



**COURSE No/TITLE: BUS 4508 01 HUMAN RESOURCES MANAGEMENT**

**CATALOG DESCRIPTION:** This course is providing an inclusive overview of HR personal and professional management in an U.S.A. organization. It also demonstrates effective performance management including behavior cause and effect, traditional and non- traditional concepts of work and alternative work arrangements. The focus is on HR main functions; job analysis, selection of candidates, hiring process, training, motivating employees, promotion, compensation and some legal constraints. The book also covers the areas such as staffing, diversity, organizational effectiveness through training, appraisal, career management, compensation and organizational rewards. Workplace safety and health, international HR challenges, and strategic HR issues also will be covered.

**PREREQUISITES:** None

**SEMESTER/TERM:** Fall 2017

**COURSE START:** August 31, 2017

**CLASS HOURS:** 6pm to 9pm. Additional work will be completed online through Moodle.

**COURSE MATERIAL:** Mathis and Jackson, Human Resource Management: 15th Edition ISBN13: 978-1305500709 ISBN10: 1305500709

Suggested Readings - Evidence-based Management (EBM):  
The following web site can be used to start & build a basic understanding of EBM.

<http://evidence-basedmanagement.com/>

Additional Readings as assigned

**INSTRUCTOR:** Dr. Fred Dalili

**TELEPHONE:** 408-843-0300 Cell

**E MAIL:** [Fd2005@aol.com](mailto:Fd2005@aol.com) or [fdalili@ndnu.edu](mailto:fdalili@ndnu.edu)

Instructor will use students' NDNU email addresses and additional email address if they agree in order they receive needed information to groups/to the whole class.

Students should check their NDNU email addresses often to see if any changes have been made to the class, or for group and/or class broadcasts from the instructor.

**OFFICE HOURS:** Prior to class or by prearranged appointment



## SUGGESTED READINGS

Evidence-based Management (EBM): The following web site can be used to start & build a basic understanding of EBM. <http://evidence-basedmanagement.com/>

Daniels and Daniels, Measure of a Leader. (ISBN-10: 0071482660), (ISBN-13: 978-007148260) Daniels Video Materials. Technology of Performance Management: The following web site may be helpful in understanding the Daniels & Daniels text. Areas covered in videos include: Business Is Behavior; Pitfalls Of Performance Management; Dead Man Rule; Management Traps; Performance Measurement & Incentive Pay; Employee Of The Month & Ranking; Downsizing, Mergers, Acquisitions; Do We Need Tough Bosses? & Overvaluing Smart, Talented People; Using Science to Understand At-Risk-Behavior, and other videos for the technology of performance management <http://www.youtube.com/user/aubreydaniels/videos?>

Aubrey Daniels. Oops! (ISBN-10: 093710017X), (ISBN-13: 978-0937100172) Additional sources may be assigned. Other readings might be assigned. Reference Sources (Students may use other sources approved by the instructor.) Libraries (NDNU on campus) or <http://www.ndnu.edu/academics/Library/>

## INSTRUCTOR BACKGROUND

**ACADEMIC HONESTY:** Academic honesty is a cornerstone of our values at NDNU. If any words or ideas used in an assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. Consult the NDNU Student Handbook regarding consequences of misrepresenting your work.

**PRIVACY and CONFIDENTIALITY:** One of the highlights of the NDNU academic experience is that students often use real-world examples from their organizations in class discussions and in their written work. However, it is imperative that students not share information that is confidential, privileged, or proprietary in nature. Students must be mindful of any contracts they have agreed to with their companies.

**DISABILITY SERVICES:** If you have a learning disability or other circumstance that requires accommodations in this class, you must bring it to the attention of Disability Services to arrange for possible accommodations. Disability Services has recently become part of Counseling, Health, and Disability Services, located in New Hall E18 and New Hall E19. The main number for Counseling, Health and Disability Services is 650-508-3714. The Disability Services Specialist may be contacted directly at 650-508-3670.



**SYLLABUS UPDATES:** Refer to this syllabus for course assignments. However, the course syllabus and schedule are subject to change in the event of extenuating circumstances. You will be notified of any changes made to the syllabus. In all circumstances University policies will be strictly adhered to.

