

Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours)

Existing and Special Topics Course

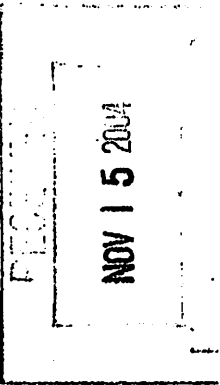
Course: Seminar in Human Resource Management MGMT 402
Ahmed A. Mohamed

Instructor of Record: Frederick J. Slack phone: 357-6229 e-mail: Mohamed@iup.edu

Step One: Department or its Curriculum Committee

The committee has reviewed the proposal to offer the above course using distance education technology, and responds to the CBA criteria as follows:

- 1. Will an instructor who is qualified in the distance education delivery method as well as the discipline teach the course? Yes No
- 2. Will the technology serve as a suitable substitute for the traditional classroom? Yes No
- 3. Are there suitable opportunities for interaction between the instructor and student? Yes No
- 4. a. Will there be suitable methods used to evaluate student achievement? Yes No
- b. Have reasonable efforts been made to insure the integrity of evaluation methods (academic honesty)? Yes No



5. Recommendation:

Positive (The objectives of the course can be met via distance education.)

Negative

Julie W. Smith Robert B. ... 11/1/04
signature of department designee date

If positive recommendation, immediately forward copies of this form and attached materials to the Provost and the Liberal Studies Office for consideration by the University-Wide Undergraduate Curriculum Committee. Dual-level courses also require review by Graduate Committee for graduate-level offering. Send information copies to 1) the college curriculum committee, 2) dean of the college, and 3) Dean of the School of Continuing Education.

Step Two: UNIVERSITY-WIDE UNDERGRADUATE CURRICULUM COMMITTEE

Positive recommendation

Negative recommendation

Gail S. Sechrist 11/23/04
signature of committee chair date

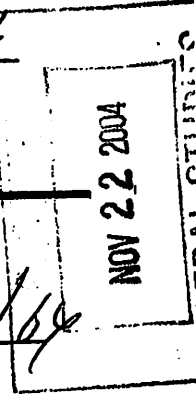
Forward this form to the Provost within 24 calendar days after review by committee.

Step Three: Provost

Approved as distance education course

Rejected as distance education course

Mark Stanger 12/1/04
signature of Provost date



Step Four:

Forward materials to Dean of the School of Continuing Education.

Seminar in Human Resource Management (MGMT 402)

Question 1:

Yes. Both Dr. Ahmed A. Mohamed and Dr. Frederick J. Slack regularly teach graduate and undergraduate courses in human resource management at the Eberly College of Business. Both of them have taught MGMT 402 in previous semesters. With regard to the delivery method, Dr. Mohamed has been teaching online classes using WebCT for the last three years. Dr. Fred Slack has also received extensive WebCT training. Both instructors believe that they are qualified to teach the course and use WebCT.

Question 2:

Yes. WebCT has been used in the department of management to offer several management classes. We believe that the technology is suitable for delivering the content of this course. MGMT 402 is a writing intensive seminar course. WebCT allows the instructor(s) to assign several types of writing assignments such as cases, research or essay questions. WebCT also allows the instructor(s) to provide detailed feedback to the students through the discussion and mail modules.

Question 3:

Yes. We believe that there is suitable opportunity for interaction between the student and instructor(s). For example, the students will be interacting with the instructors through several iterative writing assignments. Under this approach the students will be required to improve their writings using the feedback given to them by the instructor(s). Additionally, the students will be required to interact with the instructor(s) and with each other in answering critical thinking questions using the discussions module within WebCT. For example, at the end of week, we will ask the students to answer a specific question that is relevant to the chapter covered in that week. The students will read and reply to us and to each other in the "Discussion" module in WebCT. We would also post our reply to some of the points raised by the students in that module. This process allows all students to participate more actively in the discussions.

We are also attaching to this form an example of a complete module for the class. The module is composed of chapter 1's; 1) notes; 2) glossary of terms; 3) discussion questions; and 4) PowerPoint slides. The student is first required to read the notes, glossary of terms and PowerPoint slides and then answer the discussion questions. After completing the discussion questions, each student is required to answer the questions pertaining to the short case found at the end of the chapter or complete another chapter assignment. The instructors will grade these cases or chapter assignments. The grades will be posted in the "Grades" module, and the students will receive individualized feedback through the "Mail" module.

Question 4 (a):

Yes. We will evaluate the students' achievements through exams, writing assignments, and participation in class discussions.

Question 4 (b):

Yes. We will take several steps to insure academic integrity. First, the course syllabus will inform, remind and warn students about the importance of academic integrity. Second, we will incorporate several software micros that will prevent students from printing WebCT exams. Third, whenever possible, the exams will contain critical thinking questions that do not have specific answer that can be copied directly from the textbook. Fourth, the instructor(s) will review the writings of the students to identify any evidence of plagiarism.

Traditional Syllabus

Eberly College of Business & Information Technology

MGMT 402

Seminar in Human Resource Management

3 Credit Hours

A. Amin Mohamed, Ph.D.

Frederick J. Slack, Ph.D.

Instructor: A. Amin Mohamed, Ph.D.

Office: 308-B Eberly College of Business & Information Technology

Office Phone: 724-357-6229

email address: mohamed@iup.edu

Instructor: Frederick J. Slack, Ph.D.

Office: 308-M Eberly College of Business & Information Technology

Office Phone: 724-357-7737

email address: fslack@iup.edu.

Textbook: Mathis, R. L., & Jackson, J. H. (2003). Human Resource Management. Thomson Southwestern Press.

I. COURSE DESCRIPTION

An integrative course in Human Resource Management. Considers current issues in human resource management literature and contemporary topics in the human resource management field using case studies.

II. COURSE OBJECTIVES AND TOPICS

This seminar is an advanced course in the area of human resource management (HRM). Its general objectives are to:

- 1) provide a strategic overview of the human resources management area as a function of management;
- 2) examine the various elements of the human resources management system and their inter-relationships, and,
- 3) discuss contemporary problems and solutions in the area of human resources management.

III. COURSE OUTLINE

A. Introduction, Changing Nature of Human Resource Management (1 week)

The learning objectives are to enable students to: Identify four major HR challenges currently facing organizations and managers. List and define each of the seven major categories of HR activities. Identify the three different roles of HR Management. Discuss the three dimensions associated with HR management as a strategic business contributor. Explain why HR professionals and operating managers must view HR management as an interface. Discuss why ethical issues and professionalism affect HR management as a career field.

B. Strategic Human Resource Management (1 week)

The learning objectives are to enable students to: Discuss why human resources can be a core competency for organizations. Explain how organizational culture and industry life-cycle stages affect HR strategies and activities. Define HR planning and outline the HR planning process. Discuss why external environmental scanning is an important part of HR planning and what factors must be considered. Explain how an internal assessment of current jobs and skills is vital to HR planning. Identify what a human resource information system (HRIS) is and why it is useful when doing HR planning.

C. Individual Performance and Retention (1 week)

The learning objectives are to enable students to: Identify three areas where HR departments should set performance goals. Describe jobs using the job characteristics model. Discuss advantages and disadvantages of work teams. Compare and contrast ways of dealing with turnover and absenteeism. Enumerate ways to collect data for evaluating HR performance. Summarize the process of evaluating HR performance.

D. Legal Framework for Equal Employment (1 week)

The learning objectives are to enable students to: Define diversity management, and discuss what it encompasses. Differentiate among diversity management, equal employment opportunity (EEO), and affirmative action. Discuss several arguments supporting and opposing affirmative action. Explain how to identify when illegal discrimination occurs, and define five basic EEO concepts. Discuss the key provisions of the Civil Rights Act of 1964, Title VII, and the Civil Rights Act of 1991. Discuss the two general approaches that can be used to comply with the 1978 Uniform Guidelines on Employee Selection Procedures. Define validity and reliability, and explain three approaches to validating employment requirements.

E. Managing Diversity and Equal Employment Opportunity (1 week)

The learning objectives are to enable students to: Discuss the two types of sexual harassment and how employers should respond to complaints. Give examples of two sex-based discrimination issues besides sexual harassment. Identify two age discrimination issues. Discuss the major requirements of the Americans with Disabilities Act. Identify typical EEO record-keeping requirements and those records used in the EEO investigative process. Discuss the contents of an affirmative action plan (AAP).

F. Jobs (1 week)

The learning objectives are to enable students to: Discuss why job analysis is changing as organizations change. Compare task-based job analysis with the competency approach of job analysis. Develop an organization chart using job families. Identify how job analysis information is used in four other HR activities. Explain how job analysis has both legal and behavioral aspects. List and explain four job analysis methods. Identify the five steps in conducting a job analysis. Write a job description and the job specifications for it.

