

COURSE TITLE BLACKBOARD SITE	HRM 6023 Human Resource Management Spring 2011 – http://my.ltu.edu and select CRN 3878
INSTRUCTOR	Professor Chris Emmons cemmons@ltu.edu http://www.linkedin.com/in/cemmons http://www.facebook.com/chris.barton.emmons 248.561.0043 Telephone appointments scheduled per student request
SCHEDULE	January 10, 2010 – April 23, 2010 See http://www.ltu.edu/registrars_office/calendar_final_exam.index.asp for LTU academic calendar information.
LEVEL/ HOURS PREREQUISITE	3 credits. This is a graduate level course. 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. (2008). <i>Human Resource Management</i> (12 th ed.). Mason, OH: Thompson South-Western. ISBN-10: 0324542755 ISBN-13: 978-0324542752 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 SUPPORT	Technical support for using Blackboard is provided by the Helpdesk. Visit www.ltu.edu/ehelp or 248.204.2330 or helpdesk@ltu.edu

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 Applied Management and Decision Sciences.

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 or "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!

COURSE SCHEDULE FOR COLLEGE OF MANAGEMENT SEMESTER COURSES

This fully online course begins with a partial week online course orientation period to familiarize you with the online learning environment. Each subsequent week 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 Jan 10 – Jan 12	Module 0 Orientation	Overview of textbook Online Learning Orientation Course Orientation	Participate in Module 0
Week of Jan 10 – Jan 16	Module 1 Introduction to HRM	Chapter 1 Changing Nature of HRM <i>Why We Hate HR</i>	D1 HR: Administrative or Strategic? DUE Thursday
Week of Jan 17 – Jan 23	Module 2 Diversity	Chapter 5 and Video 5: Managing Equal Employment and Diversity <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 Jan 24 – Jan 30	Module 3 Employment Law	Chapter 4 and Video 4: Legal Framework of Equal Employment	Review employment law folder Case Study (CS) assigned
Week of Jan 31 – Feb 6	Module 4 Organizational Culture	Chapter 3 and Video 3: Organizational/Individual Relations and Retention <i>News Analysis: It's the Culture</i>	D4 The Importance of Corporate Culture DUE Thursday
Week of Feb 7 – Feb 13	Module 5 Employee Relations (ER)	Chapter 16 and Video 16: Employee Rights and Responsibilities	D5 Employee Rights DUE Thursday ER Case Study (CS) DUE Sunday

Dates	Modules	Topics / Readings	Assignments Due
Week of Feb 14 – Feb 20	Module 6 Health and Safety	Chapter 15 and Video 15: Risk Management and Worker Protection	D6 HR in Business Publications DUE Thursday Submit topic for research paper (RP). DUE Sunday
Week of Feb 21 – Feb 27	Module 7 Union Relations	Chapter 17 and Video 17: Union/Management Relations	D7 The Future of Unions DUE Thursday
Week of Feb 28 – Mar 6	Module 8 Recruitment and Selection	Chapter 6 and Video 6 Jobs and Job Analysis Chapter 7 and Video 7: Recruiting in Labor Markets Chapter 8 and Video 8: Selecting Human Resources	D8 Recruitment and Selection DUE Thursday Conduct interview DUE Sunday
Mid-semester Break – No Classes			
Week of Mar 14 – Mar 20	Module 9 Compensation (Pay and Benefits)	Chapter 12 and Video 12: Total Rewards and Compensation Chapter 13 and Video 13: Variable Pay and Executive Compensation Chapter 14 and Video 14: 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 Mar 21 – Mar 27	Module 10 Training and Development	Chapter 9 and Video 9: Training Human Resources Chapter 10 and Video 10: Talent Management and Development	D10 Training and Development DUE Thursday Submit research paper (RP) DUE Sunday
Week of Mar 28 – Apr 3	Module 11 Performance Management	Chapter 11 and Video 11: Performance Management and Appraisal	Evaluate classmate papers DUE Sunday

Week of Apr 4 – Apr 10	Module 12 HR Planning and Metrics	Chapter 2 and Video 2 Strategic HR Management and Planning Video 1: Changing Nature of HRM <i>The HR Scorecard: Linking People, Strategy, and Performance</i> <i>Blind Investment</i>	Measuring HR Final Exam (FE) Essay DUE Sunday
Week of Apr 11 – Apr 17	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

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.

- 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

PREREQUISITE SKILLS

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

INSTRUCTIONAL METHODS AND COURSE ORGANIZATION

Blackboard Learning Environment – Please take time to familiarize yourself with the organization of the Blackboard course. 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. 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.”

Student/Instructor Conversations – Students keep in touch with the instructor via e-mail messages, telephone conference calls, and IM conversations.

Required Reading – Textbook chapters should be read according to the schedule outlined in the syllabus. Chapters will be discussed online.

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 HRM course shell.

Readings, discussion forum participation, and written assignments must be completed according to the class schedule. It is important to contact the instructor as needed to discuss personal needs regarding course requirements and assignments.

It is essential that all students actively contribute to the course objectives through their experiences and working knowledge.

All assignments must be submitted on schedule, via Blackboard, and using Microsoft Office compatible software. If you need to submit an assignment via email, contact the instructor in advance.

Assignments must be completed to an adequate standard to obtain a passing grade.

Be prepared to log into Blackboard at least once each day. Please focus your online correspondence within the appropriate Blackboard discussion forums so that your colleagues can learn from you.

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.

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 face-to-face 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 One materials during Module 0!
- On weeks with assigned discussions, write initial posting for Discussion A 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.

SYLLABUS ADDENDA

Please see the LTU Online web site <http://www.ltu.edu/ltuonline/> 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 LTU Online web site regarding the use of the SafeAssign product.

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 provide with each assignment.

PROFESSOR EMMONS WISHES TO EMPHASIZE THE FOLLOWING:

1. Assistance - Students are encouraged to contact Professor Emmons if they are having difficulties in the course.
2. 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. The Student Code of Conduct can be accessed at http://www.ltu.edu/student_affairs/student_conduct.asp

3. 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. This means that students are expected to do their own work at all times. While it is acceptable to discuss homework and case assignments with others, students should first attempt to solve assigned work themselves. In no case will copied work from another be considered acceptable. With respect to papers, students must submit original work done specifically for this course by the student. **Any cheating on discussion board or papers will result in a score of zero and, potentially, a referral to the Dean.** For more information visit Academic Honor Code at http://www.ltu.edu/currentstudents/honor_code.asp

In all College of Management courses, students are expected to:

- Submit original work done by the student, specifically for the course. This means that it is wrong to submit work done by someone else, or to utilize work that a student has done in a prior course.
- 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. Hence, students must cite their sources using the publication manual of the American Psychological Association (APA).

Sanctions

Academic dishonesty includes plagiarism, cheating, forgery, or other acts that deceive or defraud in regard to a student's own academic work or that of others. 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.**

4. Participation - It is essential that all participants contribute to the course objectives through sharing their professional experiences and knowledge of organizational practices. Class participation in the form of asking and answering questions, offering examples and discussing course concepts will enhance our collective learning experience.

5. Late Assignments - Reading and written assignments must be completed per the schedule. **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.**

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 both 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 both 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 both 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.