**WORKLOAD:** In addition to class attendance, every class at NDNU includes assignments that take an estimated amount of hours per week outside of class or more as shown below. The distribution of average weekly hours of instruction/study for this class will follow that norm, equaling a total of 26 hours a week, generally in accordance with the following:

**Distribution of Avg. Weekly Hours of Instruction/Study**

Classroom Contact Hours:	4
Reading	6
Homework, exam prep	4
Online assignments	6
Presentation/discussion prep	2
Project	4
<b>TOTAL NUMBER OF HOURS PER COURSE</b>	<b>180</b>

**COURSE STANDARDS**

1. All readings, assignments, and papers are for a regular three-semester graduate course.
2. It is the responsibility of the student to come prepared to each class. The expectation is that the student will thoughtfully consider the material and be prepared to help facilitate class discussion.
3. Attendance is very important to studies at the University. Non-attendance or lack of participation in the class will be considered during the grading process. Unexcused absences, unexcused lateness, or unexcused arriving at class late or leaving class early will count against a student's grade. It is the student's responsibility to contact the instructor if they are unable to complete work or to attend class. The message number noted above can be used to convey information. Letting the instructor know through email, voicemail, or a through a fellow class member by end of each class night will constitute on-time notification.
4. Use of electronic devices for other than class purposes can result in a grade reduction. Instructor reserves the right to suspend or drop a student from class for use of electronic devices for purposes other than taking class notes, or for use in class activities. Note: It can be illegal to record, photograph / film, or use the likeness of people without their permission in the state of California.



5. Both class discussions and classroom activities are organized to maximize student participation in the learning process. Students are expected to follow social justice concepts of respect and consideration for others in class, and in all class-related activities. (See Class Participation in this syllabus.)

6. Grades will be provided in accordance with applicable policy. Exceptional performance and class participation will be considered along with numerical scores in determining the final grade achieved. The instructor reserves the right to modify or to waive any item contained in these guidelines if necessary to support educational goals, and academic fairness; however, NDNU policies will be followed in all situations.

7. Team efforts are to be equal efforts of all team members: All team members are expected to present.

8. All work submitted in fulfillment of course requirements must be the student's own work. NDNU policies regarding academic honesty will be strictly enforced.

9. All assignments must meet graduate-level standards. Students are expected to take an evidence-based approach to all work, which includes demonstrating the ability to identify, extrapolate from, and explain research and concepts in a manner that is easily understandable by peers, and by people in organizations.

A. Assignments are to be completed per requirements and submitted on time, which is promptly at the start of each class meeting at which they are due, which is 6:00 PM. Assignments not turned in on time are considered late. Late assignments will incur a reduction of 30% of point value, unless arranged with instructor before assignment due date.

B. Electronic versions of the presentation and of the final project must be turned in to the instructor's email address in this syllabus no later than the start of class in which they are due in order to receive full assignment credit. Late submission of electronic versions will count as assignment not submitted until received. Points may be taken off assignment if electronic version is not submitted on time. Assignments may be reviewed in "Formal" grammar and spellcheck format in Word as part of the grading process.

C. All assignments and work must be turned in and completed to receive a grade for the class. A grade of Incomplete (I) for the class to make up missed work and assignments will be issued only at the instructor's discretion. Failure to complete assignments, including failure to finish an Incomplete will result in a grade of "F" for the course. Note: Incompletes must be finished by the date on the Incomplete Form, or at least within one year of finish of class to avoid a grade of "F" per university policy. For information on Incomplete Grades, and for other information see: <http://www.ndnu.edu/academics/catalog/graduate-general-regulations.aspx>

D. Academic honesty is a cornerstone of values at NDNU. Unless you are directly quoting an author and/or referencing his or her work, you must use your own words to express your ideas. If any of the ideas used in an assignment do not represent your original ideas, you must correctly cite all relevant sources and make clear the extent to



which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. Consult the NDNU Student Handbook (<http://www.ndnu.edu/campus-life/student-handbook.aspx>) regarding the consequences of misrepresenting your work. (Important Note: Failure to follow proper citation format can result in the appearance of plagiarism. Thus, proper citation is critical to avoid charges of plagiarism. The instructor reserves the right to give no credit and/or to fail work not cited correctly, not done in the correct format, and that fails to meet graduate level standards of work.)

10. Extra Credit: None specified (Instructor may introduce extra credit during the course.)

11. Privacy and Confidentiality: One of the highlights of the NDNU academic experience is that students often use real-world examples from their organizations in class discussions and in their written work. However, it is imperative that students not share information that is confidential, privileged, or proprietary in nature. Students must be mindful of any contracts to which they have agreed with their, or other, organizations.