G. Recruiting in Labor Markets (1 week)

The learning objectives are to enable students to: Specify the strategic decisions that must be made regarding recruiting. Compare internal and external sources of candidates. Discuss why more employers are using flexible staffing for recruiting. Outline a typical recruiting process and identify legal considerations affecting recruiting. Identify three internal sources for recruiting. List and briefly discuss five external recruiting sources. Discuss three factors to consider when evaluating recruiting efforts.

H. Selecting and Placing Human Resources (1 week)

The learning objectives are to enable students to: Define selection and explain the use of selection criteria and predictors. Diagram the sequence of a typical selection process. Discuss the reception and application phases of the selection process. Discuss three types of interviews and several key considerations in the selection interview. Construct a guide for conducting a selection interview. Explain how legal concerns affect background investigations of applicants. Discuss why medical examinations, including drug testing, may be useful in the selection process.

I. Training Human Resources (1 week)

The learning objectives are to enable students to: Define training and identify two types of training. Discuss at least four learning principles that relate to training. Describe four characteristics of an effective orientation system. Discuss the three major phases of a training system. Identify three ways to determine training needs. List and discuss at least four training approaches.

J. Careers and HR Development (1 week)

The learning objectives are to enable students to: Define human resource development, and explain how it differs from training. Describe the development process. Discuss specific advantages and problems associated with assessment centers. Identify four on-the-job and four off-the-job development methods. Differentiate between organization-centered and individual-centered career planning. Explain how dual-career ladders for engineers and scientists function. Identify how dual-career marriages affect career paths and strategies of individuals and organizations.

K. Performance Management and Appraisal (1 week)

The learning objectives are to enable students to: Distinguish between job criteria and performance standards and discuss criterion contamination and deficiency. Identify the two major uses of performance appraisal. Explain several rater errors by giving examples of them. Describe both the advantages and disadvantages of multi-source (360^o) appraisal. Identify the nature of behavioral approaches to performance appraisal and management by objectives (MBO). Discuss several concerns about appraisal feedback interviews. Identify the characteristics of a legal and effective performance appraisal system.

L. Compensation Strategies and Practices (1 week)

The learning objectives are to enable students to: Identify the two general types of compensation and the components of each. Give examples of two different compensation philosophies in organizations. Discuss four strategic compensation design issues currently being used. Describe three behavioral considerations affecting compensation activities. Identify the basic provisions of the Fair Labor Standards Act (FLSA). Define job evaluation and discuss four methods of performing it. Outline the process of building a wage and salary administration system. Discuss how a pay-for-performance system is established.

M. Variable Pay and Executive Compensation (1 week)

The learning objectives are to enable students to: Define variable pay and give examples of three types of variable pay. Identify four guidelines for successful incentive programs. Discuss three types of individual incentives. Explain the three different ways that sales employees typically are compensated. Identify key factors that must be addressed when using team variable pay plans. Discuss why gainsharing, profit-sharing, and employee stock ownership plans (ESOPs) have grown as organizational incentive plans. Identify the components of executive compensation and discuss criticisms of the reasonableness of executive compensation.

N. Final Assignment (1 week)

IV. EVALUATION METHODS

The final grade for the course will be determined as follows:

30 % Case Analysis. Throughout the semester, three cases will be made available for student to analyze. The students will be required to answer the questions pertaining to these cases and submitting their answers on their due date.

20 % Chapter Assignments. There will be five chapter assignments during the semester. The details of the assignments will be provided one week prior to the due date of the assignment. All assignments are to include a header with the topic area that is the focus of the assignment along with the date on which the assignment is being submitted. Assignments handed in after the scheduled submission date are subject to a reduced grade penalty.

25 % Final Paper. Throughout the semester, current human resource management examples will be addressed. Students are to analyze a specific current human resource management situation. The final paper is to be approximately 5 – 10 pages in length. It may also include relevant attachments. The first page of the final paper submission should include an abstract of approximately 50 words that summarizes the content of the final paper that is being submitted. The final paper is due during the final week of course.

25% Exams. Two exams composed of essay questions will be given. Exam one will cover chapters 1 to 9, and chapter two will cover chapters 10 to 18.

Attendance: Absences exceeding the allowed limit (3 hours) will result in a loss of two points for every session missed. Exceptions will be made for emergencies at the discretion of the instructor.

Grading Scale.

A	100 - 90%
B	89 - 80%
C	79 - 70%
D	69 - 60%
F	< 60%

V. REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS AND READINGS

Mathis, Robert L. and John H. Jackson, Human Resource Management, (Tenth Edition) West Publishing Company: St. Paul, MN, 2003.

VI. BIBLIOGRAPHY

Burns, Tom and G. M. Stalker, The Management of Innovation, London: Tavistock Publications, 1961.

Chandler, A. D., Jr., Strategy and Structure, Cambridge, Massachusetts: MIT Press, 1962.

Clutterbuck, David and Stuart Crainer, Makers of Management Men and Women Who Changed the Business World, London: MacMillan London Limited., 1990.

Coch, Lester and John R. French, "Overcoming resistance to change," Human Relations, 1948, pp. 161-183.

Fayol, Henri, General Principles of Management in H.F. Merrill (Ed.), Classics in Management, New York: American Management Association., 1960.

Hodge, B. J. and William P. Anthony, and Lawrence M. Gales, Organization Theory, Upper Saddle River, New Jersey: Prentice-Hall, Inc., 1996.

Katz, Daniel, and Robert L. Kahn, The Social Psychology of Organizations, New York: Wiley, 1966.

Likert, Rensis, New Patterns of Management, New York: McGraw-Hill, 1961.

Maslow, Abraham, H., Motivation and Personality, New York: Harper and Row, 1970.

Perrow, Charles, Organizational Analysis: A Sociological View, Belmont, California: Wadsworth, 1970.

Thompson, James D., Organizations in Action, New York: McGraw-Hill, 1967.

Lesson Plan

<u>Date:</u>	<u>Topic</u>	<u>Assignment</u>
Week 1	Introduction Changing Nature of Human Resource Management	Chapter 1
Week 2	Strategic Human Resource Management	Chapter 2
Week 3	Individual Performance and Retention	Chapter 3
Week 4	Legal Framework for Equal Employment	Chapter 4
Week 5	Managing Diversity and Equal Employment	Chapter 5
Week 6	Jobs	Chapter 6
Week 7	Recruiting in Labor Markets	Chapter 7
Week 8	Selecting and Placing Human Resources (introduction)	Chapter 8
Week 9	Training Human Resources	Chapter 9
Week 10	Careers and HR Development	Chapter 10
Week 11	Performance Management and Appraisal	Chapter 11
Week 12	Compensation Strategies and Practices	Chapter 12
Week 13	Variable Pay and Executive Compensation	Chapter 13
Week 14	Final Assignment Due	Chapters 1 - 13

Distance Education Syllabus

Eberly College of Business & Information Technology

MGMT 402

Seminar in Human Resource Management

3 Credit Hours

A. Amin Mohamed, Ph.D.

Frederick J. Slack, Ph.D.

Instructor: A. Amin Mohamed, Ph.D.

Office: 308-B Eberly College of Business & Information Technology

Office Phone: 724-357-6229

email address: mohamed@iup.edu

Instructor: Frederick J. Slack, Ph.D.

Office: 308-M Eberly College of Business & Information Technology

Office Phone: 724-357-7737

email address: fslack@iup.edu.

Textbook: Mathis, R. L., & Jackson, J. H. (2003). Human Resource Management. Thomson Southwestern Press.

1. COURSE DESCRIPTION

An integrative course in Human Resource Management. Considers current issues in human resource management literature and contemporary topics in the human resource management field using case studies.

2. COURSE OBJECTIVES AND TOPICS

This seminar is an advanced course in the area of human resource management (HRM). Its general objectives are to:

- 1) provide a strategic overview of the human resources management area as a function of management;
- 2) examine the various elements of the human resources management system and their inter-relationships, and,
- 3) discuss contemporary problems and solutions in the area of human resources management.

3. TEACHING METHODS

This distance education course will use WebCT for facilitating student learning. Students will be required to participate in course discussions in asynchronous (threaded discussion). Exams will be conducted on-line. Students are expected to read the textbook chapters (check lesson plan) as well as the additional on-line resources made available by the instructors on WebCT. At the end of every chapter, there will be an assignment as shown in the course calendar within WebCT.

4. IMPORTANT POINTS TO NOTE

- Printing an exam will result in a failing grade. All exams are closed book.
- Be aware that distance education classes take more time and effort than traditional classes. You must be organized and manage your time properly.
- Log on to WebCT and check your email and course calendar on a regular basis.
- If you have technical questions you need to contact the Student's Help Desk at (724) 357-2198.
- On-line submissions of assignments must be done before 11:55 pm (Eastern Time) on the due date. Late assignments will not be accepted. On-line exams will be made available on their due date from 6:00 am to 11:55 pm.

