

Course	HRMG 5000 – 34 - Managing Human Resources
Term	Summer 2008 Tuesdays---3, 10, 17 and 24 June and 1, 8, 15, 22 and 29 July 2008-----5:30pm--9:30pm----Bolling AFB Site
Instructor	Name: John Boeddeker Phone: 703-237-6837 Email: jboeddeker@cox.net
Catalog Description	This course is a comprehensive view of personnel policy development with emphasis on the interdependence of personnel and operating functions. Students analyze personnel functions of recruitment, development, compensation, integration into the workforce, and maintenance of personnel for the purpose of contributing to organizational, societal, and individual goal.
Prerequisites	Students should have a background in management and taken all required prerequisite courses. This course requires full and regular attendance. Course materials will include in-class lectures of material not in the text. Students are expected to think critically and strategically. The student is expected to be capable and regularly participate in class by expressing conclusions based on facts.
Course Level Learning Outcomes	<ol style="list-style-type: none"> 1. Students will know and explain the important terminology, facts, concepts, principles, analytic techniques, and theories used in the field of human resources management. 2. Students will be able to effectively apply important terminology, facts, concepts, principles, analytic techniques, and theories in the field of human resources management when analyzing complex factual situations. 3. Students will be able to effectively integrate (or synthesize) important facts, concepts, principles, and theories in the field of human resources management when developing solutions to multifaceted human resource management problems in complex factual situations. 4. Students will be able to develop appropriate strategies for implementing solutions to human resources management problems that reflect their knowledge and explaining of the interrelationships among training, staffing, compensation, and employment law.

	<p>5. Students will be able to evaluate the quality of their proposed solutions to human resources management problems against appropriate criteria, including organizational constraints.</p> <p>6. Students will be able to use basic statistical techniques to analyze human resources management issues.</p>														
Materials	<p>Author(s): Mathis, Robert L. / Jackson, John H.--ISBN: 0-324-54275-5 Edition / Copyright: 12TH 08 - Current Edition Publisher: Cengage Learning</p>														
Grading	<p>Evaluation:</p> <p>Group Oral & Written Human Resources Management Project----25%</p> <p>Individual Written Research Report 20%</p> <p>Final Exam (Essay Style---Open Notes) 25 %</p> <p>Individual Oral Report(Interview w. HR worker) 15%</p> <p>Class Participation 15%</p> <p>Assignments of letter grades will based on:</p> <p>90--100=A 80--89=B 70--79=C 60--69=F</p> <p>The GRADUATE catalog provides these guidelines and grading options for graduate business degrees:</p> <p>Grades in the program are A, A-, B+, B, B-, C, F, I, ZF, and W. Grades reflect the following standards:</p> <table data-bbox="600 1312 1421 1564"> <tr> <td>A/A-</td> <td>Superior Graduate work</td> </tr> <tr> <td>B+/B/B-</td> <td>Satisfactory Graduate work</td> </tr> <tr> <td>C</td> <td>Work that is barely adequate as graduate-level performance</td> </tr> <tr> <td>F</td> <td>Work that is unsatisfactory</td> </tr> <tr> <td>I</td> <td>Incomplete work</td> </tr> <tr> <td>ZF</td> <td>An "I" that is not completed within one year of the end of the course is automatically converted to a "ZF". A "ZF" is treated the same as an F or NC for all cases involving GPA, academic warning, probation and dismissal.</td> </tr> <tr> <td>W</td> <td>Withdrawn from the course</td> </tr> </table>	A/A-	Superior Graduate work	B+/B/B-	Satisfactory Graduate work	C	Work that is barely adequate as graduate-level performance	F	Work that is unsatisfactory	I	Incomplete work	ZF	An "I" that is not completed within one year of the end of the course is automatically converted to a "ZF". A "ZF" is treated the same as an F or NC for all cases involving GPA, academic warning, probation and dismissal.	W	Withdrawn from the course
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<p>Activities</p>	<p>Students will find the procedures for Individual and Group presentations in your student materials. You must follow instructions, format, etc. exactly as outlined.</p> <p>There will be one group project/presentation consisting of a selected topic appropriate for this class. Your Assigned Study Group will jointly present the case/subject/topic (21minutes) and include any written material(5--7 page report) handouts etc necessary to properly present the topic. You are to have at least 3 other sources AND your Mathis text. Interaction during the presentation with fellow students is expected. I am looking for creative approaches, ideas and conversations. Initiative and “risk taking” are accepted and encouraged.</p> <p>"The Group HR Project"</p> <p>Note: We may not address all of these topics depending on the number of of students in the class.</p> <p>Purpose: To examine and differentiate between job descriptions, performance standards and performance evaluations. This exercise will develop the judgment and skills necessary to formulate a process for an effective performance appraisal system. Three component skills will be developed within the structure of this exercise.</p> <ol style="list-style-type: none"> 1. Ability to write a comprehensive job description. 2. Ability to analyze & construct comprehensive performance standards. 3. Ability to correlate the similarities and differences between a job description, performance standards and effective performance evaluation. <p>The selected study group(s) will develop a job description, job performance standards and performance evaluation for an employee position. This job position can be fictitious, or one that already exists. If using an existing job, the goal will be to dissect the current job description, re-writing it for improvement and the ability to develop and correlate performance standards and performance evaluation.</p>																

Elements of design of this performance system should relate to overall company policies as well as the individual job description. Students should keep in mind the overall effectiveness and relationship of employee counseling and coaching sessions required in making this system effective and complying with employment laws and standards.