12. Legal Issues: No materials / discussions in the course are presented as legal advice. Legal issues are often discussed during the course, such as employment law related situations for example. Materials for such discussions brought in by the instructor are from standard sources, generally designed for managers and employees, and are not meant as legal advice. Attorneys should be consulted for legal advice.

13. Syllabus Updates: Refer to this syllabus for course assignments. However, the course syllabus and schedule are subject to change in the event of extenuating circumstances. You will be notified of any changes made to the syllabus. Students are responsible for checking their NDNU emails regularly to see if there are updates.

14. Dropping the Class: Students are responsible for initiating Drop/Add procedures in the Registrar's Office. The Academic Calendar defines the dates on which the semester (15-week) or term (seven-week) begins, as well as the last day to drop. The date upon which any refund is based is the date on which the Registrar's Office receives written notice of the dropped course or withdrawal, not the student's last date of attendance. For more information see: <http://www.ndnu.edu/business-services/bus-office-policy.aspx>.



## GRADING

### A+, A, A-

Excellent graduate level performance clearly demonstrated in all assignments, work, and activities including integrating/synthesizing material from research, other courses, disciplines, and areas.

Demonstrates unusually sharp insight into material and initiates / facilitates thoughtful inquiry and analyses.

Sees many sides of an issue. Effectively reinforces professional excellence in all work and activities.

Demonstrates effective levels of professionalism in helping /facilitating classmates' learning and efforts.

Example: "A" work should be of such nature that it could be ready for publication, and put on reserve for all students to review and to emulate.

### B+, B

Good graduate level performance clearly demonstrated in all assignments, work, and activities, including integrating / synthesizing material from research, other courses, disciplines, and areas.

Demonstrates good insight into material and initiates / facilitates thoughtful inquiry and analyses. Attempts to see many sides of an issue. Reinforces professional excellence in all work and activities.

Demonstrates high levels of professionalism in helping / facilitating learning and classmates' efforts. Example: "B" work indicates a high quality of performance and is given recognition for solid work; a "B" should be considered a high grade.

### B-, C+, C

Below good graduate level performance. Needs to improve in all assignments, work, and activities, including integrating / synthesizing material from research, other courses, disciplines, and areas.

### C-, D+

Quality and quantity of work in and out of class is below average and not acceptable at the graduate level.

### D, D

Marginal in professionalism.

### F

Quality and quantity of work in and out of class, and level of professionalism is unacceptable.



Note: Good grades are usually correlated with professionalism, regular attendance and with accurate and timely completion of assignments (written, reading, design projects, computer programs, and all other kinds of assignments). On the other hand, poor grades are often correlated with lack of professionalism, frequent absences and incomplete and/or missing assignments.

## GRADING SCALE

Meets Graduate Requirements A+ 100 - 98 A 97 - 93 A- 91 – 90 B+ 89 - 86 B 85 - 82

Need counterbalancing grade to meet 3.0 grade average requirement for graduation  
B- 81 - 80

Example: “C” needs another grade of “A” to equal 3.0 C+ 79 - 76 C 75 - 72 C- 71 - 70

Does Not Meet Graduate Level Requirements\* D+ 69 - 66 D 65 - 62 D- 61 - 60 F < 60  
\* A course with less than a grade of “C” must be repeated for credit per NDNU policy.

## CLASS PARTICIPATION

Class participation is based on professional preparation, ability to lead / facilitate material in an easy to understand manner while meeting graduate standards, and on interactions with the class and the instructor. Besides professionalism in working on assigned projects, class participation includes:

- Adding to Group Discussion
- Facilitating
- Being Very Prepared
- Being Interested in Class
- Respecting Others
- Giving Constructive Comments
- Faculty Discussion
- Relevant Discussions
- Giving Full Attention
- Asking Questions
- Actively Listening to Others
- Punctuality

## ASSIGNMENT GUIDELINES

- Group Assignment Guidelines
- Accuracy of Problem Identification
- Completeness of Analysis
- Logic of Recommendations
- Creativity /Professionalism of Presentation



To be accepted, all assignments must follow and meet the requirements, according to APA format per NDNU School of Business and Management requirements.

