why the problem/s is important) HR problems. The goal is to apply course concepts, frameworks, and models to the consulting project. The deliverables are outlined below. More detailed information on each deliverable is included in the Moodle assignment for each one:

Deliverable 1: Overview of organization; identification of potential issues; consulting plan

Deliverable 2: Selection of problem your team is going to address; report on course concepts/tools you will be applying

Deliverable 3: Recommendations/suggestions for the organization – including relevant HR plans

Deliverable 4: Final presentation materials (plan on 10-12 minutes of presenting and 3-5 minutes of Q&A)

Deliverable 5: Video of presentation to organization leaders; leaders' evaluation of presentation and recommendations

Do not wait until the last minute to work on your group project! Doing quality work on this project requires significant interface with an organization, and you will need to spend time with the appropriate people to get the access you will need.

4. Peer evaluation – 5%

You are expected to be a reliable and productive teammate and contribute your fair share to the team tasks. At the end of the semester, your teammates will each grade your performance (anonymously via survey) and the average of these grades will constitute your Peer Evaluation score (5% of your final course grade).

5. Exams – 40%

There will be four non-cumulative exams and one cumulative final exam associated with the course. Dates for the exams are listed on the course calendar, below.
Each exam will cover the material presented in the weeks leading up to the exam – none of the non-cumulative exams will include explicit review questions from previous exams, but many of our topics build upon one another, so a thorough understanding of each section will help on later exams.

Your top four scores out of five will constitute your exam grade. This means that if you get As on the first four exams, you don't have to take the final. If you're not happy with your scores on the first four exams, you can take the final as a chance to improve your exam grade.

Extra credit:
If you **attend** a career development session or a session associated with our Business Advisory Council, and do a **brief write up** on what you gained from the session, you will earn two extra credit points toward your final grade. One extra credit opportunity per student.

Course Expectations

Individual Participation
Attendance in class is not required; however, your learning experience depends on personal participation and involvement. Sharing your perceptions and ideas with others is critical for learning and understanding individual differences. You should be prepared to take some risks and also to be supportive of others' efforts to do the same. You should also be prepared to observe the guidelines outlined below as these promote a more relaxed and productive class atmosphere.

When you attend class, I expect you to have read and thought about the readings or cases and to contribute to the class by actively participating in the class discussions and exercises. Contributing to the class does not mean talking non-stop - a few thoughtful, insightful comments can contribute more than talking all the time. Quality counts as does active listening to your classmates. What does NOT count is being physically in class but mentally elsewhere (checking your Twitter feed, for example)

Professional Behavior
There are very high expectations about professional behavior in the School of Business Administration. Refer to the Code of Professional Conduct:
http://www.business.umt.edu/ethics/professional-conduct-code.php. I expect the following professional behaviors in the classroom:
1. Arrive on time to class, prepared to engage in the day's topics,
2. Keep cell phones and other electronic devices turned off during class,
3. Respect your colleagues by refraining from disruptive behavior, including leaving class before the end and engaging in non-class related activities during the class session,
4. Participate fully in all in-class activities, and
5. Foster academic honesty.

Statement on personal responsibility
It is my responsibility to provide you with an environment within which you can learn the principles of human resource management. However, it is your personal responsibility to learn in this course. This means you must come to class prepared to learn, take adequate notes and participate. If you must miss class, it is your responsibility to catch up by reading and getting the notes from the class you missed from classmates. If you miss class for whatever reason, you must take personal responsibility for whatever consequences may follow. If a member of your project team is not doing his or her fair share of the work, it is your responsibility to do what is necessary to make sure your team still succeeds.

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 graduates 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.

Administrative notes:

Moodle

All class-related communication will be done through Moodle. I will post class notes, any additional readings, and announcements on this site.

Ethical Guidelines

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. The University of Montana Student Conduct Code specifies definitions and adjudication processes for academic misconduct and states, "Students at the University of Montana are expected to practice academic honesty at all times." (Section V.A., available at http://www.umt.edu/vpsa/policies/student_conduct.php). All students need to be familiar with the Student Conduct Code. It is the student's responsibility to be familiar the Student Conduct Code.

Students with Disabilities

If there are any students who have special needs because of a learning disability or any other kind of disability, please contact me during the first week of class so that we can make appropriate accommodations to ensure you receive the full benefit of the course. Disability Services for Students can be reached at (406) 243-2243 (Voice/Text) or dss@umontana.edu. Their website can be accessed via this link: http://www.umt.edu/dss.