Each study group will be required to present and conduct a trial performance evaluation role-play, using the three tools created in this exercise.

The other Group Project will address the three current generations in the work force today. The Baby Boomers, Generation X and Generation Y. You will present what effect they have had on the work force, what effect their leaving the work force will have and various other issues with this topic. An in-depth discussion will be held to further explain the requirements of this assignment and the Performance Standards assignment the first night of class.

I am looking for creative subjects, approaches, ideas and conversations. Initiative and “risk taking” are accepted and encouraged. The learning that develops with this method is significant. The length of the paper will vary from group to group. The explanation/text part should be 5–7 pages. Additional pages such as examples of the old description, appraisals etc and copies of the one you design will not be counted as part of the “text” section. You are to use the Mathis text and three other sources for the paper. The presentation will be 21 minutes long. Be able to support your contention(s). We will discuss this exercise at length during the first meeting. These presentations will be given during the 8th & 9th sessions. 25%

The individual research report will concern Human Resource functions, preferably in the students' own workplace. Students should base this report on personal experience, observation and interviews with senior personnel (if possible). Critical in evaluation in both the group project and the individual report is how well the student blends, parallels, compares and contrasts this collected data with information in the text, articles and class discussions. Students should research literature no more than 5 years old. You are to have at least 3 sources and your Mathis text. This individual research project will consist of 4–5 page report to be conducted and submitted during Session 6. Proper referencing, grammar and punctuation as outlined in your style manual is required in all written assignments. 20%

	<p>The individual oral report will be based on information from an interview with a person from the Human Resources Office in your company. You will determine the questions you want to ask, compile the information and deliver it to the class on the third or fourth night of this class. My purpose is for each of you to become better acquainted with some aspect of Human Resources. More guidance will be given the first night. Insure you follow the guidelines listed in “Individual/Group Oral Presentation Evaluation Guide” Your presentation will be 7–11 minutes. 15%</p> <p>The final exam will be an in class essay style exam. The exam is based on lectures, discussions and information delivered during the Sessions by the Instructor and the students. This will be an open notes test--hand written notes only. I will evaluate your responses on main points and key concepts covered. Also, when appropriate, how well you express your knowledge and ability to apply effectively this information in the work environment. Writing must be legible. 25%</p> <p>I evaluate participation by attendance, quality of input, responses, questions and sharing of ideas. I expect the student to share real world/work experience. You must demonstrate a working knowledge of how information from the text could have been, was or will be applied in past or future work/class environments. Throughout the course the Instructor will be cognizant of your awareness, demeanor, sensitivities and quality of contributions. A good manager/supervisor is always conscious of his/her environment. 15%</p> <p>Critical in evaluation in all assignments is how well the student blends, parallels, compares and contrasts this collected data with information in the text, articles, personal examples and class discussions. For all individual and group presentations I am looking for class/group interaction and involvement-examples, questions- insight, fair distribution of assignments & group delivery during all presentations. The significant point to address is, ***"How can I use this information in my environment?"*** For your reading assignments focus on the material designated in this syllabus. This will be further defined during the first class. Point: I will tell you where to place your reading and preparation efforts. This section is to be used by the instructor to provide the students with an overview of the scope of work required of them in the course.</p>
<p>Policy Statements: University Policies</p>	<p>University policies are provided in the current course catalog and course schedules. They are also available on the university website. This class is governed by the university’s published policies. The following policies are of particular interest:</p> <p>Academic Honesty The university is committed to high standards of academic honesty.</p>