Students should make sure that the word processing program on the computers they use, Microsoft Word, for example, is set to "Formal" style, with all boxes checked in "Options". Commas before last item, quotes within quotation marks, and two spaces between sentences should be checked. Papers should be in active voice, and generally, paraphrasing should be used instead of quotes, and block quotes should be avoided. All margins need to meet APA requirements.)

No notes or note cards should be used during presentations.

Assignment	Date	Points
Class Participation /Homework	11/30/17	10
Chapter Presentation before	12/07/17	15
Article Presentation before	12/07/17	15
Mid-Term	10/19/17	25
Attendance		5
Final Exam	12/14/17	30
No participation = no points	total	100

## COURSE ACTIVITIES / ASSIGNMENTS

### Each Session

Each Study Team should create a list of the most important points from the assigned reading for the week from each chapter. The points should be from the body of the literature, and should not be taken directly from headings or subheadings. All group members are expected to participate in determining the points for each session's readings, are expected to be prepared to discuss their group's points, and are expected to facilitate class discussion regarding the points. All class members can participate in the discussion of any of the points.

Between September 7 to December 7, 2017

Chapter Presentation: Each student should create a chapter presentation from the book which would have 10 slides. Each slide should only cover 3 points. Copies of each presentation should be forwarded to all class mates and your instructor electronically.





Between September 7 to December 7, 2017

Article Presentation: Each student should select, read and high light 6 recent articles of their desired industry. Each article should be about some of the challenges of Human Resources in various companies but from your selected industry. Each student will be scheduled for a 7 minute article presentation. No slides is needed, rather student needs to read the articles carefully and high light the important parts of the article he/she wants to present in the classroom. An electronic copy of all articles should be forwarded to all class mates and the instructor.

Two tables will be forwarded to students by email and also will be on the system.

One table is for registering for Chapter presentation and the second one for the Article presentation. Details will be explained by the instructor in the first gathering.

#### Mid-Term & Final Exams

Midterm and Final Exams will be a combination of Essay questions, True/False and Multiple-choice questions. More details about both exams will be explained in the first class. Both exams will take place in the classroom. Students will write their answers from the memory on printed exams in front of their instructor in designated day & time.

#### READING ASSIGNMENTS Fall 2017

Every week, students must read the chapters of coming week from the designated book (Instructor may assign other readings & Activities).

8/31/17

Introduction to HR Management Course; Explanation

#### Chapter 1: What is Human Resource Management in Organizations

Why Organizations Need HR Management  
Strategic Role for Human Resources  
Human Resources Management Challenges  
Competition, Cost Pressures, and Restructuring  
Globalization  
Human Resources and Technology  
Organizational Ethics and Human Resource Management  
Ethics and Global Differences  
Role of Human Resources in Organizational Ethics  
Critical Thinking Challenges



\* Students will select their chapter(s) within 2 weeks in order to present it/them in their desired week in the classroom.

### 9/7/17 Chapter 2: Human Resource Strategy & Planning

Organizational Strategic Planning 44  
Good versus Bad Strategy  
Human Resource Planning & Process  
Planning for Internal Workforce Availability  
Forecasting HR Supply and Demand  
Managing a Talent Surplus  
Legal Considerations for Workforce Reductions  
Managing a Talent Shortage  
Human Resources Planning in Mergers and Acquisitions  
Measuring the Effectiveness of Human Resources and Human Capital  
HR Metrics and Analytics  
Human Resources and Benchmarking  
Critical Thinking Challenges

### 9/14/17 Chapter 3: Equal Employment Opportunity

Handbooks and Codes Reconcile Global Employment Laws  
Equal Employment Opportunity Concepts  
Broad-Based Discrimination Laws  
Civil Rights Act of 1964, Title VII 90  
Civil Rights Act of 1991  
Executive Orders 11246, 11375, and 11478  
Managing Affirmative Action Requirements  
Managing Racial and Ethnic Discrimination Issues  
Sex and Gender Discrimination Laws and Regulations  
Sexual Orientation & Nepotism  
Sexual Harassment  
Disability Discrimination  
Age Discrimination Laws  
Religion and Spirituality in the Workplace  
Managing Other Discrimination Issues  
Critical Thinking Challenges

### 9/21/17 Chapter 4: Workforce Job, and Analysis

The Nature of Work and Jobs  
Job Design/Job Redesign  
Telecommuting in the Global Business Environment  
Teams and Work Efforts