5. COURSE OUTLINE

A. Introduction, Changing Nature of Human Resource Management (1 week)

The learning objectives are to enable students to: Identify four major HR challenges currently facing organizations and managers. List and define each of the seven major categories of HR activities. Identify the three different roles of HR Management. Discuss the three dimensions associated with HR management as a strategic business contributor. Explain why HR professionals and operating managers must view HR management as an interface. Discuss why ethical issues and professionalism affect HR management as a career field.

B. Strategic Human Resource Management (1 week)

The learning objectives are to enable students to: Discuss why human resources can be a core competency for organizations. Explain how organizational culture and industry life-cycle stages affect HR strategies and activities. Define HR planning and outline the HR planning process. Discuss why external environmental scanning is an important part of HR planning and what factors must be considered. Explain how an internal assessment of current jobs and skills is vital to HR planning. Identify what a human resource information system (HRIS) is and why it is useful when doing HR planning.

C. Individual Performance and Retention (1 week)

The learning objectives are to enable students to: Identify three areas where HR departments should set performance goals. Describe jobs using the job characteristics model. Discuss advantages and disadvantages of work teams. Compare and contrast ways of dealing with turnover and absenteeism. Enumerate ways to collect data for evaluating HR performance. Summarize the process of evaluating HR performance.

D. Legal Framework for Equal Employment (1 week)

The learning objectives are to enable students to: Define diversity management, and discuss what it encompasses. Differentiate among diversity management, equal employment opportunity (EEO), and affirmative action. Discuss several arguments supporting and opposing affirmative action. Explain how to identify when illegal discrimination occurs, and define five basic EEO concepts. Discuss the key provisions of the Civil Rights Act of 1964, Title VII, and the Civil Rights Act of 1991. Discuss the two general approaches that can be used to comply with the 1978 Uniform Guidelines on Employee Selection Procedures. Define validity and reliability, and explain three approaches to validating employment requirements.

E. Managing Diversity and Equal Employment Opportunity (1 week)

The learning objectives are to enable students to: Discuss the two types of sexual harassment and how employers should respond to complaints. Give examples of two sex-based discrimination issues besides sexual harassment. Identify two age discrimination issues. Discuss the major requirements of the Americans with Disabilities Act. Identify typical EEO record-keeping requirements and those records used in the EEO investigative process. Discuss the contents of an affirmative action plan (AAP).

F. Jobs (1 week)

The learning objectives are to enable students to: Discuss why job analysis is changing as organizations change. Compare task-based job analysis with the competency approach of job analysis. Develop an organization chart using job families. Identify how job analysis information is used in four other HR activities. Explain how job analysis has both legal and behavioral aspects. List and explain four job analysis methods. Identify the five steps in conducting a job analysis. Write a job description and the job specifications for it.

G. Recruiting in Labor Markets (1 week)

The learning objectives are to enable students to: Specify the strategic decisions that must be made regarding recruiting. Compare internal and external sources of candidates. Discuss why more employers are using flexible staffing for recruiting. Outline a typical recruiting process and identify legal considerations affecting recruiting. Identify three internal sources for recruiting. List and briefly discuss five external recruiting sources. Discuss three factors to consider when evaluating recruiting efforts.

H. Selecting and Placing Human Resources (1 week)

The learning objectives are to enable students to: Define selection and explain the use of selection criteria and predictors. Diagram the sequence of a typical selection process. Discuss the reception and application phases of the selection process. Discuss three types of interviews and several key considerations in the selection interview. Construct a guide for conducting a selection interview. Explain how legal concerns affect background investigations of applicants. Discuss why medical examinations, including drug testing, may be useful in the selection process.

I. Training Human Resources (1 week)

The learning objectives are to enable students to: Define training and identify two types of training. Discuss at least four learning principles that relate to training. Describe four characteristics of an effective orientation system. Discuss the three major phases of a training system. Identify three ways to determine training needs. List and discuss at least four training approaches.

J. Careers and HR Development (1 week)

The learning objectives are to enable students to: Define human resource development, and explain how it differs from training. Describe the development process. Discuss specific advantages and problems associated with assessment centers. Identify four on-the-job and four off-the-job development methods. Differentiate between organization-centered and individual-centered career planning. Explain how dual-career ladders for engineers and scientists function. Identify how dual-career marriages affect career paths and strategies of individuals and organizations.

K. Performance Management and Appraisal (1 week)

The learning objectives are to enable students to: Distinguish between job criteria and performance standards and discuss criterion contamination and deficiency. Identify the two major uses of performance appraisal. Explain several rater errors by giving examples of them. Describe both the advantages and disadvantages of multi-source (360^o) appraisal. Identify the nature of behavioral approaches to performance appraisal and management by objectives (MBO). Discuss several concerns about appraisal feedback interviews. Identify the characteristics of a legal and effective performance appraisal system.

L. Compensation Strategies and Practices (1 week)

The learning objectives are to enable students to: Identify the two general types of compensation and the components of each. Give examples of two different compensation philosophies in organizations. Discuss four strategic compensation design issues currently being used. Describe three behavioral considerations affecting compensation activities. Identify the basic provisions of the Fair Labor Standards Act (FLSA). Define job evaluation

and discuss four methods of performing it. Outline the process of building a wage and salary administration system. Discuss how a pay-for-performance system is established.

M. Variable Pay and Executive Compensation (1 week)

The learning objectives are to enable students to: Define variable pay and give examples of three types of variable pay. Identify four guidelines for successful incentive programs. Discuss three types of individual incentives. Explain the three different ways that sales employees typically are compensated. Identify key factors that must be addressed when using team variable pay plans. Discuss why gainsharing, profit-sharing, and employee stock ownership plans (ESOPs) have grown as organizational incentive plans. Identify the components of executive compensation and discuss criticisms of the reasonableness of executive compensation.

N. Final Assignment (1 week)

6. EVALUATION METHODS

The final grade for the course will be determined as follows:

25 % Case Analysis. Throughout the semester, five cases will be made available for student to analyze. The students will be required to answer the questions pertaining to these cases and submitting their answers on their due date. The names and due dates of the cases will be provided on the course calendar within WebCT.

25 % Chapter Assignments. There will be five chapter assignments during the semester. The details of the assignments will be provided on the course calendar within WebCT.

20 % Final Paper. Throughout the semester, current human resource management examples will be addressed. Students are to analyze a specific current human resource management situation. The final paper is to be approximately 5 – 10 pages in length. It may also include relevant attachments. The first page of the final paper submission should include an abstract of approximately 50 words that summarizes the content of the final paper that is being submitted. The first draft of the paper will be due in week 10. The due date of the paper is shown in the course calendar on WebCT.

20% Exams. Two exams composed of essay questions will be given. Exam one will cover chapters 1 to 9, and chapter two will cover chapters 10 to 18. The due dates of the exams will be shown in the course calendar on WebCT.

10% Participation. Each student is required to participate in the on-line discussions. Participation can take the form of answering posted questions and posting questions for others. Late participation will not be graded.

Grading Scale.

A	100 - 90%
B	89 - 80%
C	79 - 70%
D	69 - 60%
F	< 60%

7. REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS AND READINGS

Mathis, Robert L. and John H. Jackson, Human Resource Management, (Tenth Edition) West Publishing Company: St. Paul, MN, 2003.

8. BIBLIOGRAPHY

Burns, Tom and G. M. Stalker, The Management of Innovation, London: Tavistock Publications, 1961.

Chandler, A. D., Jr., Strategy and Structure, Cambridge, Massachusetts: MIT Press, 1962.

Clutterbuck, David and Stuart Crainer, Makers of Management Men and Women Who Changed the Business World, London: MacMillan London Limited., 1990.

Coch, Lester and John R. French, "Overcoming resistance to change," Human Relations, 1948, pp. 161-183.

Fayol, Henri, General Principles of Management in H.F. Merrill (Ed.), Classics in Management, New York: American Management Association., 1960.

Hodge, B. J. and William P. Anthony, and Lawrence M. Gales, Organization Theory, Upper Saddle River, New Jersey: Prentice-Hall, Inc., 1996.

Katz, Daniel, and Robert L. Kahn, The Social Psychology of Organizations, New York: Wiley, 1966.

Likert, Rensis, New Patterns of Management, New York: McGraw-Hill, 1961.

Maslow, Abraham, H., Motivation and Personality, New York: Harper and Row, 1970.

Perrow, Charles, Organizational Analysis: A Sociological View, Belmont, California: Wadsworth, 1970.

Thompson, James D., Organizations in Action, New York: McGraw-Hill, 1967.

