COURSE TITLE: BUS 2048 Human Resource Management

DESCRIPTION: Focuses on the staffing functions of job analysis, recruitment, selection, and compensation as well as performance appraisals, training and development, bargaining/negotiation, and equity issues relevant to effective human resource planning.

PREREQUISITES: BUS 2000 or advisor approval

SEMESTER: Spring 2020

COURSE START: Monday, January 13. This is an online class and will meet asynchronously, which means that assignments will be posted no later than Monday and due the following Sunday evening.


REMEMBER THE FIRST WEEK’S ASSIGNMENT – see Page 5

INSTRUCTOR: Dr. Therese Madden

E MAIL: tmadden@ndnu.edu (best way to reach me)

OFFICE HOURS: 30 minutes prior to the start of each class or by prearranged appointment.

INSTRUCTOR BACKGROUND: I have been teaching at NDNU since 2008; before that, I worked for nearly two decades in Human Resources Management with positions in the private, non-profit, and public sectors. My Master’s Degree is in Human Resources Management (from Golden Gate University) and I received a Doctorate in Leadership and Organization from the University of San Francisco, where I wrote my doctoral dissertation on meaning and work.

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. 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 is Alice Wong and she may be contacted directly at awwong@ndnu.edu or 650-508-3670.

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

CLASS ATTENDANCE: Your attendance is very important to your studies at the University. Non-attendance or lack of participation in the class will be considered during the grading process. Intensive classes require a stringent absence policy since even once absence may significantly affect achievement of course learning objectives. With only 28 class contact hours as opposed to the traditional 45 contact hours, all class time is critical. A student who misses more than one class period or the equivalent (four accumulated hours) must withdraw from the class and will be assigned a failing grade for the course unless officially dropping the class. It is the student’s responsibility to initiate the drop or withdrawal. There are no exceptions.

WORKLOAD: In addition to class attendance, every Intensive class at NDNU includes assignments estimated to take approximately three hours per week per unit outside of class (12 hours). The distribution of average weekly hours of instruction/study for this class will follow that norm, equaling a total of 16 hours a week, generally in accordance with the following:
Distribution of Average Weekly Hours of Instruction/Study = Total of 16 per week

<table>
<thead>
<tr>
<th>Class Contact Hours (Moodle assignments):</th>
<th>4</th>
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<tbody>
<tr>
<td>Text Readings and Note Taking</td>
<td>4</td>
</tr>
<tr>
<td>Research and Writing Assignments</td>
<td>6</td>
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<tr>
<td>Term Projects Research</td>
<td>2</td>
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WRITTEN ASSIGNMENTS: The School of Business and Management requires the use of the American Psychology Association (APA) publication guidelines as a standard for all papers. This style uses parenthetical reference citations within the text of the paper and a list of references at the end of the paper; both are required. Papers must be typed with a size 12-point font, double spaced. Please do not use a cover sheet. In the upper right hand corner of the first page, type your name, assignment identification, course number, and date.

Do not add additional space between paragraphs. Please review your grammar and punctuation throughout your paper. Points may be deducted for not following these instructions. You can also visit the APA Style webpage at www.apastyle.org/previoustips.html.

GRADING FOR PAPERS: All assignments will be evaluated using the following criteria:

- The student demonstrates a solid comprehension of the concepts described in the texts and discussed in class and integrates these concepts with his or her own ideas and experiences.
- The written documents are appropriately sourced, integrating source material smoothly into the paper while maintaining the writer’s critical voice rather than being overpowered by source material.
- The paper has a central point that is sustained and developed throughout the paper.
- The paper has a logical, clear organization and transitions between sections help the reader follow the writer’s logic.
- Grammar and spelling do count. Please proofread your papers carefully. Points will be deducted for poor grammar and misspellings.

LATE HOMEWORK: Assignments are due on time. Late assignments will be accepted via email (not Moodle) within a one-week late period and will incur a reduction of 10% of point value. This policy is not intended to be punitive, but to facilitate your success within an intensive schedule, which allows little room for putting off assignments.