Designing Flexible Jobs  
Place Flexibility: Telework  
Time Flexibility: Work Scheduling  
Religious Accommodation?  
Competency-Based Job Analysis  
Critical Thinking Challenges  
Chapter & Article Presentations

9/28/17 Chapter 5: Individual/Organization Relations & Retention

Individual Performance Factors  
Individual Motivation  
Job Satisfaction and Commitment  
Employee Engagement, Loyalty, and Organizational Citizenship  
Employee Absenteeism  
Employee Turnover  
Measuring Employee Turnover  
Conducting Exit Interviews  
Retention Evaluation and Follow-Up  
Critical Thinking Challenges  
Chapter & Article Presentations by Students

10/5/17 Chapter 6: Recruiting & Labor Markets

Recruiting High-Quality Talent  
Strategic Recruiting and Human Resources Planning  
Recruiting and EEO: Diversity Considerations  
Understanding Labor Markets  
Recordkeeping of Applications  
Technology for Recruiting  
Legal Issues in Internet Recruiting  
Disadvantages of Using Technology in Recruiting  
Employee Referrals Go "Social"  
Employment Agencies 225  
Labor Unions  
Job Fairs and Creative Recruiting  
Educational Institutions and Recruiting  
Evaluating Recruiting Quantity and Quality  
Evaluating the Cost of Recruiting  
Increasing Recruiting Effectiveness 232  
Critical Thinking Challenges  
Chapter & Article Presentation

10/12/17 Chapter 7: Selecting Human Resources



Selection, Criteria, Predictors, and Job Performance  
Reliability and Validity  
Understanding Errors in Selection Decision Making  
Security Concerns and Immigration Verification  
Honesty and Integrity Tests  
Who Conducts Interviews?  
Background Investigations  
Medical Examinations and Inquiries  
Previous Employment Checks and Personal References  
Global Staffing  
Critical Thinking Challenges  
Chapter & Article Presentations by Students

10/19/17 Chapter 8: Training Human Resources

H. Training Human Resources  
Training Impacts Bottom Line  
Organizational Strategy and Training  
Training and Human Resources  
Legal Issues and Training  
Assessing Cultural Competence  
Orientation: Evaluation and Metrics  
Training Needs Assessment  
Technology in Training Delivery  
E-Learning: Online Training  
Critical Thinking Challenges  
Chapter & Article Presentations by Students  
Review of chapters 1 to 8 in order to get prepared for the Mid-term Exam

10/19/17 Answering Last Minute Questions & Mid-term Exam

10/26/17 Chapter 9: Talents, Careers, and Development

Driven to Develop Employees  
Talent Management  
High-Potential Individuals  
Succession Planning  
Careers and Career Planning  
Technical and Professional Workers  
Women and Careers  
Dual-Career Couples  
Developing Human Resources  
Talent Development Approaches  
Management and Leader Development  
Critical Thinking Challenges



## Chapter & Article Presentations by Students

### Chapter 10: Performance Management & Appraisal

The Nature of Performance Management  
Global Cultural Differences in Performance Management  
Performance Appraisals  
Performance Appraisals and Ethics  
Elements of a Legal Performance Appraisal System  
Tools for Appraising Performance  
Total Rewards and Compensation  
Goal Setting and Management by Objectives  
Training Managers and Employees in Performance Appraisal  
Effective Performance Management  
Critical Thinking Challenges  
Chapter & Article Presentations by Students

### 11/2/17 Chapter 11: Total Rewards & Compensation

HR Perspective: Using Predictive Analytics to Determine Pay  
Laws Governing Compensation  
Pay Equity Laws  
Strategic Compensation Decisions  
Human Resource Metrics and Compensation  
Motivation Theories and Compensation Philosophies  
Compensation Fairness and Equity  
Market Competitive Compensation Competency-Based Pay  
Global Compensation Issues  
International Assignees  
Pay Surveys & Pay Structures  
Performance-Based Increases  
Standardized Pay Adjustments  
Critical Thinking Challenges  
Chapter & Article Presentations by Students

### 11/9/17 Chapter 12: Variable Pay & Executive Compensation

Effective Variable Pay  
Key Performance Indicators  
Global Variable Pay  
Individual Incentives  
Organizational Incentives  
Profit Sharing & Employee Stock Plans



Sales Compensation  
Measuring Effectiveness of Sales Compensation  
Executive Compensation  
Global Executive Compensation  
Measuring the Effectiveness of Executive Compensation  
Critical Thinking Challenges

