

COURSE TITLE BLACKBOARD SITE	HRM 6023 Human Resource Management Fall 2012 – http://my.ltu.edu and select CRN 1490
INSTRUCTOR	Professor Chris Emmons cemmons@ltu.edu http://www.linkedin.com/in/cemmons http://www.facebook.com/chris.barton.emmons 248.561.0043 (cell phone) Telephone appointments scheduled per student request
SCHEDULE	September 5 – December 15, 2012 Refer to http://www.ltu.edu/registrars_office/calendar_final_exam.index.asp for the last date to withdraw and other important registration related information.
LEVEL/ HOURS PREREQUISITE	This is a graduate level course worth 3 semester credit hours. Writing at a graduate level using APA style for in-text citations and listing of references is a requirement.
REQUIRED TEXT (See Blackboard for additional resources)	Mathis, R. L., & Jackson, J. H. (2011). <i>Human Resource Management</i> (13 th ed.). Mason, OH: South-Western, Cengage Learning. ISBN-10: 0-538-45315-X ISBN-13: 978-0-538-45315-8 Available for online purchase through LTU Bookstore at: http://lawrence-tech1.bkstore.com/bkstore/TextbookSelection.do?st=489
ADDITIONAL RESOURCES	LTU Online student resources: http://www.ltu.edu/ltuonline/
TECHNICAL AND ACADEMIC SUPPORT	Technical support for using Blackboard is provided by the Helpdesk, 248.204.2330 or helpdesk@ltu.edu . Send the Help Desk a form detailing any issues by clicking here http://tinyurl.com/3yqrvne . Visit www.ltu.edu/ehelp for additional helpful technical information. University Status Line: To check status of Blackboard/Banner 248.204.2222. Library http://www.ltu.edu/library/index1.asp Academic Achievement Center http://www.ltu.edu/aac/

COURSE SCHEDULE FOR COLLEGE OF MANAGEMENT (GRAD) SEMESTER COURSES

This fully online course begins with a partial week online course orientation period to familiarize yourself with the online learning environment and to meet online or via the phone with your instructor. Each subsequent week starts on a Monday and ends on a Sunday.

Module 0: The pre-course module (Module 0) has been developed to insure your success. This module includes a review of the syllabus and its key points – for example, assignments, grading, and time management. Also, in this module, we will utilize discussion board. Discussion Board participation is a critical skill to master as you proceed with this course. In Module 0, review the online participation rubric carefully. Finally, in this module you will meet your classmates and define your personal expectations for our work together.

Plan on investing adequate time (four to eight hours) reviewing Module 0 prior to beginning Module 1. Success with this course requires a willingness to **CAREFULLY REVIEW** all components of Module 0.

Modules 1-13: Each module starts on a Monday and ends on a Sunday.

All topics will be covered during the week they are listed. **It is advisable to complete the readings the week before they are due in order to be prepared to participate online.** All assignments are due on the day they are listed.

D=Discussion Board Assignments noted by module

Example: Module One Discussion = D1

Dates	Modules	Topics / Readings	Assignments Due
Prior to Semester Start and 9/5 – 9/9	Module 0 Orientation	Overview of textbook Online Learning Orientation Course Orientation	Participate in Module 0
Week of 9/10 – 9/16	Module 1 Introduction to HRM	Chapter 1 and Related Video: HRM in Organizations <i>Why We Hate HR</i>	D1 HR: Administrative or Strategic? DUE Thursday
Week of 9/17 – 9/23	Module 2 Diversity	Chapter 3 and Related Video: Equal Employment Opportunity <i>Emmons on Diversity</i> <i>Emmons on Workplace Mental Health</i> <i>Forget Diversity</i>	D2 Diversity: Current and Future Role in the Workplace DUE Thursday
Week of 9/24 – 9/30	Module 3 Employment Law	Review employment law folder	Case Study (CS) assigned
Week of 10/1 – 10/7	Module 4 Organizational Culture	<i>News Analysis: It's the Culture</i>	D4 The Importance of Corporate Culture DUE Thursday

