Course Syllabus **Rutgers University** **School of Management and Labor Relations** **Human Resources Management Department** **2014-2015**	RUTGERS THE STATE UNIVERSITY OF NEW JERSEY

37:533:301:02– Introduction to Human Resource Management

Contact details	**Class details**
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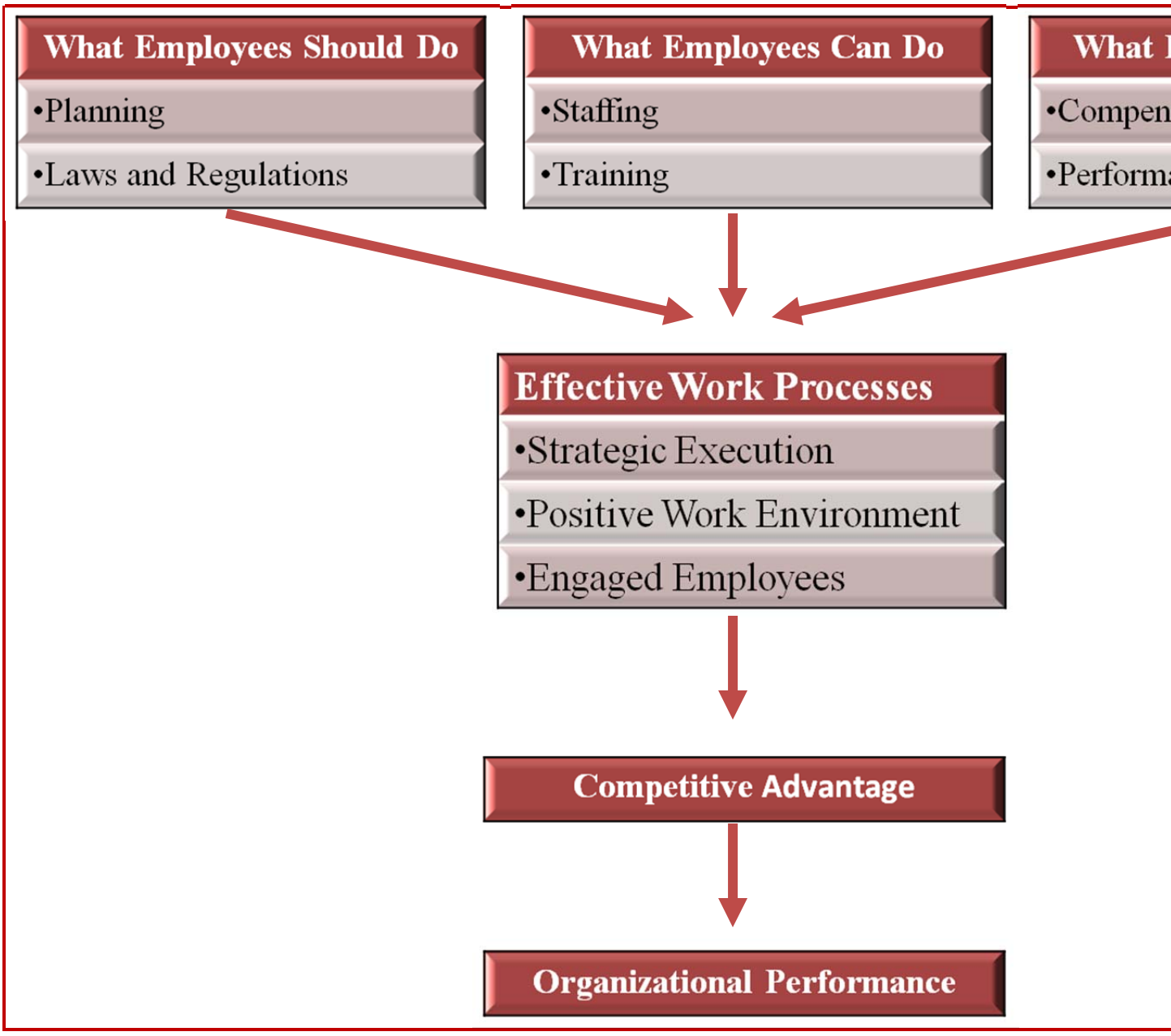