9. LESSON PLAN

<u>Date:</u>	<u>Topic</u>	<u>Assignment</u>
Week 1	Changing Nature of Human Resource Management	Chapter 1
Week 2	Strategic Human Resource Management	Chapter 2
Week 3	Individual Performance and Retention	Chapter 3
Week 4	Legal Framework for Equal Employment	Chapter 4
Week 5	Managing Diversity and Equal Employment	Chapter 5
Week 6	Jobs	Chapter 6
Week 7	Recruiting in Labor Markets	Chapter 7
Week 8	Selecting and Placing Human Resources (introduction)	Chapter 8
Week 9	Training Human Resources	Chapter 9
Week 10	Careers and HR Development	Chapter 10
Week 11	Performance Management and Appraisal	Chapter 11
Week 12	Compensation Strategies and Practices	Chapter 12
Week 13	Variable Pay and Executive Compensation	Chapter 13
Week 14	Final Assignment Due	Chapters 1 - 13

Seminar in Human Resource Management (MGMT 402)

Question 1:

Yes. Both Dr. Ahmed A. Mohamed and Dr. Frederick J. Slack regularly teach graduate and undergraduate courses in human resource management at the Eberly College of Business. Both of them have taught MGMT 402 in previous semesters. With regard to the delivery method, Dr. Mohamed has been teaching online classes using WebCT for the last three years. Dr. Fred Slack has also received extensive WebCT training. Both instructors believe that they are qualified to teach the course and use WebCT.

Question 2:

Yes. WebCT has been used in the department of management to offer several management classes. We believe that the technology is suitable for delivering the content of this course. MGMT 402 is a writing intensive seminar course. WebCT allows the instructor(s) to assign several types of writing assignments such as cases, research or essay questions. WebCT also allows the instructor(s) to provide detailed feedback to the students through the discussion and mail modules.

Question 3:

Yes. We believe that there is suitable opportunity for interaction between the student and instructor(s). For example, the students will be interacting with the instructors through several iterative writing assignments. Under this approach the students will be required to improve their writings using the feedback given to them by the instructor(s). Additionally, the students will be required to interact with the instructor(s) and with each other in answering critical thinking questions using the discussions module within WebCT.

Question 4 (a):

Yes. We will evaluate the students' achievements through exams, writing assignments, and participation in class discussions.

Question 4 (b):

Yes. We will take several steps to insure academic integrity. First, the course syllabus will inform, remind and warn students about the importance of academic integrity. Second, we will incorporate several software micros that will prevent students from printing WebCT exams. Third, whenever possible, the exams will contain critical thinking questions that do not have specific answer that can be copied directly from the textbook. Fourth, the instructor(s) will review the writings of the students to identify any evidence of plagiarism.

Distance Education Syllabus

Eberly College of Business & Information Technology

MGMT 402

Seminar in Human Resource Management

3 Credit Hours

A. Amin Mohamed, Ph.D.

Frederick J. Slack, Ph.D.

Instructor: A. Amin Mohamed, Ph.D.

Office: 308-B Eberly College of Business & Information Technology

Office Phone: 724-357-6229

email address: mohamed@iup.edu

Instructor: Frederick J. Slack, Ph.D.

Office: 308-M Eberly College of Business & Information Technology

Office Phone: 724-357-7737

email address: fslack@iup.edu.

Textbook: Mathis, R. L., & Jackson, J. H. (2003). Human Resource Management. Thomson Southwestern Press.

I. COURSE DESCRIPTION

An integrative course in Human Resource Management. Considers current issues in human resource management literature and contemporary topics in the human resource management field using case studies.

II. COURSE OBJECTIVES AND TOPICS

This seminar is an advanced course in the area of human resource management (HRM). Its general objectives are to:

- 1) provide a strategic overview of the human resources management area as a function of management;
- 2) examine the various elements of the human resources management system and their inter-relationships, and,
- 3) discuss contemporary problems and solutions in the area of human resources management.

III. COURSE OUTLINE

A. Introduction, Changing Nature of Human Resource Management (1 week)

The learning objectives are to enable students to: Identify four major HR challenges currently facing organizations and managers. List and define each of the seven major categories of HR activities. Identify the three different roles of HR Management. Discuss the three dimensions associated with HR management as a strategic business contributor. Explain why HR professionals and operating managers must view HR management as an interface. Discuss why ethical issues and professionalism affect HR management as a career field.

B. Strategic Human Resource Management (1 week)

The learning objectives are to enable students to: Discuss why human resources can be a core competency for organizations. Explain how organizational culture and industry life-cycle stages affect HR strategies and activities. Define HR planning and outline the HR planning process. Discuss why external environmental scanning is an important part of HR planning and what factors must be considered. Explain how an internal assessment of current jobs and skills is vital to HR planning. Identify what a human resource information system (HRIS) is and why it is useful when doing HR planning.

C. Individual Performance and Retention (1 week)

The learning objectives are to enable students to: Identify three areas where HR departments should set performance goals. Describe jobs using the job characteristics model. Discuss advantages and disadvantages of work teams. Compare and contrast ways of dealing with turnover and absenteeism. Enumerate ways to collect data for evaluating HR performance. Summarize the process of evaluating HR performance.

D. Legal Framework for Equal Employment (1 week)

The learning objectives are to enable students to: Define diversity management, and discuss what it encompasses. Differentiate among diversity management, equal employment opportunity (EEO), and affirmative action. Discuss several arguments supporting and opposing affirmative action. Explain how to identify when illegal discrimination occurs, and define five basic EEO concepts. Discuss the key provisions of the Civil Rights Act of 1964, Title VII, and the Civil Rights Act of 1991. Discuss the two general approaches that can be used to comply with the 1978 Uniform Guidelines on Employee Selection Procedures. Define validity and reliability, and explain three approaches to validating employment requirements.

E. Managing Diversity and Equal Employment Opportunity (1 week)

The learning objectives are to enable students to: Discuss the two types of sexual harassment and how employers should respond to complaints. Give examples of two sex-based discrimination issues besides sexual harassment. Identify two age discrimination issues. Discuss the major requirements of the Americans with Disabilities Act. Identify typical EEO record-keeping requirements and those records used in the EEO investigative process. Discuss the contents of an affirmative action plan (AAP).

F. Jobs (1 week)

The learning objectives are to enable students to: Discuss why job analysis is changing as organizations change. Compare task-based job analysis with the competency approach of job analysis. Develop an organization chart using job families. Identify how job analysis information is used in four other HR activities. Explain how job analysis has both legal and behavioral aspects. List and explain four job analysis methods. Identify the five steps in conducting a job analysis. Write a job description and the job specifications for it.

G. Recruiting in Labor Markets (1 week)

The learning objectives are to enable students to: Specify the strategic decisions that must be made regarding recruiting. Compare internal and external sources of candidates. Discuss why more employers are using flexible staffing for recruiting. Outline a typical recruiting process and identify legal considerations affecting recruiting. Identify three internal sources for recruiting. List and briefly discuss five external recruiting sources. Discuss three factors to consider when evaluating recruiting efforts.

H. Selecting and Placing Human Resources (1 week)

The learning objectives are to enable students to: Define selection and explain the use of selection criteria and predictors. Diagram the sequence of a typical selection process. Discuss the reception and application phases of the selection process. Discuss three types of interviews and several key considerations in the selection interview. Construct a guide for conducting a selection interview. Explain how legal concerns affect background investigations of applicants. Discuss why medical examinations, including drug testing, may be useful in the selection process.

I. Training Human Resources (1 week)

The learning objectives are to enable students to: Define training and identify two types of training. Discuss at least four learning principles that relate to training. Describe four characteristics of an effective orientation system. Discuss the three major phases of a training system. Identify three ways to determine training needs. List and discuss at least four training approaches.

J. Careers and HR Development (1 week)

The learning objectives are to enable students to: Define human resource development, and explain how it differs from training. Describe the development process. Discuss specific advantages and problems associated with assessment centers. Identify four on-the-job and four off-the-job development methods. Differentiate between organization-centered and individual-centered career planning. Explain how dual-career ladders for engineers and scientists function. Identify how dual-career marriages affect career paths and strategies of individuals and organizations.

K. Performance Management and Appraisal (1 week)

The learning objectives are to enable students to: Distinguish between job criteria and performance standards and discuss criterion contamination and deficiency. Identify the two major uses of performance appraisal. Explain several rater errors by giving examples of them. Describe both the advantages and disadvantages of multi-source (360⁰) appraisal. Identify the nature of behavioral approaches to performance appraisal and management by objectives (MBO). Discuss several concerns about appraisal feedback interviews. Identify the characteristics of a legal and effective performance appraisal system.

