

Introduction to Human Resource Management

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Spring 2020, Tues/Thurs 3:20-4:40p.m., LSH-B267

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COURSE OVERVIEW

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.

COURSE MATERIAL

Optional Text: Lepak, D. & Gowan, M. (3rd Ed.). Human Resource Management: Managing Employees for Competitive Advantage. ISBN-13: 978-0997117158

Class Material: All class material, including PowerPoint slides for the lectures and all assigned article readings, will be posted on the course's Sakai website: <https://sakai.rutgers.edu> (use your Rutgers ID and password). Please be prepared with the material before coming to class.

GRADING AND COURSE REQUIREMENTS

Activity	Points
Exam 1	100
Exam 2	100
Exam 3	100
Attendance/Participation	50
Total	350

Percentage	Points	Grade
90-100%	315-350	A
85-89.9	298-314	B+
80-84.9	280-297	B
75-79.9	263-279	C+
70-74.9	245-262	C
60-69.9	210-244	D
<59.9	< 209	F

DETAILS ON COURSE REQUIREMENTS

EXAMINATIONS

Three exams will cover all course material, including lectures, discussions, exercises, and readings. Each exam will cover approximately one-third of the course material. The exams will be **non-cumulative**. There is also an optional cumulative final exam, which will be held on **Friday, May 8th from 12:00-2:00pm**. You may use this final exam grade to replace your lowest of the three prior exam grades, or you may opt out of taking this final and retain the scores on the first three exams.

Make-up policy: The dates 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 (when Rutgers Information Service, 732-932-INFO, indicates that Rutgers is closed), when the instructor emails the class announcing that class is suspended, or other critical circumstances such as a death in the family. A make-up exam will be held at a time when all students who need to make up the exam can be present. An officially cancelled exam will be held at the next scheduled class period. **Whereas regularly scheduled (and officially re-scheduled) exams are in multiple-choice format, all make-up exams are in essay/short-answer format.**

Rutgers policy on religious holidays: <https://scheduling.rutgers.edu/scheduling/religious-holiday-policy>

PARTICIPATION AND ATTENDANCE

Participation is comprised of 80% poll responses/attendance (40 points) and 20% in-class discussion (10 points). Students are expected to attend every class. Points can be gained for insightful contributions to class and good attendance, and points can be lost for frequent absenteeism, being unprepared, and misconduct in class. For each class session, you are expected to have read the assigned reading(s) for that session, and be prepared to discuss topics in class. It is valuable to attend class because:

1. Exam questions are drawn from lectures, readings, exercises, and class discussion, so missing lectures will hurt your exam performance.
2. In class, students are asked to answer questions posed in lecture by responding to polls (see section on Polling, below, for instructions). These polls will most frequently correspond to assigned article readings, to highlight important take-aways, and serve as attendance.
3. Several of the lecture periods will include completion of a related exercise/activity. Although these exercises are not graded, they help students to utilize course concepts to give them direct, concrete experiences that are applicable to their personal and professional needs. Further, participating in these exercises will often give you the opportunity to interact with your fellow students. I try to emphasize teamwork and a collaborative, supportive work environment, and I strongly believe that learning and development should be structured to provide support and feedback not only from the instructor but also from your peers.
4. Personally, I value the diversity that students bring to the classroom. Students come from a variety of backgrounds with a wide range of knowledge, motivation, and interests. I really appreciate and enjoy hearing your viewpoints!

EXTRA CREDIT

There are several extra credit opportunities, for a total of 10 possible points:

- 1) Students who answer the greatest number of poll questions correctly prior to each exam will earn 2 points extra credit toward their respective exam grade. Worth 6 points, maximum.
- 2) Job Analysis Assignment: Compare *O*Net* and *Indeed* Job Characteristics (see Sakai Assignments tab for details). Worth 4 points, maximum. **This assignment must be submitted via Sakai ("Assignments") no later than Friday, May 3rd at 11:59 p.m. to receive credit.**

LEARNING GOALS MET BY THIS COURSE

COURSE-SPECIFIC LEARNING GOALS

Upon completion of this course, students should be able to demonstrate:

1. The fundamentals of HR functional capabilities used to select, develop, and motivate workers
2. The context and challenges of HRM and its role as a strategic function and set of practices within organizations.
3. How to calculate the value of HR practices to the organization (e.g., turnover costs, training programs, and compensation and benefits packages)
4. Analyze contemporary global issues from a multidisciplinary perspective

SMLR LEARNING GOALS

Understanding Context - Evaluate the context of workplace issues, public policies, and management decisions