Dates	Modules	Topics / Readings	Assignments Due
Week of 10/8 – 10/14	Module 5 Employee Relations (ER)	Chapter 15 and Related Video: Employee Rights and Responsibilities	D5 Employee Rights DUE Thursday ER Case Study (CS) DUE Sunday
Week of 10/15 – 10/21	Module 6 Health and Safety	Chapter 14 and Related Video: Risk Management and Worker Protection <i>Why Stories are Essential to Effective Safety Training</i>	D6 HR in Business Publications DUE Thursday Submit topic for research paper (RP). DUE Sunday
Week of 10/22 – 10/28	Module 7 Union Relations	Chapter 16 and Related Video: Union/Management Relations	D7 The Future of Unions DUE Thursday
Week of 10/29 – 11/4	Module 8 Recruitment and Selection	Chapter 4 and Related Video: Workers, Jobs, and Job Analysis Chapter 5 and Related Video: HR Planning and Retention Chapter 6 and Related Video: Recruiting and Labor Markets Chapter 7 and Related Video: Selecting Human Resources	D8 Recruitment and Selection DUE Thursday Conduct interview DUE Sunday
Week of 11/5 – 11/11	Module 9 Compensation (Pay and Benefits)	Chapter 11 and Related Video: Total Rewards and Compensation Chapter 12 and Related Video: Incentive Plans and Executive Compensation Chapter 13 and Related Video: Managing Employee Benefits	Keep in mind that your paper is due next week. D9 Compensation DUE Thursday Develop structured interview guide (SIG) DUE Sunday
Week of 11/12 – 11/18	Module 10 Training and Development	Chapter 8 and Related Video: Training Human Resources Chapter 9 and Related Video: Talent Management <i>Utilizing Lifelong Learning</i>	D10 Training and Development DUE Thursday Submit research paper (RP) DUE Sunday
Week of 11/19 – 11/25	Module 11 Performance Management	Chapter 10 and Related Video: Performance Management and Appraisal	Evaluate classmate papers DUE Sunday

Week of 11/26 – 12/2	Module 12 HR Planning and Metrics	Chapter 2 and Related Video Strategic HR Management and Planning <i>The HR Scorecard: Linking People, Strategy, Performance</i> <i>Blind Investment</i>	Measuring HR Final Exam (FE) Essay DUE Sunday
Week of 12/3 – 12/9	Module 13 Reflections on HRM		D13 Reflections on HRM DUE Thursday Personal Development Plan (PDP) DUE Sunday

STUDENT EVALUATION

We will be doing 10 on-line discussions. Prior to your first on-line assignment, review the Online Participation Evaluation Rubric (contained within this syllabus) for a detailed explanation of how your online assignments will be evaluated in this class. **You will not succeed in this course if you do not follow the rubric carefully.**

We will also be completing a research paper and this syllabus also contains the related rubric.

Directions for other assignments are posted in the assigned Module.

Assignments	Points
Discussion Board	50
Case Study (CS)	5
Structured Interview Guide (SIG)	10
Research Paper (RP)	15
Performance Evaluation (PE)	5
Final Exam Essay (FE)	10
Personal Development Plan (PDP)	5
Total Points	100

Class Points	Letter Grade
96 and above	A
90 – 95	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-
61 – 70	D (Undergrad Only)
60 and below	E

Note: Grades lower than a “B” fall below the LTU graduate standard

PREREQUISITE SKILLS

Writing at a graduate level using APA style for in-text citations and listing of references is a requirement.

EDUCATIONAL GOALS

This course focuses on strategic issues and choices in acquiring, developing, motivating, managing, and retaining a workforce, from the perspective of a general manager or non-HR manager. Topics include: employment law, job design and analysis, performance management, HR planning, staffing, training and development, compensation and incentive, and employee and labor relations. HRM for global operations

will be integrated throughout this course. Emphasis is placed on how HRM programs can add value and create competitive advantage, and on the need for HR practices to be internally consistent and aligned with the firm's strategy.