Grievance Procedures

The formal means by which course and instructor quality are evaluated is through the written evaluation procedure at the end of the semester. The instructor and department chair receive copies of the summary evaluation metrics and all written comments sometime after course grading is concluded. Students with concerns or complaints during the semester should first communicate these to the instructor. This step almost always resolves the issue. If the student feels that the conflict cannot be resolved after meeting with the instructor, the student should contact the department head. If, after speaking with the department head and the instructor, the student still feels that the conflict has not been resolved, contact the Associate Dean of the School of Business Administration.

Emergency Procedures

In the event of a campus emergency during class, please follow instructions provided by your instructor or the UM emergency alert system. Failure to do so could hamper efforts to resolve the emergency situation in a safe, timely manner.

Drops and Incomplete Grades

This course follows published UM policies on drop dates and incomplete grades.

Policy per the UM catalog: "Incomplete grades are not an option to be exercised at the discretion of a student. In all cases it is given at the discretion of the instructor within the following guidelines. A mark of incomplete may be assigned students when (1) the student has been in attendance and doing passing work up to three weeks before the end of the semester, and (2) for reasons beyond the student's control and which are acceptable to the instructor, the student has been unable to complete the requirements of the course on time. *Negligence and indifference are not acceptable reasons.*"

Course Calendar (subject to change as needed):

Part 1: 21st Century Human Resource Management

Date	Topic	Reading	Assignment	Due Date
1/24/2017	Introduction to HRM	Chapter 1		
1/26/2017	Strategic HRM	Chapter 2		
1/31/2017	Legal Environment	Chapter 3	Assignment #1	2/1/17, 11:55 PM
2/2/2017	Job Design	Chapter 4 from beginning to "Designing Motivating Jobs"		
2/7/2017	Job Design	Case Study: Job Crafting at Burt's Bees (HBS Coursepack)	Assignment #2	2/8/17, 11:55 PM
2/9/2017	**Group Project work**		Deliverable #1: Organization overview, Issues, Consulting Plan	2/17/17, 11:55 PM
2/14/2017	**Exam #1**			

Part 2: Staffing

Date	Topic	Reading	Assignment	Due Date
2/16/2017	Forecasting, Separation, Retention	Chapter 4 from "HR Forecasting" to end; Holtom et al, 2008 article, posted in Moodle		
2/21/2017	Recruitment	Chapter 5		
2/23/2017	Recruitment	Case Study: LinkedIn (Case 5-1 in text)	Assignment #3	2/22/17, 11:55 PM
2/28/2017	Selection	Chapter 6		
3/2/2017	Selection	Case Study: Facebook (Case 6-1 in text)	Assignment #4	3/1/17, 11:55 PM
3/7/2017	**Group Project Work**		Deliverable #2: Problem selection; research plan to understand the problem; identify applicable course concepts and tools	3/15/17, 11:55 PM
3/9/2017	**Exam #2**			

Part 3: Developing & Managing

Date	Topic	Reading	Assignment	Due Date
3/14/2017	Training & Development	Chapter 7		
3/16/2017	Training & Development	Case Study: Google (Case 7-1 in text)	Assignment #5	3/17/17, 11:55 PM
3/21/2017	**Spring Break**			
3/23/2017	**Spring Break**			
3/28/2017	Performance Mgmt & Appraisal	Chapter 8		
3/30/2017	Performance Mgmt & Appraisal	Case Study: Amazon (Case 8-1 in text)	Assignment #6	3/31/17, 11:55 PM
4/4/2017	Employee Rights & Labor Relations	Chapter 9		
4/6/2017	**Group Project work**		Deliverable #3: Recommendations/suggestions for the organization - relevant HR plans first draft	4/14/17, 11:55 PM

4/11/2017	**Exam #3**			
4/13/2017	Compensation	Chapter 10		
4/18/2017	Compensation	Case Study: CVS (Case 10-1 in text)	Assignment #7	4/19/17, 11:55 PM
4/20/2017	Employee Incentives & Benefits	Chapter 11		
4/25/2017	Employee Incentives & Benefits	Case Study: Macafee Building Supply (HBS Coursepack)	Assignment #8	4/26/17, 11:55 PM
4/27/2017	**Group Project Work**		Deliverable #4: Final draft of HRM plans; Final presentation materials	5/1/17, 11:55 PM
5/2/2017	**Group Project work**		Practice for presentation to organization leaders	
5/4/2017	**Exam #4**			
5/10/2017	**Final Exam 8:00-10:00 AM GBB 119**			
5/12/2017	**Group Project Due**		Deliverable #5: video of presentation to organization leaders; organization evaluation of presentation	5/12/17, 11:55 PM