1. Analyze the degree to which forms of human difference shape a person's experience of, and perspectives on work
2. Analyze a contemporary global issue in their field from a multi-disciplinary perspective
3. Analyze issues related to business strategies, organizational structures, and work systems
4. Analyze issues of social justice related to work across local and global contexts
5. Analyze issues related to the selection, motivation, and development of talent in a global context

Application - Demonstrate an understanding of how to apply knowledge necessary for effective performance

1. Apply concepts and substantive institutional knowledge, to understanding contemporary developments related to work
2. Understand the legal, regulatory and ethical issues related to their field
3. Develop human resource management functional capabilities used to select, motivate, and develop workers
4. Understand the internal and external alignment and measurement of human resource practices

POLLING

During lectures throughout the semester, I will often present you with polls and ask you to answer them using a website called Poll Everywhere. This site allows you to respond to polls in a number of different ways, including (1) your cellular phone, via text message, (2) the web browser on your laptop, iPad/tablet, or cell phone, and (3) twitter. This means that you are permitted, on a restricted basis, to use these devices during class. **Cell phones are strictly prohibited beyond use for responding to polls.**

Your responses to these polls will not be graded for accuracy, but they will serve three primary purposes. **First**, they allow me to take attendance (which is a proportion of your participation grade). **Second**, I will use them to see if everyone is on the same page, is grasping the information, or if I need to spend more time on certain topics. **Finally**, correct answers contribute toward the leaderboard, and the potential to earn extra credit (see the "Extra Credit" section).

In order for me to keep track of who responds to the polls (and for you to get credit for attending class), you will need to **register with the Poll Everywhere website at least 24 hours prior to attending our first class session. This means you should be registered by Monday, January 21st.**

To register, please visit this link and follow the instructions:

https://PollEv.com/methot/register?group_key=UUIwyuEcDKJnC10m9LxGiI0KF

It should take less than 5 minutes.

A couple of important notes about registering with Poll Everywhere:

1. 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 of the faculty members who want to use this polling system have accounts. Rebecca Tinkham is the Undergraduate staff coordinator for our department, and she is also listed as the administrator on the Poll Everywhere departmental license. Please ignore that it lists her name, and continue to follow the instructions as I've provided them.
2. Be sure to complete **all** steps in the registration process, including **certification of your cell phone** (if you intend to text your responses).
3. If you are already registered with Poll Everywhere for a different class in the HR department, you can simply click on the specific link for my class and it will automatically add you as a participant.
4. **In part, this is how participation/attendance is tabulated.** Coming to class late, or attending but not responding to that day’s polls, will be considered as non-attendance. It is your responsibility to respond to the polls so that your attendance/participation is recorded.
5. You may check your own responses to confirm submission by logging in to the Poll Everywhere website (www.polleverywhere.com) and clicking on My Response History. I encourage you to keep track of your responses so that issues don’t arise too late in the semester.

Keep in mind that in order to participate, you will need to bring a cell phone, laptop, iPad or other tablet with you to class. You are not penalized if you do not have access to any of these devices, but please email me at jmethot@smlr.rutgers.edu so we can figure something else out.

It is considered a serious act of academic dishonesty to respond to Poll Everywhere questions when not physically present in the classroom. To be clear, you must be in your seat in the classroom: not on the bus, not down the hall—in the classroom, and ready to participate in the class!

CHAIN OF INQUIRY

If you have any *course-related* questions during the semester (e.g., general questions about assignments, grading policies, exams, due dates): **First**, check the syllabus. **Second**, visit the Sakai course Discussion page. Under “General Questions,” check previous postings to see if the question has already been handled. If your concern isn’t addressed through one of these means then, **third**, post your question on the question board (**be sure to include the topic of your question in the subject line**). If after 24 hours your question has not been addressed, then, **fourth**, send an email to Ella at ProfMethotTA@gmail.com. Be sure to include the topic of your question in the subject line of the email.

If you have any *concept-related* inquiries during the semester (e.g., you would like a concept or theory clarified, you would like additional information about a concept), visit the Exams section of the discussion board. If your inquiry has not already been addressed, post your inquiry there. If after 24 hours your question has not been answered, send an email to Ella at ProfMethotTA@gmail.com.

NOTE: You, as a member of the class, are welcome to answer your fellow students’ questions when posted on the Discussion board. In fact, you are encouraged to do so! You can all benefit from each other’s knowledge and support. I will check others’ responses for accuracy.