STUDENT LEARNING OBJECTIVES / OUTCOMES

The course is designed to provide a broad understanding of the role and importance of human resources as an essential management responsibility. These objectives will be evaluated through assignments, quizzes, examinations, and other methods throughout the course.

- Understand the role of HRM as it relates to each member of the management team and as it relates to practitioners in the field
- Comprehend the complexities and subtleties of multi-cultural workforces
- Understand equal employment
- Know where to find information on employment law
- Critique the importance of organizational culture
- Evaluate a wide variety of employee relations interventions
- Understand issues surrounding health, safety, security, employee rights and discipline
- Understand the history and current status of unions
- Understand the basics of compensation (pay and benefits)
- Understand the role of planning in recruitment success
- Develop and utilize a structured interview guide
- Understand training and development techniques
- Give and receive feedback
- Understand the importance of HR planning and metrics
- Reflect on HRM

COURSE ORGANIZATION

Blackboard at my.ltu.edu contains the link to this course. Within your course shell is the syllabus, all assignments, reading materials, streaming videos, written lecture notes, links to Web resources, and discussion forums. You will submit all assignments via Blackboard, and are expected to participate regularly in discussion topics. You will want to check the site frequently for announcements reminding you of new resources and upcoming assignments.

Please take time to familiarize yourself with the organization of the Blackboard site. This course is organized on Blackboard as follows:

Announcements: This will welcome you to the course as well as alert you to items requiring your attention. All announcements are communicated via email.

Faculty Information: Information on Chris Emmons

Syllabus: The syllabus

Modules: For each module, there is theory and practice.

Discussion Board: If you submit all questions about topics or course assignments under *General Questions*, information is shared for the benefit of the entire class. There is a *Class Café* forum for optional social conversations.

Assignments: Items to be completed will be located here. Grading rubrics and other documents vital to your success as a student are also included here. There are also links to two required free subscriptions: McKinsey Quarterly, a source of business information from a consulting perspective; and HBS Working

Knowledge, a source of business information from an academic perspective – specifically Harvard Business School.

CLASS POLICIES AND EXPECTATIONS

I plan to offer you a valuable learning experience, and expect us to work together to achieve this goal. Here are some general expectations regarding this course:

Each student has a LTU email account. If you wish to use a different email address for this course, please **change your email address in Blackboard under *Blackboard Tools*, then *Personal Information***. Note that this is on myltu.edu and NOT in the course shell.

Readings, discussion forum participation, and written assignments must be completed according to the class schedule. If business travel will take you away from regular participation, please let me know about these dates in advance.

It is essential that all students actively contribute to the course objectives through their experiences and working knowledge. Class participation in the form of asking and answering questions, offering examples and discussing course concepts will enhance our collective learning experience.

All assignments must be submitted on schedule, via Blackboard, and using Microsoft Office compatible software.

Assignments must be completed to an adequate standard to obtain a passing grade. Requirements for each assignment are detailed in this syllabus.

At midterm and at the end of the course, you will be invited to participate in a University evaluation of this course. Your feedback is important to the University, to LTU Online, and to me as an instructor, and I encourage you to participate in the evaluation process.

PROFESSOR EMMONS WISHES TO EMPHASIZE THE FOLLOWING:

Assistance Students are encouraged to contact the instructor if they are having difficulties in the course.

Conduct: Students are expected to conduct themselves in a professional manner at all times and to be courteous to their classmates. The use of objectionable language is strictly prohibited. Additional information covering the Student Code of Conduct can be accessed at http://www.ltu.edu/student_affairs/student_conduct.asp

Academic Integrity: Academic honesty is an important character trait for all students. One's honesty is important to employers, family, and others with whom students come in contact. Students benefit themselves in the long run when they work honestly and earn their grades. Students must submit their own original work done specifically for this course. This means that it is wrong to submit work done by someone else, or to utilize work that the student has done in a prior course.