Table 1-1 How HRM Influences Organizational Performance (Phillips and Gully, 2014, pp.6)

1. Course Description

This course will introduce and overview the major topics in Human Resource Management (HRM). HRM is a fundamental component of the competitiveness, effectiveness, and sustainability of any organization, as it influences who is hired, how they are trained, evaluated, compensated, and what steps are taken to retain them. In turn, HRM plays a critical role in predicting employees' behavior, attitudes, and performance. In other words, if an organization wants good people, it must practice good HRM.

Throughout this course, we will be covering many topics related to HRM. We will start by examining the holistic context and role of HRM. Afterwards, we will discuss diversity at workplace and the major legislations associated with HRM practices. Next, we will focus on HR planning and job analysis. Then, we will look at various HR practices within the employment cycle, including recruitment and selection, compensation management, performance management, training and development, safety and health and employee relations. Finally, we will highlight the importance of employee engagement and how to minimize employee turnover. Note that this course is required for all HRM undergraduate students (Majors and Minors).

2. Course Details

Instructor	Hadi El Farr
Credits	3
Semesters	Spring
Program of Study	Undergraduate – Human Resources Management
Target Audience	This course is an optimal learning experience for: ➢ Students aiming for a career in Human Resources ➢ Students seeking knowledge of People Management ➢ Managers seeking to improve their People Management skills and interested in implementing effective HR practices. ➢ Employees aspiring managerial positions ➢ Employees involved in HR practices such as staffing and performance management
Learning Objectives	Students who complete this course will demonstrate an understanding of: ➢ The context of HRM and its active role as a strategic function and set of practices within organizations ➢ Diversity in workplace and its value in attracting and retaining employees, boosting productivity and fostering innovation ➢ The employment cycle and the effective practices at each stage – including recruitment and selection, compensation management, training and development, performance management, safety and Health, employee relations and retention management.
Topics	Introduction to HRM The Context and role of HRM Diversity and Legislations HR planning and Job Analysis Sourcing, Recruitment and Selection Training and Development Performance Management Compensation Management Safety and Health Employee Relations Employee Engagement and Turnover

3. Reading List

Readings for this course will be selected from the following textbook:

- Phillips, J, & Gully, S. (2013-2014). Human Resource Management. Mason, OH: South-Western.

SBN-10: 1-111-53355-5
ISBN-13: 978-1-111-53355-7

- Additional optional readings and useful links will be added as needed. They will be available on the course's Sakai website. , along with other course material. Please, make sure to check the course website frequently, so you won't miss any important material (https://sakai.rutgers.edu).

- Make sure to read all assigned readings before attending classes in order to optimize your learning experience.

4. Assessment

The assessment criteria abide by the Undergraduate Grades and Records Policy: http://catalogs.rutgers.edu/generated/nb-ug_current/pg1344.html. Moreover, it is useful to read the New Brunswick Undergraduate Catalog in order to know your rights and obligations at: http://catalogs.rutgers.edu/generated/nb-ug_current/pg1341.html. The following table lists the assessment methods:

Method	Points
Attendance & Participation	50
Exam I	100
Exam II	100
Exam III	100
Total	350

The following table lists the Grading and Point System assigned by the university:

Points	Percent	Grade	Description	Grade Points
315-350	90-100%	A	Outstanding	4.0
298-314	85-89%	B+		3.5
280-297	80-84%	B	Good	3.0
263-279	75-79%	C+		2.5
245-262	70-74%	C	Satisfactory	2.0
228-244	65-69%	D	Poor	1.0
≤ 227	≤ 64	F	Failing	0.0

A. Attendance & Active Participation

Just by attending and actively participate in the assigned sessions you earn up to 50 points. Each missed class results in losing significant points – unless proper justification is provided. Please refer to the attendance policy to familiarize yourself with the recognized grounds for absences. Attendance will be monitored through Poll Everywhere.