L. Compensation Strategies and Practices (1 week)

The learning objectives are to enable students to: Identify the two general types of compensation and the components of each. Give examples of two different compensation philosophies in organizations. Discuss four strategic compensation design issues currently being used. Describe three behavioral considerations affecting compensation activities. Identify the basic provisions of the Fair Labor Standards Act (FLSA). Define job evaluation and discuss four methods of performing it. Outline the process of building a wage and salary administration system. Discuss how a pay-for-performance system is established.

M. Variable Pay and Executive Compensation (1 week)

The learning objectives are to enable students to: Define variable pay and give examples of three types of variable pay. Identify four guidelines for successful incentive programs. Discuss three types of individual incentives. Explain the three different ways that sales employees typically are compensated. Identify key factors that must be addressed when using team variable pay plans. Discuss why gainsharing, profit-sharing, and employee stock ownership plans (ESOPs) have grown as organizational incentive plans. Identify the components of executive compensation and discuss criticisms of the reasonableness of executive compensation.

N. Final Assignment (1 week)

IV. EVALUATION METHODS

The final grade for the course will be determined as follows:

20 % Case Analysis. Throughout the semester, three cases will be made available for student⁴ to analyze. The students will be required to answer the questions pertaining to these cases and submitting their answers on their due date.

20 % Chapter Assignments. There will be five chapter assignments during the semester. The details of the assignments will be provided one week prior to the due date of the assignment. All assignments are to include a header with the topic area that is the focus of the assignment along with the date on which the assignment is being submitted. Assignments handed in after the scheduled submission date are subject to a reduced grade penalty.

20 % Final Paper. Throughout the semester, current human resource management examples will be addressed. Students are to analyze a specific current human resource management situation. The final paper is to be approximately 5 – 10 pages in length. It may also include relevant attachments. The first page of the final paper submission should include an abstract of approximately 50 words that summarizes the content of the final paper that is being submitted. The first draft of the paper will be due in week 10. The final paper is due during the final week of course.

20% Exams. Two exams composed of essay questions will be given. Exam one will cover chapters 1 to 9, and chapter two will cover chapters 10 to 18.

20% Participation. Each student is required to participate in the on-line discussions. Participation can take the form of answering posted questions or posting questions for others. Late participation will not be graded.

Grading Scale.

A	100 - 90%
B	89 - 80%
C	79 - 70%
D	69 - 60%
F	< 60%

V. REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS AND READINGS

Mathis, Robert L. and John H. Jackson, Human Resource Management, (Tenth Edition) West Publishing Company: St. Paul, MN, 2003.

VI. BIBLIOGRAPHY

Burns, Tom and G. M. Stalker, The Management of Innovation, London: Tavistock Publications, 1961.

Chandler, A. D., Jr., Strategy and Structure, Cambridge, Massachusetts: MIT Press, 1962.

Clutterbuck, David and Stuart Crainer, Makers of Management Men and Women Who Changed the Business World, London: MacMillan London Limited., 1990.

Coch, Lester and John R. French, "Overcoming resistance to change," Human Relations, 1948, pp. 161-183.

Fayol, Henri, General Principles of Management in H.F. Merrill (Ed.), Classics in Management, New York: American Management Association., 1960.

Hodge, B. J. and William P. Anthony, and Lawrence M. Gales, Organization Theory, Upper Saddle River, New Jersey: Prentice-Hall, Inc., 1996.

Katz, Daniel, and Robert L. Kahn, The Social Psychology of Organizations, New York: Wiley, 1966.

Likert, Rensis, New Patterns of Management, New York: McGraw-Hill, 1961.

Maslow, Abraham, H., Motivation and Personality, New York: Harper and Row, 1970.

Perrow, Charles, Organizational Analysis: A Sociological View, Belmont, California: Wadsworth, 1970.

Thompson, James D., Organizations in Action, New York: McGraw-Hill, 1967.

Lesson Plan

<u>Date:</u>	<u>Topic</u>	<u>Assignment</u>
Week 1	Introduction Changing Nature of Human Resource Management	Chapter 1
Week 2	Strategic Human Resource Management	Chapter 2
Week 3	Individual Performance and Retention	Chapter 3
Week 4	Legal Framework for Equal Employment	Chapter 4
Week 5	Managing Diversity and Equal Employment	Chapter 5
Week 6	Jobs	Chapter 6
Week 7	Recruiting in Labor Markets	Chapter 7
Week 8	Selecting and Placing Human Resources (introduction)	Chapter 8
Week 9	Training Human Resources	Chapter 9
Week 10	Careers and HR Development	Chapter 10
Week 11	Performance Management and Appraisal	Chapter 11
Week 12	Compensation Strategies and Practices	Chapter 12
Week 13	Variable Pay and Executive Compensation	Chapter 13
Week 14	Final Assignment Due	Chapters 1 - 13

Traditional Syllabus

Eberly College of Business & Information Technology

MGMT 402

Seminar in Human Resource Management

3 Credit Hours

A. Amin Mohamed, Ph.D.

Frederick J. Slack, Ph.D.

Instructor: A. Amin Mohamed, Ph.D.

Office: 308-B Eberly College of Business & Information Technology

Office Phone: 724-357-6229

email address: mohamed@iup.edu

Instructor: Frederick J. Slack, Ph.D.

Office: 308-M Eberly College of Business & Information Technology

Office Phone: 724-357-7737

email address: fslack@iup.edu.

Textbook: Mathis, R. L., & Jackson, J. H. (2003). Human Resource Management. Thomson Southwestern Press.

I. COURSE DESCRIPTION

Designed to offer the advanced undergraduate student the opportunity to research, study, and discuss various theories, principles, concepts and issues of current interest to business and human resource managers. The case method will be emphasized.

II. COURSE OBJECTIVES AND TOPICS

This seminar is an advanced course in the area of human resource management (HRM). Its general objectives are to:

- 1) provide a strategic overview of the human resources management area as a function of management;
- 2) examine the various elements of the human resources management system and their inter-relationships, and,
- 3) discuss contemporary problems and solutions in the area of human resources management.

III. COURSE OUTLINE

A. Introduction, Changing Nature of Human Resource Management (1 week)

The learning objectives are to enable students to: Identify four major HR challenges currently facing organizations and managers. List and define each of the seven major categories of HR activities. Identify the three different roles of HR Management. Discuss the three dimensions associated with HR management as a strategic business contributor. Explain why HR professionals and operating managers must view HR management as an interface. Discuss why ethical issues and professionalism affect HR management as a career field.

B. Strategic Human Resource Management (1 week)

The learning objectives are to enable students to: Discuss why human resources can be a core competency for organizations. Explain how organizational culture and industry life-cycle stages affect HR strategies and activities. Define HR planning and outline the HR planning process. Discuss why external environmental scanning is an important part of HR planning and what factors must be considered. Explain how an internal assessment of current jobs and skills is vital to HR planning. Identify what a human resource information system (HRIS) is and why it is useful when doing HR planning.

C. Individual Performance and Retention (1 week)

The learning objectives are to enable students to: Identify three areas where HR departments should set performance goals. Describe jobs using the job characteristics model. Discuss advantages and disadvantages of work teams. Compare and contrast ways of dealing with turnover and absenteeism. Enumerate ways to collect data for evaluating HR performance. Summarize the process of evaluating HR performance.

D. Legal Framework for Equal Employment (1 week)

The learning objectives are to enable students to: Define diversity management, and discuss what it encompasses. Differentiate among diversity management, equal employment opportunity (EEO), and affirmative action. Discuss several arguments supporting and opposing affirmative action. Explain how to identify when illegal discrimination occurs, and define five basic EEO concepts. Discuss the key provisions of the Civil Rights Act of 1964, Title VII, and the Civil Rights Act of 1991. Discuss the two general approaches that can be used to comply with the 1978 Uniform Guidelines on Employee Selection Procedures. Define validity and reliability, and explain three approaches to validating employment requirements.

E. Managing Diversity and Equal Employment Opportunity (1 week)

The learning objectives are to enable students to: Discuss the two types of sexual harassment and how employers should respond to complaints. Give examples of two sex-based discrimination issues besides sexual harassment. Identify two age discrimination issues. Discuss the major requirements of the Americans with Disabilities Act. Identify typical EEO record-keeping requirements and those records used in the EEO investigative process. Discuss the contents of an affirmative action plan (AAP).

F. Jobs (1 week)

The learning objectives are to enable students to: Discuss why job analysis is changing as organizations change. Compare task-based job analysis with the competency approach of job analysis. Develop an organization chart using job families. Identify how job analysis information is used in four other HR activities. Explain how job analysis has both legal and behavioral aspects. List and explain four job analysis methods. Identify the five steps in conducting a job analysis. Write a job description and the job specifications for it.