	<p>Students will be held responsible for violations of these standards. Please refer to the university’s academic honesty policies for a definition of academic dishonesty and potential disciplinary actions associated with it.</p> <p>Drops and Withdrawals Please be aware that, should you choose to drop or withdraw from this course, the date on which you notify the university of your decision will determine the amount of tuition refund you receive. Please refer to the university policies on drops and withdrawals (published elsewhere) to find out what the deadlines are for dropping a course with a full refund and for withdrawing from a course with a partial refund.</p> <p>Special Services If you have registered as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor at the beginning of the course of the accommodations you will require in this class so that these can be provided.</p> <p>Disturbances Since every student is entitled to full participation in class without interruption, disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where a diversity of opinion arises. Students who engage in disruptive behavior are subject to disciplinary action, including removal from the course.</p>
<p>Course Policies</p>	<p>The procedures for individual and group presentations and written and oral reports are located in your syllabus and student materials. The student must follow instructions, format etc. The Instructor will evaluate oral presentations and writing assignments using the procedures prescribed in, "Giving Effective Oral Presentations," and “Written Assignments” directions both located in your student materials. You are expected to effectively lead discussions and exercises as outlined in these instructions and your student materials.</p> <p>All assignments will conform with the guidelines stated in your student materials and this syllabus. Also, the Instructor will evaluate your assignments by, 1. The care with which facts and background knowledge are used, 2. Demonstration of the ability to state problems and issues clearly, 3. The use of appropriate analytical techniques, 4. Evidence of sound logic and argument, 5. The consistency between analysis and recommendations and 6. The ability to formulate reasonable and feasible recommendations for actions. 7. The interaction between you and fellow students during your presentations. Focus on these points when preparing</p>

	<p>& executing oral and/or written assignments. NOTE: You can say what you want in this class; however, insure you can defend, support, expand, etc. your opinions with facts, examples & experiences. The student should strive to compare, contrast, synthesize, etc. text material with real experiences in life, the work place and the classroom.</p> <p>Class Absence Regular class attendance is expected, however, life circumstances may necessitate a missed class. Please leave me a message at my e-mail or phone # prior to the missed class. More than two missed (though excused) classes may result in a lower grade for class participation.</p>
<p>Weekly Schedule</p>	<p>Session 1 3 June 2008 Introduction, individual and possible class activities assignments. Before class, students will have read and be prepared to discuss chapter 1 in Mathis.</p> <p>Session 2 10 June 2008 Before class, students will have read and be prepared to discuss chapters 2 and 3 in Mathis. For the in-class assignments portion, selected groups will be assigned topics/case studies/end-of-chapter questions for presentation to the class using the guidelines outlined in this syllabus. You are expected to lead effectively a class discussion as outlined in previous instructions.</p> <p>The students' topic for the research paper will be finalized during this Session.</p> <p>Session 3 17 June 2008 Before class, students will have read and be prepared to discuss chapters 4, 5 & 6 in Mathis. For the in-class assignments portion, selected groups may be assigned topics/case studies/end-of-chapter questions for presentation to the class using the guidelines outlined in this syllabus.</p> <p>The designated individuals(s) will present their selected topics (7--11 Minutes).</p> <p>Session 4 24 June 2008 Before class, students will have read and be prepared to discuss chapters 7& 8 in Mathis. For the in-class assignments portion, selected groups may be assigned topics/case studies/end-of-chapter questions for presentation to the class using the guidelines outlined in this syllabus.</p> <p>The designated Individual(s) will present their selected topic. (7—11 minutes)</p>

	<p>Session 5 1 July 2008 Before class, students will have read and be prepared to discuss chapters 9, 10 & 11 in Mathis. For the in-class assignments portion, selected groups may be assigned topics/case studies/end-of-chapter questions for presentation to the class using the guidelines outlined in this syllabus.</p> <p>Session 6 8 July 2008 Before class, students will have read and be prepared to discuss chapters 12 & 13 in Mathis. For the in-class assignments portion, selected groups may be assigned topics/case studies/end-of-chapter questions for presentation to the class using the guidelines outlined in this syllabus.</p> <p>----The 5--6 page Research Paper is due in this session.----</p> <p>Session 7 15 July 2008 Before class, students will have read and be prepared to discuss chapters 14 & 15 in Mathis. For the in-class assignments portion, selected groups may be assigned topics/case studies/end-of-chapter questions for presentation to the class using the guidelines outlined in this syllabus.</p> <p>Session 8 22 July 2008 Before class, students will have read and be prepared to discuss chapters 16 & 17 in Mathis. The designated Groups will present their selected topic. (21 minutes)</p> <p>Possible guest lecturer---Employee/Labor Relations authority</p> <p>Session 9 29 July 2008 The designated Groups will present their selected topic. (21 minutes)</p> <p>Take the final exam—Essay—open notes can be used—.</p>
<p>Additional Information</p>	<p>Focus on these topics for the first night of class</p> <p>Define HR Management---Human capital</p> <p>Explain the statement “People are a lot of trouble...”</p> <p>Discuss HR activities—Career planning—HR Management roles</p> <p>What do HR Managers do?</p> <p>HR Managers’ roles</p>

	<p>Current HR management challenges</p> <p>Three sets of capabilities for HR managers</p> <p>Define ethical behavior</p> <p>Ethics addressed by HR---Global differences of ethics---ethics within organizational cultural</p> <p>HR competencies and careers</p>
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