Also, students are expected to actively participate in class and online forums. In addition to earning points, students will have the opportunity to add their input, share experiences and learn from others. Points are gained through answering the Poll questions and providing insightful contributions. Points are lost for frequent absenteeism, being unprepared and misconduct during class. Therefore, you are expected to be well prepared before class sessions through reading the required readings and preparing yourself for discussions.

Also, to participate through Poll Everywhere you need to bring your mobile phone, tablet or laptop. If unable to obtain any of those devices, please contact me to arrange an alternative method for participation. You need to register with the Poll Everywhere website at least 24 hours before the third class (please refer to the Polling Instructions below for the registration instructions). You can respond to the Poll questions through text messages or via the web browser.

B. Exams

There are three noncumulative exams with equal weights (two midterms and one final). The exams consist of multiple-choice and true-false questions. Each exam covers the subjects addressed before its conduction (approximately each covers one third of the material). The material includes lectures, discussions, exercises and readings. The exams dates are fixed and noted in the course schedule. Please note that all exams are closed-book. If the examination session was cancelled, then the exam will be automatically rescheduled for the next regular session.

Make-up policy

Again, the dates of each of the three exams are noted on the course agenda. An exam grade of zero (0) will be assigned to any student who is absent without a legitimate excuse on the date of a regularly scheduled test. Legitimate excuses include illness (verified with a note from a doctor), inclement weather (only when the Rutgers Information Service, 732-932-INFO, indicates that Rutgers is closed), and others as assigned by Rutgers Attendance Policy (please refer to the attendance policy section). An individual make-up exam will be held at a time that is convenient for the instructor. Individual make up exams will be in essay and/or short answers format.

C. Extra Credit Assignments

During the semester, you will have the opportunity to submit two assignments in order to improve the grades of the two midterm exams. Each assignment will contribute to up to 10 points. The two assignments are optional and will be in essay and/or short answers format. Submission dates of both assignments will be the end of next week after the examination date. Late submissions are strictly not acceptable. Assignments should be both uploaded on the Sakai website and a hard copy submitted to the Teaching Assistants.

5. Polling Instructions

During the sessions, you will be presented with poll questions to answer through the PollEverywhere website. The site allows you to respond to polls in various methods: (1) text messages through mobile phones and (2) web browser through your laptops/tablets/smart phones. Therefore, you are permitted to use the aforementioned devises strictly while responding to poles. Using electronic devices is not allowed otherwise.

The aim of the polls is to take attendance, to confirm you comprehension of the subject and to expose of sample exam questions. Accordingly, you need to register with PollEverywhere before attending the third session through following the instructions at this link: www.polleverywhere.com/register?p=2cwgm-9r42&pg=eCoZsRD&u=zKS17IVl

Upon accessing the link provided above, you may see the statement "You're registering as a participant for Rebecca A Tinkham, Rebecca A's account". The HRM department has a group license under which all faculty members might utilize. Rebecca is the undergraduate staff coordinator for our department, and she is also listed as the administrator on the PollEverywhere departmental license. Please ignore that it lists her name and continue to follow the instructions as provided.

1. Be sure to complete all the registration steps, including the certification of your cell phone (If you intend to text your responses).
2. If you are already registered with PollEverywhere for a different class in the HR department, please email the Teaching Assistant and s/he will add you to this specific course.
3. In part, this is how participation/attendance is tabulated. Coming to class late, or attending but not responding to that day's poll, will be considered a non-attendance. It is your responsibility to respond to the polls so that your attendance/participation is recorded.
4. You may check your own responses to confirm submission through logging in to the PollEverywhere website (www.polleverywhere.com) and clicking on My Response History. You are encouraged to track your responses in order to address issues as soon as possible.