G. Recruiting in Labor Markets (1 week)

The learning objectives are to enable students to: Specify the strategic decisions that must be made regarding recruiting. Compare internal and external sources of candidates. Discuss why more employers are using flexible staffing for recruiting. Outline a typical recruiting process and identify legal considerations affecting recruiting. Identify three internal sources for recruiting. List and briefly discuss five external recruiting sources. Discuss three factors to consider when evaluating recruiting efforts.

H. Selecting and Placing Human Resources (1 week)

The learning objectives are to enable students to: Define selection and explain the use of selection criteria and predictors. Diagram the sequence of a typical selection process. Discuss the reception and application phases of the selection process. Discuss three types of interviews and several key considerations in the selection interview. Construct a guide for conducting a selection interview. Explain how legal concerns affect background investigations of applicants. Discuss why medical examinations, including drug testing, may be useful in the selection process.

I. Training Human Resources (1 week)

The learning objectives are to enable students to: Define training and identify two types of training. Discuss at least four learning principles that relate to training. Describe four characteristics of an effective orientation system. Discuss the three major phases of a training system. Identify three ways to determine training needs. List and discuss at least four training approaches.

J. Careers and HR Development (1 week)

The learning objectives are to enable students to: Define human resource development, and explain how it differs from training. Describe the development process. Discuss specific advantages and problems associated with assessment centers. Identify four on-the-job and four off-the-job development methods. Differentiate between organization-centered and individual-centered career planning. Explain how dual-career ladders for engineers and scientists function. Identify how dual-career marriages affect career paths and strategies of individuals and organizations.

K. Performance Management and Appraisal (1 week)

The learning objectives are to enable students to: Distinguish between job criteria and performance standards and discuss criterion contamination and deficiency. Identify the two major uses of performance appraisal. Explain several rater errors by giving examples of them. Describe both the advantages and disadvantages of multi-source (360°) appraisal. Identify the nature of behavioral approaches to performance appraisal and management by objectives (MBO). Discuss several concerns about appraisal feedback interviews. Identify the characteristics of a legal and effective performance appraisal system.

L. Compensation Strategies and Practices (1 week)

The learning objectives are to enable students to: Identify the two general types of compensation and the components of each. Give examples of two different compensation philosophies in organizations. Discuss four strategic compensation design issues currently being used. Describe three behavioral considerations affecting compensation activities. Identify the basic provisions of the Fair Labor Standards Act (FLSA). Define job evaluation and discuss four methods of performing it. Outline the process of building a wage and salary administration system. Discuss how a pay-for-performance system is established.

M. Variable Pay and Executive Compensation (1 week)

The learning objectives are to enable students to: Define variable pay and give examples of three types of variable pay. Identify four guidelines for successful incentive programs. Discuss three types of individual incentives. Explain the three different ways that sales employees typically are compensated. Identify key factors that must be addressed when using team variable pay plans. Discuss why gainsharing, profit-sharing, and employee stock ownership plans (ESOPs) have grown as organizational incentive plans. Identify the components of executive compensation and discuss criticisms of the reasonableness of executive compensation.

IV. EVALUATION METHODS

The final grade for the course will be determined as follows:

30 % Case Analysis. Throughout the semester, three cases will be made available for student to analyze. The students will be required to answer the questions pertaining to these cases and submitting their answers on their due date.

20 % Chapter Assignments. There will be five chapter assignments during the semester. The details of the assignments will be provided one week prior to the due date of the assignment. All assignments are to include a header with the topic area that is the focus of the assignment along with the date on which the assignment is being submitted. Assignments handed in after the scheduled submission date are subject to a reduced grade penalty.

25 % Final Paper. Throughout the semester, current human resource management examples will be addressed. Students are to analyze a specific current human resource management situation. The final paper is to be approximately 5 – 10 pages in length. It may also include relevant attachments. The first page of the final paper submission should include an abstract of approximately 50 words that summarizes the content of the final paper that is being submitted. The final paper is due during the final week of course.

25% Exams. Two exams composed of essay questions will be given. Exam one will cover chapters 1 to 9, and chapter two will cover chapters 10 to 18.

Attendance: Absences exceeding the allowed limit (3 hours) will result in a loss of two points for every session missed. Exceptions will be made for emergencies at the discretion of the instructor.

Grading Scale.

A	100 - 90%
B	89 - 80%
C	79 - 70%
D	69 - 60%
F	< 60%

V. REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS AND READINGS

Mathis, Robert L. and John H. Jackson, Human Resource Management, (Tenth Edition) West Publishing Company: St. Paul, MN, 2003.

VI. BIBLIOGRAPHY

Burns, Tom and G. M. Stalker, The Management of Innovation, London: Tavistock Publications, 1961.

Chandler, A. D., Jr., Strategy and Structure, Cambridge, Massachusetts: MIT Press, 1962.

Clutterbuck, David and Stuart Crainer, Makers of Management Men and Women Who Changed the Business World, London: MacMillan London Limited., 1990.

Coch, Lester and John R. French, "Overcoming resistance to change," Human Relations, 1948, pp. 161-183.

Fayol, Henri, General Principles of Management in H.F. Merrill (Ed.), Classics in Management, New York: American Management Association., 1960.

Hodge, B. J. and William P. Anthony, and Lawrence M. Gales, Organization Theory, Upper Saddle River, New Jersey: Prentice-Hall, Inc., 1996.

Katz, Daniel, and Robert L. Kahn, The Social Psychology of Organizations, New York: Wiley, 1966.

Likert, Rensis, New Patterns of Management, New York: McGraw-Hill, 1961.

Maslow, Abraham, H., Motivation and Personality, New York: Harper and Row, 1970.

Perrow, Charles, Organizational Analysis: A Sociological View, Belmont, California: Wadsworth, 1970.

Thompson, James D., Organizations in Action, New York: McGraw-Hill, 1967.

Lesson Plan

<u>Date:</u>	<u>Topic</u>	<u>Assignment</u>
Week 1	Introduction Changing Nature of Human Resource Management	Chapter 1
Week 2	Strategic Human Resource Management	Chapter 2
Week 3	Individual Performance and Retention	Chapter 3
Week 4	Legal Framework for Equal Employment	Chapter 4
Week 5	Managing Diversity and Equal Employment	Chapter 5
Week 6	Jobs	Chapter 6
Week 7	Recruiting in Labor Markets	Chapter 7
Week 8	Selecting and Placing Human Resources (introduction)	Chapter 8
Week 9	Training Human Resources	Chapter 9
Week 10	Careers and HR Development	Chapter 10
Week 11	Performance Management and Appraisal	Chapter 11
Week 12	Compensation Strategies and Practices	Chapter 12
Week 13	Variable Pay and Executive Compensation	Chapter 13
Week 14	Final Assignment Due	Chapters 1 - 13

Human Resource Management

TENTH EDITION

Robert L. Mathis | John H. Jackson

Chapter 1

Changing Nature of Human Resource Management

THOMSON
SOUTHWESTERN

© 2003 Southwestern College Publishing. All rights reserved.

SECTION 1
Nature of
Human
Resource
Management

PowerPoint Presentation
by **Charlie Cook**

Learning Objectives

After you have read this chapter, you should be able to:

- Define HR management and explain why managers and HR staff must work together.
- List and define the seven categories of of HR activities.
- Identify three challenges facing HR today.
- Describe the four roles of HR management.
- Discuss why ethical issues affect HR management.

Nature of Human Resource Management

- **Human Resource Management**
 - The design of formal systems in an organization to ensure effective and efficient use of human talent to accomplish organizational goals.
- **Who Is an HR Manager?**
 - In the course carrying out their duties, every operating manager is, in essence, an HR manager.
 - HR specialists design processes and systems that operating managers help implement.