All papers, examinations, and other assignments must be original or explicit acknowledgment must be given for the use of other person's ideas or language. Students must cite their sources using the publication manual of the American Psychological Association (APA) for information that is not their original thought. Examples of plagiarism are:

- Failure to use quotation marks: All work which is quoted directly from a source should be enclosed in quotation marks and followed by a proper reference giving the exact page or pages from which the quote is taken. Failure to use the quotation marks, even if a footnote is provided, is plagiarism.

- Failure to document ideas: When a student uses one or more ideas from and/or paraphrases a source, he or she must give the source from which the ideas or paraphrasing were taken.
- Falsifying or inventing sources or page references is plagiarism.
- Cite (that is, reference) all sources. This means that one's papers, **including discussion board**, must indicate from where quoted or paraphrased material has come. In grading written work it is important for instructors to know which ideas are the student's own thoughts and which are either copied or paraphrased from another source.

For more information visit http://www.ltu.edu/currentstudents/honor_code_offenses.asp

Any cheating on exams or papers will result in a score of zero and, potentially, a referral to the Dean. The Dean of the College responsible for the courses in which they occur reviews questions of academic dishonesty. **The usual penalty for academic dishonesty is failure in the course on the first offense, and expulsion from the University on the second offense.** For more information visit Academic Honor Code at http://www.ltu.edu/currentstudents/honor_code.asp

Late Assignments: Late work will be reduced in value and may not be accepted. Any student in danger of missing a deadline should contact Professor Emmons in advance to discuss their situation.

INSTRUCTOR BACKGROUND

Professor Emmons has 15 plus years experience as a self-employed consultant complemented by an Interdisciplinary Graduate Degree in Business, Economics and Psychology from Wayne State University. She is currently enrolled at Walden University to earn her PhD in Management.

Chris Emmons established her consulting practice in 1989. She has obtained client engagements in automotive, banking, health care, high technology, non-profit, service and utilities industries. Ms. Emmons has also obtained board member experience. Prior to founding Human Resource Professionals of Detroit, Ms. Emmons spent 10+ years as a Human Resource Professional with such reputable firms as Burroughs Corporation (now UNISYS), Burger King Corporation, and Data General.

Professor Emmons specializes in the following courses at LTU:

- Strategic Management
- Entrepreneurship and Small Venture Management
- Leadership
- Ethics and Business in Society
- Managing Multi-Cultural Organizations
- Human Resource Management

A note from Professor Emmons:

People often think of Human Resources (HR) as a department down the hall. Actually, HR is much more interesting and relevant than that. For example, each of us is a Human Resource. As a result, we need to manage our personal performance and career. Plus, if we are responsible for a team or a project or if we are in a supervisory position, we need to be able to obtain results through the efforts of other people. Knowing how to manage others is critical to your future success. Besides applying to us personally and as leaders, HR applies to professionals that are trained in depth in this field. This third application applies to someone such as myself that has been educated and trained as a field specialist.

This course covers a broad scope of HR topics; as examples, workforce diversity, organizational culture, and globalization as well as the nuts and bolts of staffing, compensation, and employment law.

A pre-course module (Module 0) has been developed to insure your success. This module includes a review of the syllabus and its key points – for example, assignments, grading and time management.

Also, in this module, we will utilize discussion board. Discussion Board participation is a critical skill to master as you proceed with this course. In Module 0, review the online participation rubric carefully. Finally, in this module you will meet your classmates and define your personal expectations for our work together. Plan on investing adequate time (four to eight hours) in this module prior to the onset of Module One.

The attraction, development and engagement of human talent are critical management skills. Our course philosophy will be to appreciate HRM by participating in these online discussions as well as by utilizing other learning techniques such as by reading assignments; by watching videos; by conducting an interview; by designing a structured interview guide; by evaluating the work of another; and by conducting research.

Success within this course philosophy requires a willingness to CAREFULLY REVIEW all components of Module 0; read and reflect on text and other related materials; and an ability to discuss in writing all aspects of human resource management at a graduate level on-line.

I'm looking forward to working with you. See you online!