6. Course Requirement and Instructor Expectations

- Students are expected to read all the required readings before attending the class. This increases the learning capacity throughout the sessions and elevates the interaction level among students and between the attendees and the instructor.
- Attendance and active participation in class discussions and activities fulfill the learning outcomes of classes. Remember both are assessed and contribute to your final grade!
- Students are asked to check Sakai frequently – at least every 48 hours. The course material, additional readings, posts and announcements will be added regularly and will enhance your learning experience.
- All required materials for the course are subject to formal assessment, even if they were not covered in class. Remember that the instructor is merely a facilitator of your learning experience. Attaining the utmost knowledge of the course subjects is highly dependent on individual effort and peer involvement.
- For each 3 credits of study, students should expect to commit at least 100 hours of their time for course work, self-study and revision.
- The instructor will continuously provide feedback and whenever a student requests help. Students are encouraged to contact their instructor for one-on-one sessions if needed.

- Students are expected to behave in a professional manner. Failing to do so will affect your participation grade. The following are some guidelines:
  - Students are expected to arrive on time in order to avoid distractions and to show respect for the instructor and peers.
  - Electronic devices should not be used during the session except for class requirements.
  - Students are expected to behave ethically. Misconduct during the session will not be tolerated.

7. Academic Honesty and Code of Conduct

Students are expected to abide by Rutgers's Academic Integrity Policy and Code of Student Conduct. Acts of cheating, plagiarism, forgery, fabrication or misrepresentation are not tolerated and will be dealt with according to the university policies and procedures. If you have doubts concerning committing a potential act of academic dishonesty, please contact the course instructor for advice. Moreover, you are advised to check the websites of the Office of Academic Integrity at: http://academicintegrity.rutgers.edu/ and the Office of Student Conduct at: http://studentconduct.rutgers.edu/. The following documents are also useful to know your rights and responsibilities:

Academic Integrity Policy: http://studentconduct.rutgers.edu/files/documents/AI_Policy_2013.pdf.
Code of Student Conduct: http://studentconduct.rutgers.edu/files/documents/UCSC_2013.pdf.

8. Special Needs and Accommodation

"Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form". For additional information, please visit the website of the Office of Disability Services at: https://ods.rutgers.edu/students.

9. Attendance Policy

Attendance at all scheduled classes shall be expected. Failure to attend classes with no authentic excuse will negatively affect your grade – as attendance and participation are accounted for in the course assessment. Rutgers University Attendance Policy has assigned the following recognized grounds for absences:

1. Illness requiring medical attention (written proof is needed).
2. Curricular or extracurricular activities approved by the faculty.
3. Personal obligations claimed by the student and recognized as valid (pre-approved by the instructor unless it is a family emergency).
4. Recognized religious holidays (please refer to the links at the end of this section).
5. Severe inclement weather causing dangerous traveling conditions (Rutgers University usually cancels classes when the weather conditions are not safe for commute).

As a general guideline, students have to attain the instructor's approval before their day of absence unless it is an emergency. At least two weeks' notice is required before any examination date. If the cause of absenteeism is legitimate, then the instructor will work with the student to make-up required exercises and examinations. The following links further clarify the attendance policy:

Rutgers' Attendance Policy: http://policies.rutgers.edu/view-policies/academic-%E2%80%93-section-10#2
Rutgers' Religious Holiday Policy: http://scheduling.rutgers.edu/religious.shtml
Interfaith Calendar: http://www.interfaithcalendar.org/index.htm
NJ Department of Education Religious Holiday List: http://www.state.nj.us/education/genfo/holidays.htm

10. Tentative Course Schedule

The course will be delivered through 28 assigned sessions, mostly twice per week. The course content will be covered based on the sequence specified in the next page. Please note that the dates are tentative and subject to change. Also, note that the two midterm exams are set during class hours. The final exam time and location will be assigned by the university and will take place during the final exams days. Sessions will include the following delivery methods and activities:

- Lectures covering the main course topics: concepts, theories and practices in HRM.
- Case studies that contextualize the course topics with real business examples and enhance knowledge-sharing and interaction among the session attendees – including the instructor. In addition, they aim to refine your analytical and communication skills.
- Formal assessments of students' knowledge attained throughout the course delivery.