### Chapter 13: Managing Employee Benefits

Benefits as a Competitive Advantage  
Managing Benefits  
Benefits Design & Benefits Administration  
Benefits Measurement & Benefit Cost Control  
Legally Required Benefits  
Social Security and Medicare  
Workers' Compensation  
Unemployment Compensation  
Additional Legally Required Benefits  
Retirement Benefits  
Employee Retirement Income Security Act  
Retirement Benefits and Age Discrimination  
Health Care Benefits  
Health Care Legislation  
Family and Medical Leave Act  
Family-Care Benefits  
Critical Thinking Challenges

### 11/16/17 Chapter 14: Risk Management & Worker

Protection  
Safety and Health Regulations  
Workers' Compensation  
Americans with Disabilities Act and Safety Issues  
Child Labor Laws  
Global Safety, Health, and Security Issues  
Paid-Time-Off Benefits  
Absence  
Occupational Safety and Health Act  
OSHA Enforcement Actions and Results  
Workplace Safety Standards  
OSHA Inspections  
Safety Management  
Organizational Commitment to Safety  
Safety Training and Communication  
Inspection, Investigation, and Evaluation  
Measuring Safety Efforts



Employee Health and Wellness  
Substance Abuse  
Emotional/Mental Health  
Security Management  
Workplace Violence  
Disaster Preparation and Recovery Planning  
Critical Thinking Challenges  
Chapter & Article Presentations by Students

11/30/17 Chapter 15: Employee Rights & Responsibilities

Employer and Employee Rights and Responsibilities  
Rights Affecting the Employment Relationship Managing Individual Employee and  
Employer Rights Issues  
Privacy Rights and Employee  
Technology and Employer–Employee Issues  
Employee Rights and Personal Behavior Issues Workplace Monitoring  
Employer Investigations 591  
Human Resource Policies, Procedures, and Rules  
Employee Handbooks  
Employee Discipline  
Termination: The Final Disciplinary Step  
Critical Thinking Challenges  
Chapter & Article Presentations by Students

12/7/17 Chapter 16: Union/Management Relations

Perspectives on Unionization  
Why Employees Unionize  
Why Employers Resist Unions  
U.S. Labor Laws  
Early Labor Legislation  
Wagner Act (National Labor Relations Act)  
Taft-Hartley Act (Labor Management Relations Act)  
Landrum-Griffin Act (Labor Management Reporting and Disclosure Act)  
Significant NLRB Activities and Rulings  
Representation Election  
Contract Negotiation (Collective Bargaining)  
Collective Bargaining Issues  
Collective Bargaining Process  
Strikes and Lockouts  
Unions and Employee Ownership  
Resolving Disputes  
Grievance Procedures  
Unions in the Global Arena  
International Union Issues



Global Labor Organizations  
The United States and Global Differences  
Critical Thinking Challenges  
Chapter & Article Presentations by Students  
Review of chapters 9 to 16 in order to get prepared for the Final Exam

12/14/17 Answering Last Minute Questions & Final Exam

### **MBA PROGRAM LEVEL LEARNING OUTCOMES:**

1. Students will be able to understand, analyze and communicate the theories, models and aspects of human resources.
2. Students will be able to demonstrate effective decision making using and collaboration skills needed to make business-critical decisions, accomplish functional, organizational and professional goals.
3. Students will be able to demonstrate written and oral communication and information literacy competencies that support the effectiveness of strategic planning, marketing and operational activities.
4. Students will be able to evaluate and apply the effective use of technology to optimize business performance.
5. Students will develop comprehensive solutions to business problems by synthesizing and evaluating information using qualitative and quantitative methods of reasoning and analysis.
6. Students apply the NDNU hallmarks (community engagement and social justice) to course curricula.

### **COURSE LEARNING OBJECTIVES:**

- Understand how the use of EBM-based practices can be applied to maximizing employee performance through the scientific use of positive reinforcement as a primary management tool in relation to TQM / continuous improvement concepts.
- Describe the importance of creating and maintaining effective risk management programs.
- Analyze current human resources practices and extend the latest research to effective management of such practices.
- Describe the difference between performance management programs.
- Describe and analyze how to maximize employee performance through the technology of performance management.





- Identify and describe a model that can allow managers to analyze specific performance problems.
- Apply the NDNU hallmarks of community engagement and social justice to the practice of human resource management.