Instructor Performance: It is important for you as students to know what to expect from me as your instructor:

- I will be available to you via e-mail and phone, and will promptly reply to your messages.
- I will be available to you for telephone appointments as requested.
- I will maintain the Blackboard web site with current materials, and will resolve any content-related problems promptly as they are reported to me.
- I will send out a weekly e-mail update to all class members to guide upcoming work and remind you of assignment due dates.
- I will return all assignments to you promptly, and will include individualized comments and suggestions with each assignment.
- I will hold our personal written or verbal communications in confidence. I will not post any of your assignments for viewing by the class without requesting your approval in advance.
- I will treat all members of the class fairly, and will do my best to accommodate individual learning styles and special needs.
- If any of these points need clarification, or when special circumstances arise that require my assistance, please contact me so that we can discuss the matter personally.

PRACTICAL GUIDELINES FOR CLASS LOAD EXPECTATIONS

A three-credit course generally requires at least nine hours per week of time commitment. Here are some practical guidelines to help schedule your time commitments for this online course:

- A 14-week semester (the Summer semester is compressed into 10 weeks) would require at least 126 hours of time commitment to successfully complete all readings, activities, assignments, and texts as described in this syllabus.
- You should reserve at least 6 hours per week to read the required textbook chapters and resources and participate in online discussions.
- You should organize your remaining time to roughly correspond with the point value of each major assignment.

These guidelines may not reflect the actual amount of outside time that you – as a unique individual with your own learning style – will need to complete the course requirements. The number of hours each week will vary based on assignment due dates, so please plan ahead to insure that you schedule your academic, work, and personal time effectively.

Time management suggestions for HRM 6023: Complete readings and watch videos on Sunday, before the week begins. For example, read Module 1 materials during Module 0! On weeks with assigned discussions, write initial posting for Discussion early in the week in order to proofread, revise and post on Thursday. On Friday and Saturday, respond to your classmates. Begin work on your research paper by the end of module 6 in order to have plenty of time to submit it in module 10.

ASSIGNMENT DETAILS

Please review these details carefully. Assignments are submitted using the Blackboard *Assignments* or *SafeAssign* functions or posted to the Blackboard Discussion Forum for student comments. Directions for submission are provided with each assignment.

On-Line Participation Evaluation Rubric

Students are required to participate in assigned on-line discussions. In addition to posting their own response to the question(s) posed, the student is required to respond to a minimum of **two posts** from their peers for EACH discussion. Each discussion is evaluated on its own merit.

In an online environment, we are *seen* via our written word. Insure that what you write is what you want others to hear. Use good netiquette and always err on the side of courtesy.

To be counted as participation, postings need to be thoughtful; that is, they demonstrate reflection on the assignment, and relationship to the assigned readings and videos, personal experiences, relevant issues in the news, information obtained from other sources, or ideas expressed in the postings of other class members. Students are required to reference the assigned readings and videos to support their arguments and to encourage further discussion. When a source is referenced, **it should also be cited within the posting.**

The following rubric will be employed when grading on-line participation (**late responses are reduced one full point**):

Posting Quality Rating	Examples
5 (A)	<ul style="list-style-type: none"> Original thoughts not already contained in the threaded discussion that demonstrate a high level of reflection and relate the material with the assigned readings and videos A minimum of two responses to classmates citing agreement or disagreement including rationale Cited examples/ideas from other resources (assigned readings and videos, articles, or web sites) using proper APA style are used in original post as well as two responses No or few errors in spelling or grammar
4.75 (A-)	<ul style="list-style-type: none"> Same as 5 (A) except cited examples/ideas from other resources (assigned readings and videos, articles, or web sites) needs minor APA style improvements
4.5 (B+)	<ul style="list-style-type: none"> Same as 5 (A) except cited examples/ideas from other resources (assigned readings and videos, articles, or web sites) using proper APA style are NOT used in original post as well as two responses
4.25 (B)	<ul style="list-style-type: none"> Same as 5 (A) except cited examples/ideas from other resources (assigned readings and videos, articles, or web sites) are NOT used in original post as well as two responses AND needs minor APA style improvements
4 (B-)	<ul style="list-style-type: none"> Content is acceptable yet does not demonstrate a high level of reflection and/or lacks an adequate relationship with the assigned readings and videos
3.5 (C-)	<ul style="list-style-type: none"> APA style requires significant improvement OR errors in spelling or grammar distract reader from the message
3 (D)	<ul style="list-style-type: none"> Lacks the minimum number of two responses to classmates
2	<ul style="list-style-type: none"> No cited examples
No Credit	I agree/disagree with no reason/explanation/etc.