Week	Date	Topic	Learning Outcomes	Required Readings	In-class Activities	Outside of class responsibilities
1	01/22/15	Introduction	➢ .Outlining the course syllabus	Ch.1	Lecture	Read Ch1
2	01/26/15	Introduction to HRM	➢ Describe why HRM is important to a company's performance. ➢ List the six primary HRM functions. ➢ Describe why it is important to align the HRM functions in support of common goals and objectives. ➢ Explain why HRM is important for smaller as well as larger organizations. ➢ Explain why HRM is important to every manager's career.	Ch.1	Lecture & Case Study	Read Ch1&2
	01/29/15	The Role of HRM I	➢ Explain how HRM reinforces organizational culture. ➢ Describe how HRM supports high performance work systems.	Ch.2	Lecture & Case Study	Read Ch2
3	02/02/15	The Role of HRM II	➢ Describe the five standards that help us decide if an action is unethical. ➢ Explain how HRM influences ethics and corporate social responsibility. ➢ Explain how HRM can support organizational change. ➢ Describe how employees influence the success of a merger or acquisition, and how HRM can create the foundation for the success of the combined company.	Ch.2	Lecture & Case Study	Read Ch3
	02/05/15	Diversity & Legislations I	➢ Explain why diversity and inclusion are important to organizational performance. ➢ Describe a bona fide occupational qualification.	Ch.3	Lecture & Case Study	Reach Ch.3
4	02/09/15	Diversity & Legislations II	➢ Define affirmative action. ➢ Explain the difference between adverse impact and disparate treatment. ➢ Describe four human biases that can create barriers to equal employment opportunity.	Ch.3	Lecture & Case Study	Read Ch3&4
	02/12/15	HR Planning & Job Analysis I	➢ Describe human resource planning. ➢ Explain the difference between efficiency and motivational approaches to job design. ➢ Describe what a job analysis is and why it is done.	Ch.4	Lecture & Case Study	Read Ch4
5	02/16/15	HR Planning & Job Analysis II	➢ Explain the purpose of an action plan. ➢ Explain why an organization's structure is important to its performance. ➢ Describe the difference between workflow analysis and business process reengineering.	Ch.4	Lecture & Case Study	Read Ch4&5
	02/19/15	Sourcing & Recruitment I	➢ Explain the difference between sourcing and recruiting. ➢ Describe the difference between active, semi-passive, and passive job seekers and explain how different recruiting sources are often needed to reach each group.	Ch.5	Lecture & Case Study	Read Ch5 & Prepare for the Exam
6	02/23/15	Sourcing & Recruitment II	➢ Describe recruitment spillover effects. ➢ Describe realistic job previews.	Ch.5	Lecture & Case Study	Prepare for the Exam

			➢ Define employer image and employer brand, and explain how they influence recruiting outcomes.			
	02/26/15	Exam 1	N/A	N/A	Examination	Read Ch6
7	03/02/15	Selection & Hiring I	➢ Describe the three types of fit between an employee and an organization. ➢ Explain the differences between screening, evaluative, and contingent assessment methods. ➢ Describe the differences between structured, behavioral, and case interviews.	Ch.6	Lecture & Case Study	Read Ch6
	03/05/15	Selection & Hiring II	➢ Describe the two ways of combining assessment scores. ➢ Explain the factors that can influence the content of a job offer. ➢ Explain the three types of fairness. ➢ Describe the difference between implicit and explicit employment contracts.	Ch.6	Lecture & Case Study	Read Ch7 Write the extra-credit optional assignment
8	03/09/15	Training & Development I	➢ List the five steps to effective training. ➢ Describe the three types of learning objectives. ➢ Describe five types of training methods.	Ch.7	Lecture & Case Study	Read Ch7 Submit the extra-credit optional assignment
	03/12/15	Training & Development II	➢ Explain why learning style is important to training effectiveness. ➢ Describe Kirkpatrick's four levels of training evaluation. ➢ Describe three common training programs. ➢ Explain what makes socialization more effective.	Ch.7	Lecture & Case Study	Read Ch8
9	03/16/15	No Class	Spring Recess	N/A	N/A	Read Ch8
	03/19/15	No Class	Spring Recess	N/A	N/A	Read Ch8
10	03/23/15	Performance Management I	➢ Describe the three main benefits of performance management. ➢ Explain the balanced scorecard. ➢ Describe how goal setting affects performance. ➢ List the possible sources of performance information.	Ch.8	Lecture & Case Study	Read Ch8
	03/26/15	Performance Management II	➢ Describe the difference between performance measurement and performance ranking methods. ➢ Explain why feedback is important to goal accomplishment. ➢ Describe the steps in the progressive discipline process. ➢ Describe three common obstacles to performance management effectiveness.	Ch.8	Lecture & Case Study	Read Ch9 & Prepare for the Exam
11	03/30/15	Base Compensation	➢ Describe the difference between financial and nonfinancial compensation. ➢ Describe the four forces influencing direct financial compensation. ➢ Describe how organizations can evaluate the worth of a job.	Ch.9	Lecture & Case Study	Prepare for the Exam