PARTICIPATION: Classroom activities are organized to maximize student involvement in the learning process. You will be evaluated on your comprehension of the material as well as your ability to discuss the relevancy (i.e., research pros and cons) of what was noteworthy in context of this class.
GRADING CRITERIA FOR PRESENTATIONS: Each student will be graded individually. The grading criteria for any presentation will include:

- Organization of material presented and use of time.
- Logical thought process, in-depth analysis, and persuasiveness.
- Vocal variety – volume, inflection, enunciation, rhythm, and enthusiasm.
- Eye contact – class involvement and interaction.
- Using gestures – body language, movement, posture.
- Use of audio/visual aids, including PowerPoint or similar equivalent, which is designed to help you develop analytical and presentation skills. Not that while having these aids is required, students should also be prepare to present without them in case of technology failure.

EXTRA CREDIT: None specified, though the opportunity to introduce it will be at the discretion of the instructor.

COURSE MATERIAL - Published Textbook Information. In accordance with the federal Higher Education Opportunity Act, to the extent practicable, NDNU makes textbook information available as part its class schedule. NDNU makes every effort to ensure the accuracy of the textbook information provided. Due to issues such as textbook availability, errors, and academic reasons, NDNU may need to change textbook information that has been published. NDNU cannot take financial responsibility when a student purchases a non-refundable textbook and a change occurs to published textbook information. Students wishing to avoid this risk should purchase textbooks from sources that allow returns for refunds, such as the NDNU Bookstore.

LEARNING OBJECTIVES:

- To effectively understand and analyze practices, trends, and problems in Human Resource Management.
- To understand and effectively make an assessment of the role of Human Resources in an organization’s overall business strategy.
- To be able to review Human Resource practices and their effective on productivity within an organization.
- To understand best practices, current trends, and the legal foundation of human resource strategy, employment planning, regulation, job analysis and design, performance assessment, recruitment and selection, training and development, employee relations and compensation.
- To be able to demonstrate, orally and in writing, the ability to integrate and communicate knowledge, ideas, and concepts regarding Human Resources Management.
### GRADING/ASSIGNMENTS for HR Management

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignment</th>
<th>Due/Week</th>
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<tbody>
<tr>
<td>10</td>
<td><strong>WEEKLY ARTICLE ASSIGNMENT.</strong> For weeks two through six, post a link to a topical article that relates to the topic of the week. (Alternatively, you can create a case study based on a situation you have dealt with in the workplace.) The post should include 1) a brief description of the article (two-three sentences); 2) your reflection (two-three sentences) about its relevance to the text or class discussions, including why it interests you; and 3) a guiding question for class discussion about the article. This allows us to customize the class content to your interests. In addition, each student should respond to at least two other students’ posts with: 1) shared stories (did you deal with this at work?), 2) Questions that arise from the synopsis, and/or 3) Observations about how the topic relates to the text.</td>
<td>Weeks 2-6. Articles can be posted and discussion offered anytime during the week, but will close Sunday evening following each weekly class.</td>
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<td>5</td>
<td><strong>First Class Assignment:</strong> Prepare a list of 1) the way that Zapp!’s principles are similar to or different from your own experience in the workplace and 2) what you can do yourself to improve the workplace.</td>
<td>Due Week 1</td>
</tr>
<tr>
<td>10</td>
<td><strong>Paper.</strong> Research one element of EEO law (sexual harassment, gender discrimination, affirmative action, national origin discrimination, religious discrimination, etc.) Be sure to include EEOC or DFEH statistics about trends related to the prevalence of complaints about this issue. In three-four pages, report on at least three different recent cases regarding this issue and explain the relevance from an employment perspective.</td>
<td>Due Week 2</td>
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| 10   | **Presentation.** On the assigned week, students will create a presentation (Adobe spark or PPT lecture facilitated through Zoon) in a 4-5 minute presentation for the class. The presentation should include both reflections and research. In addition, the student will email the instructor two-three discussion questions related to the topic to stimulate an online class discussion on the topic. The goal is to make the presentation interesting and relevant:  
  - **HR Trends:** This is a chance to look at the field and assess where it is going. Technology, market changes, job roles all affect HR. What do HR leaders need to know about future trends?  
 | Week 3: HR Trends  
 Week 4: Succession Planning  
 Week 5: Negotiation  
 Week 6: Partnering HR for Success |
- Succession Planning. What is involved, why do it, discuss challenges and methods.
- Negotiation. Union or other. What is the HR role in this process, what strategies work, current trends, best practices.
- Partnering HR for Success: Challenges and Strategies. HR is both revered and hated, with roles that range from being the CEO’s right hand person to party planning and paper pushing. What challenges to HR professionals have in partnering with operations successfully and what strategies have worked to overcome these strategies?