TIPS FOR DOING WELL ON YOUR ON-LINE ASSIGNMENTS:

Do the work on time and follow the directions completely. For example, if a 5-7 paragraph summary is required, write 5-7 paragraphs. If the directions ask you to review specific materials, review those materials and make it obvious from your postings that you have read and understood the material.

Write the assignment off-line. Supplement your comments by referring to the text or other materials you have read. Share your related personal experiences. Use good writing skills and use spell check. Reread your work to insure that the content is well written. After you are satisfied with your work, post your response. Only after you post, do you read the contributions of others. That way, you are first clear in your own opinion and then can learn from others.

Comment on the ideas of your classmates. Not just *I agree* or *I disagree* but when you have something of value to add to their ideas. Ask questions of your classmates if something they wrote has attracted your curiosity. If you are asked questions, you need to respond.

Research Paper Evaluation Rubric

Students are required to write a five to seven page paper on a topic related to this course. The paper will include citing various recommendations offered in the research as well as developing the student's recommendations. Proper APA style must be used. Examples from personal experience are encouraged. A minimum of five sources (books, magazines, journals, web sources, etc.) must be cited.

The following rubric will be employed when grading research papers (note: late responses are reduced two full points):

Writing Quality Rating	Examples
15-14 (A/A-)	<ul style="list-style-type: none"> • Thoughtful, in-depth analysis • Provides compelling supporting evidence • Excellent use of headings • Shows originality • No errors in spelling, grammar, or punctuation • Plus items 1-7 listed below
13-12 (B+/B/B-)	<ol style="list-style-type: none"> 1. Central purpose or thesis 2. Sufficiently limited topic 3. Begins, flows, and ends effectively 4. Paragraphs are well structured 5. Correctly acknowledges sources in APA style 6. Paper is in proper APA style 7. Shows engagement with topic <ul style="list-style-type: none"> • Basic analysis • Provides adequate supporting evidence • Good use of headings • Minimal errors in spelling, grammar, or punctuation
11-10.5 (C+/C/C-)	<ul style="list-style-type: none"> • Purpose is not always clear • Inadequate introduction and conclusion • Lacks adequate supporting evidence • Poor use of headings • Incorrectly acknowledges sources in APA style • Paper is not in proper APA style • Errors in spelling, grammar, or punctuation
10-No Credit (D-Failing)	<ul style="list-style-type: none"> • Purpose is not clear • Poorly written • Lacks minimum number of resources • Plagiarism

Note: your classmates will review this paper – any objections to this must be communicated to Professor Emmons via cemmons@ltu.edu prior to submitting the assignment.

SYLLABUS ADDENDA

Please see the LTU Online web site <http://www.ltu.edu/ltuonline/index.asp> for comprehensive information about Lawrence Tech's academic services, library services, student services, and academic integrity standards. **The content of this web site is explicitly included as syllabus requirements.**

Expanding the Student menu provides links to a wealth of helpful information including academic integrity standards and grading rubrics used to evaluate written assignments, discussion forum participation, and group assignments. **While reviewing the standard rubrics is advised, please note that Professor Emmons uses her own rubrics and these are contained within this Syllabus.**

When signing on to <https://my.ltu.edu/>, the Blackboard welcome page (myltu) contains links to the Academic Achievement Center and Library Services. Please note that the SafeAssign anti-plagiarism product will be used for written assignments submitted for this course. Please see the instructions included on the [eHelp web site](#) regarding the use of the SafeAssign product.