			➢ List the three methods most commonly used for job pricing. ➢ List four special compensation issues facing organizations. ➢ Describe the Fair Labor Standards Act, the Equal Pay Act, and worker's compensation.			
	04/02/15	Exam 2	N/A	N/A	Examination	Read Ch10
12	04/06/15	Incentives	➢ Explain why organizations might choose to tie pay to performance. ➢ Describe when it is appropriate to have a high level of reward differentiation across employees. ➢ Describe some of the criticisms of stock options as an incentive tool. ➢ Explain how pay for performance improves employee motivation and performance. ➢ Describe the golden rule of pay for performance plans. ➢ Explain the difference between errors of commission and errors of omission in incentive pay and their impacts on organizations.	Ch.10	Lecture & Case Study	Read Ch11
	04/09/12	Benefits	➢ Why do organizations offer employee benefits? ➢ What are mandatory benefits and why do organizations offer them? ➢ What are customary benefits and why do organizations offer them? ➢ What are optional benefits and why do organizations offer them? ➢ What are some of the challenges in communicating benefits information to employees? ➢ What influences an organization's benefit choices?	Ch.11	Lecture & Case Study	Read Ch12 Write the extra-credit optional assignment
13	04/13/15	Safety & Health I	➢ Describe what is meant by a culture of safety and explain why it is important. ➢ Describe ergonomics and explain why it helps improve workplace safety and health. ➢ Explain what OSHA is and describe its primary goal.	Ch.12	Lecture & Case Study	Read Ch12 Submit the extra-credit optional assignment
	04/16/15	Safety & Health II	➢ Explain how employee wellness programs benefit employers. ➢ Describe the difference between functional and dysfunctional stress. ➢ Describe the three forms of bullying at work. ➢ Explain how organizations can protect employees and others in the workplace from workplace violence.	Ch.12	Lecture & Case Study	Read Ch13
14	04/20/15	Employee Relations I	➢ List some of the arguments supporting unions. ➢ List some of the arguments against unions. ➢ Describe what is meant by collective bargaining. ➢ Describe what is meant by management rights.	Ch.13	Lecture & Case Study	Read Ch13
	04/23/15	Employee Relations II	➢ Explain the difference between distributive and integrative negotiation. ➢ Describe what can happen when negotiations break down. ➢ Explain the three labor relations strategies. ➢ Describe how unions impact human resource management.	Ch.13	Lecture & Case Study	Read Ch14&Prepare for the Final Exam

15	04/27/15	Engagement & Turnover I	➢ Describe employee engagement and explain why it is important to organizations. ➢ Explain the three types of organizational commitment. ➢ Describe the six types of turnover.	Ch.14	Lecture & Case Study	Read Ch14&Prepare for the Final Exam
	04/30/15	Engagement & Turnover II	➢ Describe the three types of involuntary separations. ➢ Explain how voluntary turnover can be reduced. ➢ Explain why succession management is important. ➢ Describe workforce redeployment.	Ch.14	Lecture & Case Study	Prepare for the Final Exam