Typical Division of HR Responsibilities

▪ HR Unit

- Develops legal, effective interviewing techniques
- Trains managers in conducting selection interviews
- Conducts interviews and testing
- Sends top three applicants to managers for final review
- Checks references
- Does final interviewing and hiring for certain job classifications

▪ Managers

- Advise HR of job openings
- Decide whether to do own final interviewing
- Receive interview training from HR unit
- Do final interviewing and hiring where appropriate
- Review reference information
- Provide feedback to HR unit on hiring/rejection decisions

HR Activities

- HR Planning and Analysis
- Equal Employment Opportunity
- Staffing
- HR Development
- Compensation and Benefits
- Health, Safety, and Security
- Employee and Labor/Management Relations

HR Management Activities

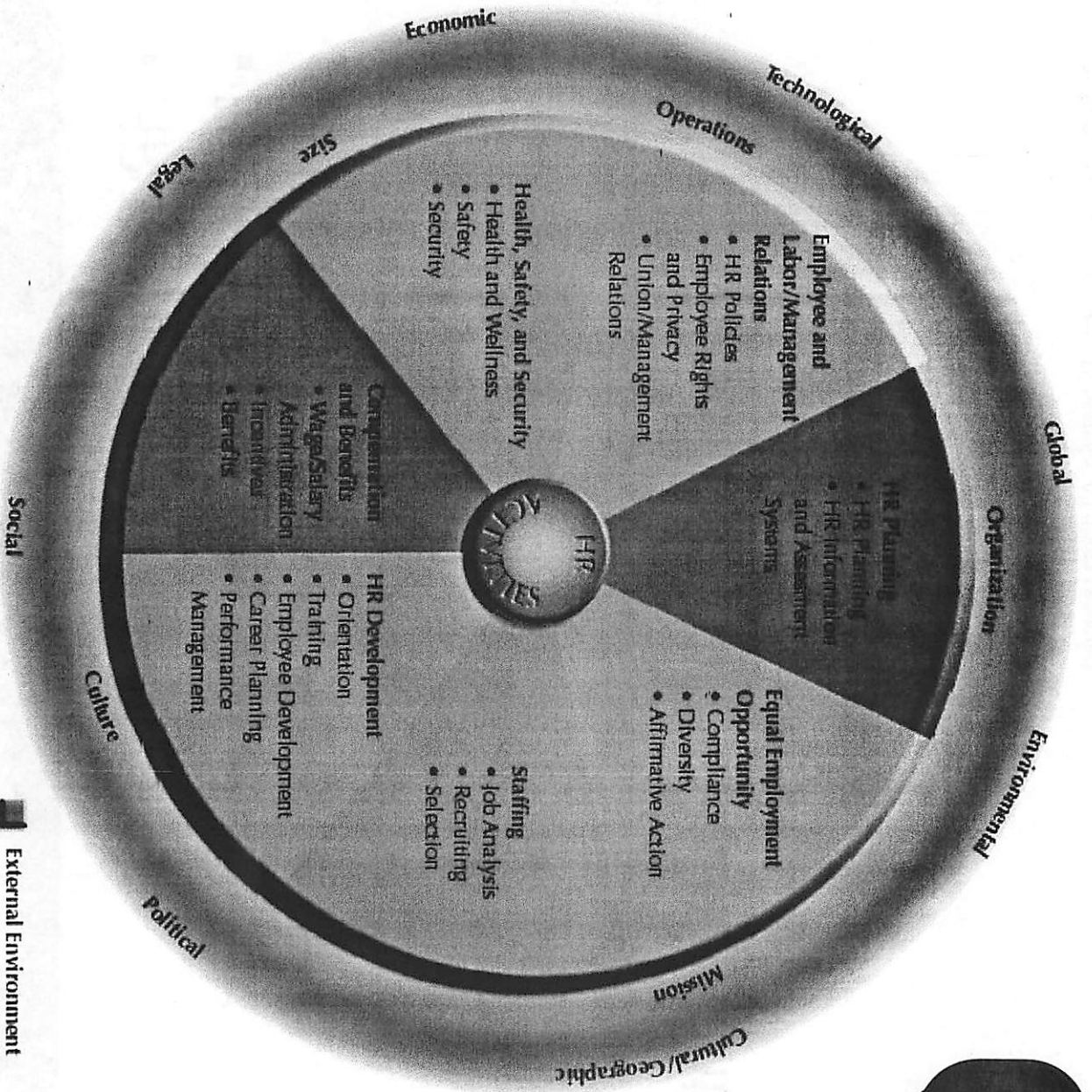


Figure 1-2
1-6

HR Management Challenges

- **Economic and Technological Changes**
 - Shift in jobs for manufacturing and agriculture to service industries and telecommunications.
 - Pressures of global competition causing firms to adapt by lowering costs and increasing productivity.
 - Growth of information technology (Internet).

Jobs of the Future

TOP FIVE TOTAL JOBS ADDED, 1998-2008		
	Jobs Added	Percentage Growth
<i>Systems Analyst</i>	577,000	94%
<i>Retail Salesperson</i>	563,000	14
<i>Cashier</i>	556,000	17
<i>General Manager</i>	551,000	16
<i>Truck Driver</i>	493,000	17
<i>Overall</i>	20,300,000	14
TOP FIVE JOBS PERCENTAGE GROWTH, 1998-2008		
	Jobs Added	Percentage Growth
<i>Computer Engineer</i>	323,000	108%
<i>Computer Support Specialist</i>	439,000	102
<i>Systems Analyst</i>	577,000	94
<i>Database Administrator</i>	67,000	77
<i>Desktop Publishing Specialist</i>	19,000	73
<i>Overall</i>	20,300,000	14

Source: U.S. Department of Labor, Bureau of Labor Statistics, 2001.
 © 2002 Southwestern College Publishing. All rights reserved.

Figure 1-3
1-8

HR Management Challenges

- **Workforce Availability and Quality**
 - Inadequate supply of workers with needed skills for “knowledge jobs”
 - Education of workers in basic skills
- **Growth in Contingent Workforce**
 - Increases in temporary workers, independent contractors, leased employees, and part-timers caused by:
 - **Need for flexibility in staffing levels**
 - **Increased difficulty in firing regular employees.**
 - **Reduced legal liability from contract employees**

HR Management Challenges

- **Demographics and Diversity Issues**
 - More diversity of race, gender, age, and ethnicity in the U.S. workforce
- **Balancing Work and Family**
 - Dual-career couples
 - Single-parent households
 - Decline in the “traditional family”
 - Working mothers and family/childcare
 - Single employee “backlash” against family-oriented programs.

New Moms in the Workforce

Level of education	Total	Percent		
		in the workforce*	working full-time	working part-time
<i>High school graduate</i>	1,034,000	58.4%	33.5%	17.0%
<i>At least one year of college</i>	1,844,000	67.9%	46.6%	19.1%
<i>Bachelor's degree</i>	627,000	66.5%	45.8%	19.9%
<i>Graduate or professional degree</i>	239,000	73.6%	63.2%	10.4%

*Includes contingent workers and others counted in workforce

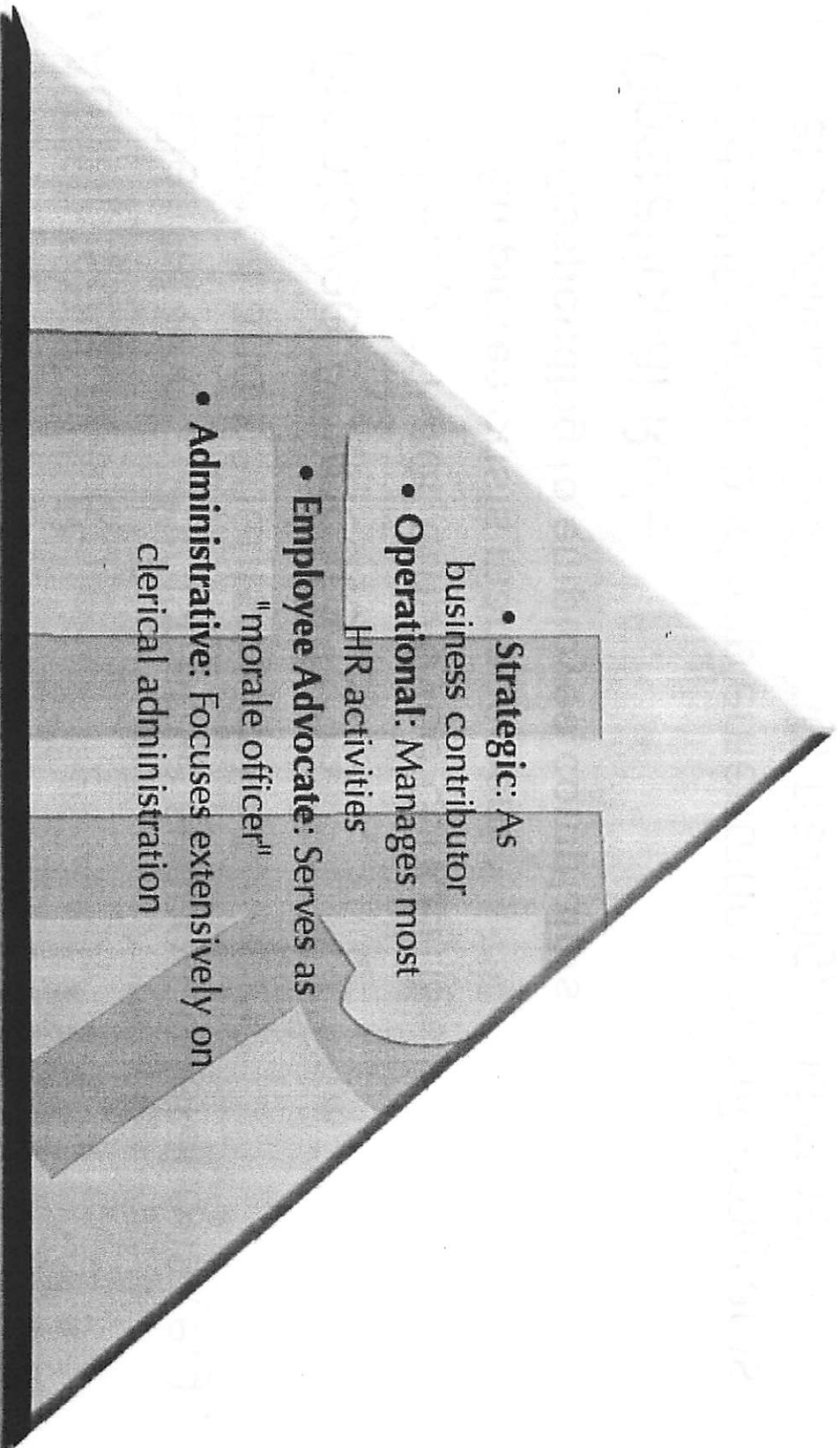
Source: U.S. Census Bureau, 2000.
© 2002 Southwestern College Publishing. All rights reserved.