| 10 | Compensation Plan: Each student will design a compensation plan that reflects philosophy, strategic, mission, and market goals. | Week 6 |
| 25 | WEEKLY MOODLE ASSIGNMENT. Class Quizzes (five points each). A quiz on the topic(s) of the day. | Weekly |
| 20 | Final Paper. This assignment has two parts: | Week 7 |
| | 1. Prepare a very brief (two minute) overview of the most important points related to this topic. Use Adobe Spark or Zoom (both free) to create this overview. Your goal is to make the topic memorable and useful to the audience. | |
| | 2. Prepare a teaching document that complements the presentation. Depending on the topic, this could be a “white paper” (informational), a brochure, a poster, a lesson plan, etc. The key is that it should be relevant and geared toward communicating what others need to know about this topic as it relates to the workplace. | |
| 10 | Weekly Moodle Assignments and course work. Participation in each of the course assignments is expected; points will be deducted for any assignments not complete. HR Management is a topic best learned through exploration, questioning, looking at trends, and considering practical implications; therefore, the Moodle discussions should be robust and include questions, stories, and references. Example of a poor post: Wow, that happened to me, too. It’s terrible when HR can’t act on behalf of employees. Thanks | Weekly |
Example of a better post: I had a similar work experience. I found this article (shows link) that describes the fact that there is no law against that type of harassment in the workplace. I think that’s unfortunate. It also emphasizes what this author (shows link) says HR should do when there are problems that don’t create a legal liability, but do create other issues.

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<tr>
<th>GRADE/POINT CONVERSION:</th>
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<tbody>
<tr>
<td>A+ 100-97</td>
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<tr>
<td>B+ 89-87</td>
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<tr>
<td>C+ 79-77</td>
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<tr>
<td>D+ 69-67</td>
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<tr>
<td>A 96-94</td>
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<tr>
<td>B 86-84</td>
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<td>C 76-74</td>
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<td>D 66-64</td>
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<tr>
<td>A- 93-90</td>
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<td>B- 83-80</td>
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<td>C- 73-70</td>
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<td>D- 63-60</td>
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# Tentative Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Assigned Readings</th>
<th>Assignments Due</th>
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</table>
| 1:   | The Role of HR  
Intro to Employment Law  
Training, Training, Training | Chapter One.  
Read: Zapp! The Lightning of Empowerment | Article related to HR function.  
Also: list the ways that Zapp’s principles are similar or different from your experience in the workplace and what you could do to improve the workplace as a result. |
| 2:   | Employment Law  
Worker’s Compensation  
Workplace Violence | Chapter Three; MOODLE: article and assignments related to employment law or workplace violence | Paper (EEO law) Due  
MOODLE QUIZ |
| 3:   | Recruitment and Selection | Chapters Five and Six. | Trends in HR Presentations  
MOODLE: article and assignments related to recruitment and selection.  
MOODLE: QUIZ |
| 4:   | Separation and Retention  
Compensation and Benefits | Chapters 10-13 | Succession Planning Presentations  
MOODLE: article and assignments related to separation, retention, compensation/ benefits  
Compensation Assignment Due  
MOODLE: QUIZ |
| 5:   | Performance Management and Training | Chapter 7-9 | Negotiation Presentations  
MOODLE: article and assignments related to performance management and training  
MOODLE: QUIZ |
| 6:   | Collective Bargaining  
Ethical Issues | Chapter 4  
Chapter 15, 16 | Partnering HR for Success presentations.  
MOODLE: article and assignments related to collective bargaining and ethical issues in HR.  
MOODLE: QUIZ |
| 7:   | Final Presentations | | Final Presentations  
Final paper/brochure/training plan |