Academic Integrity Contract

(To be signed and turned in at the first class)

All members of the Rutgers University community are expected to behave in an ethical and moral fashion, respecting the human dignity of all members of the community and resisting behavior that may cause danger or harm to others through violence, theft, or bigotry. All members of the Rutgers University community are expected to adhere to the civil and criminal laws of the local community, state, and nation, and to regulations promulgated by the University. All members of the Rutgers University community are expected to observe established standards of scholarship and academic freedom by respecting the intellectual property of others and by honoring the right of all students to pursue their education in an environment free from harassment and intimidation. Please see http://policies.rutgers.edu/PDF/Section10/10.2.11-current.pdf for details regarding the Student Code of Conduct. Please see http://academicintegrity.rutgers.edu/files/documents/AI_Policy_9_01_2011.pdf for details regarding the Academic Integrity Policy.

Similarly, all students and faculty members of the academic community at the School of Management and Labor Relations should uphold high standards for personal conduct, ethical behavior, and professional integrity. In the area of academic integrity, students are expected to refrain from cheating, fabricating information, plagiarizing, inappropriately denying others access to material, and facilitating others in academic dishonesty. Please see http://policies.rutgers.edu/PDF/Section10/10.2.11-current.pdf (pp. 24-28) for detailed descriptions of each type of action.

Any of the following acts, when committed by a student, is an act of academic dishonesty and decreases the genuine achievements of other students and scholars. Academic dishonesty includes, but is not limited to, any of the following:

Plagiarism/False Representation of Work

- Quoting directly or paraphrasing portions of someone else's work without acknowledging the source.
- Submitting the same work, or major portions thereof, including presentations, to satisfy the requirements of more than one course without permission from the instructor.
- Using data or interpretative material for a report or presentation without acknowledging the sources or the collaborators.
- Failing to acknowledge assistance from others, such as help with research, statistical analysis, or field data collection, in a paper, examination, or project report.
- Submitting purchased materials such as a term paper as your own work.
- Copying or presenting material verbatim from any source without using quotation marks.
- Copying from any source and altering a few words to avoid exact quotation, without the appropriate documentation or by using improper documentation of the source.
- Rewording the major concept found in a source but then omitting documentation or improperly citing the source.
- Submitting as one's own any work created by someone else (e.g., paper, project, speech, video, exercise, etc.) without crediting them. Large duplication of someone else's work should be avoided unless you obtain express permission from both the instructor and originator of the work.
- Fabricating or misrepresenting data or information 8
- Forging signatures

Cheating

- Copying work on examinations.
- Acting to facilitate copying during an exam.

- Sharing answers through technology or in written or verbal form when such interactions are prohibited
- Using prohibited materials, such as books, notes, phones, or calculators during an examination.
- Working with another student on an assignment when such collaboration is prohibited.
- Stealing or having in one's possession without permission any materials, or property belonging to or having been generated by faculty, staff, or another student for the course.
- Willfully offering to do another student's work so they may represent it as their own
- Assisting another student in cheating or plagiarizing
- Doing another student's work, excluding collaborative learning assignments or joint assignments approved by the instructor.

Engaging in any of the above behaviors can result in an F on the examination or project, an F in the course, denial of access to internships, suspension for one or more semesters, or permanent expulsion from the School of Management and Labor Relations at Rutgers University.

I, _____ understand the Policies on Academic Integrity and the Student Code of Conduct at Rutgers University and the School of Management and Labor Relations. Furthermore, I understand the consequences of unethical behavior. We all share a responsibility in creating an ethical environment. I resolve to uphold and support high standards for ethics and integrity at Rutgers University. If I see, hear, or observe violations of ethics and integrity I will report them to my instructor, Department Chair, or Dean.

Student Signature: _____ Date: _____

Student Name (Please Print): _____

Rutgers University ID: _____