Figure 1-4
1-11

HR Management Challenges

- Organizational Restructuring, Mergers, and Acquisitions
 - “Right-sizing”—eliminating of layers of management, closing facilities, merging with other organizations, and outplacing workers
 - Intended results are flatter organizations, increases in productivity, quality, service and lower costs.
 - Costs are survivor mentality, loss of employee loyalty, and turnover of valuable employees.
 - HR managers must work toward ensuring cultural compatibility in mergers.

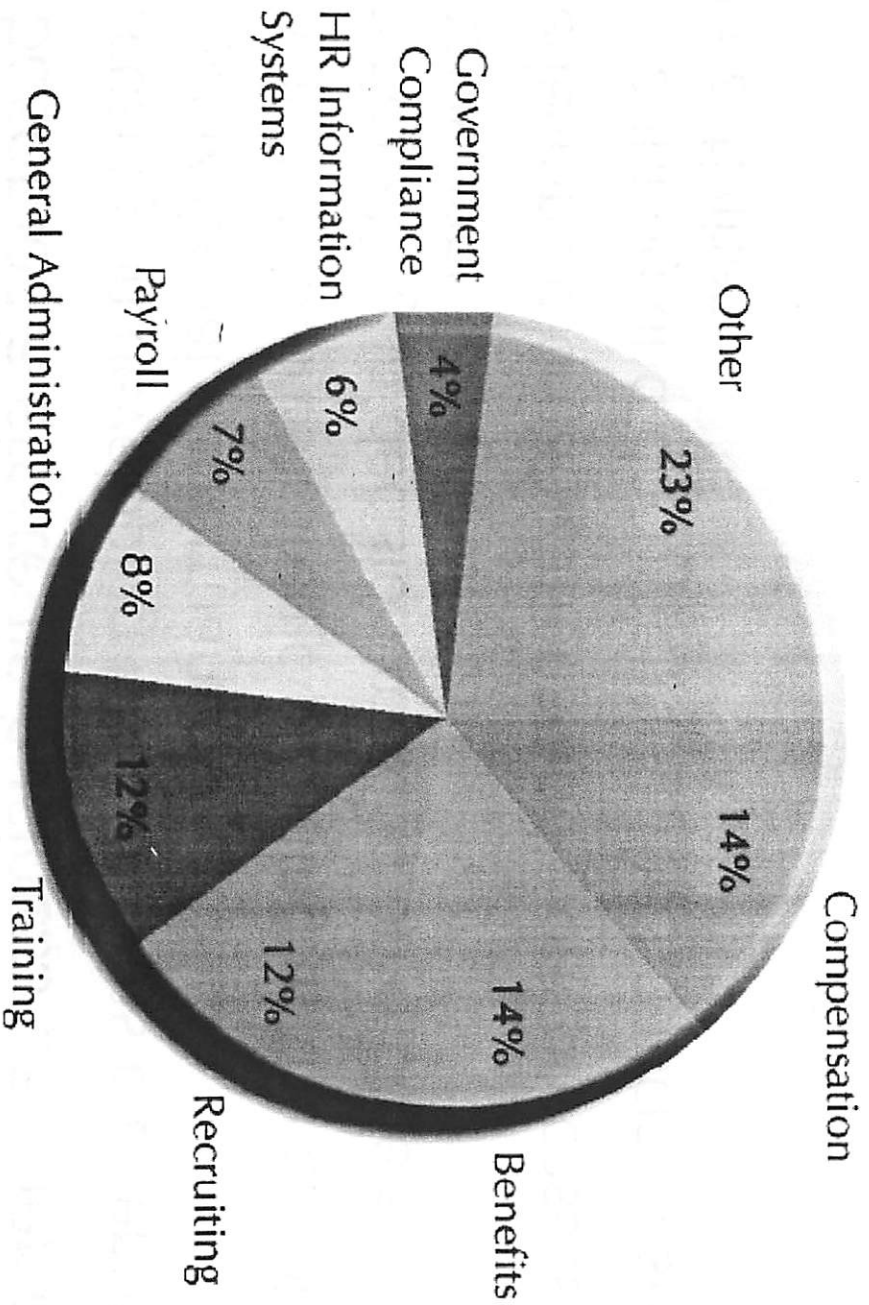
Different Roles for HR Management



HR Management Roles

- **Administrative Role**
 - Clerical and administrative support operations (e.g., payroll and benefits work)
- **Employee Advocate Role**
 - “Champion” for employee concerns
 - Employee crisis management
 - Responding to employee complaints
- **Operational Role**
 - Identification and implementation of HR programs and policies—EEO, hiring, training, and other activities that support the organization.

How HR Spends Its Time



Source: Adapted from "How Much Time Should Your HR staff Spend on Recruiting?" Human Resources Department Management Report, June 2000, p. 6.
© 2002 Southwestern College Publishing. All rights reserved.

Figure 1-6
1-15

Strategic Role for HR

- **HR becomes a strategic business partner by:**
 - Focusing on developing HR programs that enhance organizational performance .
 - Involving HR in strategic planning at the onset.
 - Participating in decision making on mergers, acquisitions, and downsizing.
 - Redesigning organizations and work processes
 - Accounting and documenting the financial results of HR activities.

Overview of HR Management Roles

<i>Focus</i>	<i>Operational and Advocacy Roles</i>		
	<i>Administrative Role</i>	<i>Operational support Representing the employees</i>	<i>Strategic Role</i>
<i>Administrative processing and record keeping</i>	<i>Administrative processing and record keeping</i>	<i>Operational support Representing the employees</i>	<i>Organization-wide, global</i>
<i>Timing</i>	<i>Short term (less than 1 year)</i>	<i>Intermediate term (1–2 years)</i>	<i>Longer term (2–5 years)</i>
<i>Typical Activities</i>	<ul style="list-style-type: none"> • Administering employee benefits • Conducting new employee orientations • Interpreting HR policies and procedures • Preparing equal employment reports 	<ul style="list-style-type: none"> • Managing compensation programs • Recruiting and selecting for current openings • Conducting safety training • Resolving employee complaints • Representing employee concerns 	<ul style="list-style-type: none"> • Assessing workforce trends and issues • Engaging in community workforce development planning • Assisting in organizational restructuring and downsizing • Advising on mergers or acquisitions • Planning compensation strategies

Ethics and HR

- **What is Ethical Behavior?**
 - What “ought” to be done.
 - Dimensions of decisions about ethical issues in management:
 - **Extended consequences**
 - **Multiple alternatives**
 - **Mixed outcomes**
 - **Uncertain consequences**
 - **Personal effects**

Ethics and HR (cont'd)

- Responding to Ethical Situations
 - Guided by values and personal behavior “codes” that include:
 - Does response meet all applicable laws, regulations, and government codes?
 - Does response comply with all organizational standards of ethical behavior?
 - Does response pass the test of professional standards for ethical behavior?

Ethical Issues in Management

- **Most Common Forms of Unethical Conduct**
 - Lying to supervisors
 - Employee drug use or alcohol abuse
 - Falsification of records
- **International Ethical Issues**
 - Gift giving and bribery
 - Discrimination in hiring and treatment
- **Addressing Ethical Issues**
 - Code of ethics
 - Training managers and employees

HR Management Competencies and Careers

- **HR Generalist**
 - A person with responsibility for performing a variety of HR activities.
- **HR Specialist**
 - A person with in-depth knowledge and expertise in a limited area of HR.
- **Important HR Capabilities:**
 - Knowledge of business and organization
 - Influence and change management
 - Specific HR knowledge and expertise