UNIVERSITY GUIDELINES AND RESOURCES

ACADEMIC HONESTY

The University's policy on cheating and use of copyrighted materials is enforced in this class. Students are expected to pursue knowledge with integrity. Please refer to the Academic Integrity Policy for more detail regarding these policies: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers>

All students registered for this course are asked to sign an Academic Integrity Contract (refer to the last two pages of this syllabus). You must return a signed copy to me or the course TAs and keep a copy for yourself. This contract includes detailed explanations of behavior that constitutes plagiarism and cheating. Examples of a breach of this contract with regard to this specific course include, but are not limited to: sharing your answers or copying another student's answers on examinations; sending a fellow student who did not attend class the answers to a poll to falsely indicate their presence; copying material that is not your own without providing proper documentation (in the example of the HRM media extra credit). In the event that this contract is breached, the punishment can range from receiving a failing grade on the assignment, to being placed on disciplinary probation or permanent expulsion from Rutgers.

STUDENTS WITH DISABILITIES

Students requesting accommodations for disabilities should contact the Office of Disability Services to determine his/her Coordinator. The Coordinator will then provide documentation to the student. Upon review and approval, the student must then provide this documentation to the instructor. Please refer to the Office of Disability Services for Students for more detail regarding this policy: <http://disabilityservices.rutgers.edu/>. Students may make requests for accommodations: <http://disabilityservices.rutgers.edu/request.html>

COUNSELING

CAPS is a comprehensive mental health resource center for the campus community. They offer a variety of high quality counseling services to Rutgers students in order to enhance both academic and personal achievement and progress. Please click on the following link to learn more about their services: <http://rhscaps.rutgers.edu/services/counseling>

TENTATIVE COURSE SCHEDULE

The content of the course will be covered in the following sequence (**see next page**). Please note that **dates are tentative and subject to change** (some topics may take more time and others less time, depending on students' interests). **Exam dates are firm.**

Date	Topics	Readings
Jan. 21	Syllabus & Course Information	-----
Jan. 23	Introduction to HRM, Managing Employees for Competitive Advantage	1. "Putting people first..." 2. "Why we hate HR" 3. "Uber finally realizing HR isn't just for recruiting"
Jan. 28	Org Demands & Environmental Influences	4. "HR Departments get new star power" 5. "HR's role in sustainability..."
Jan. 30	Job Analysis	6. "Rooftop solar panels, firefighters' enemy"
Feb. 4	Job Design	7. "In new office designs, room to roam..." 8. "Google got it wrong: Open offices destroying..." 9. "A modern conundrum..."
Feb. 6	Planning	10. "Apple picker shortage" 11. "Japan Wants More Women in Construction" 12. "Outsourcing at the crux of Boeing strike"
Feb. 11	Recruitment I	13. "How to minimize the risks of..."
Feb. 13	Recruitment II	14. "Recruiter target practice"
Feb. 18	Exam #1	
Feb. 20	Selection I	15. "Fake Job Reference Services" 16. "Janitors to pass physical fitness test"
Feb. 25	Selection II	17. "Applicants' personalities put to the test" 18. "Thanx for the lview!..."
Feb. 27	Selection III	19. "Talking too much on a job interview..." 20. "How Slack Got Ahead in Diversity"
March 3	Legal Issues I	21. "Whites filing reverse discrimination suits..."
March 5	Legal Issues II	22. "Changing the culture of harassment at Ford"
March 10	Training I	23. "They ponder layoffs, but..." 24. "Theory & Practice: Firms step up training"
March 12	Training II	-----
Mar. 17 & 19	SPRING BREAK - NO CLASS	-----
March 24	Performance Management I	25. "Why stack ranking is terrible..." 26. "Performance reviews need some work..."
March 26	Performance Management II	27. "How Adobe keeps employees from quitting" 28. "Peer performance reviews take off"
March 31	Exam #2	
April 2	Compensation I	29. "In Detroit, two wage levels are new way" 30. "Wal-mart lawsuit over sex discrimination"
April 7	Compensation II	31. "'Hamilton' profit sharing deal"
April 9	Retention & Benefits	32. "Netflix just stepped up its leave policy—again" 33. "Hotelier finds happiness keeps staff..." 34. "Best way to save..." 35. "How to keep your best executives"
April 14	Separation I	36. "Bad firings can hurt firms' reputation"
April 16	Separation II	37. "Microsoft lays off thousands with bad memo" 38. "Difficulties facing downsizing agents"
April 21	Trends in HRM I	39. "Managing the 21 st century organization" 40. "Working in the connected world"
April 23	Trends in HRM II	41. "The New Résumé: It's 140 Characters" 42. "How Deloitte Made Learning a Game" 43. "GE's Real-Time Performance Development"
April 28	Wrap Up & Review	
April 30	Exam #3	
May 8	12:00-2:00pm - Cumulative Final	

Academic Integrity Contract

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
- Forging signatures

Cheating

- Copying work on examinations.
- Responding to Poll Everywhere questions when not physically present in the classroom.
- 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: _____