

Course Syllabus
Rutgers University
School of Management and Labor Relations
Human Resource Management Department

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OF NEW JERSEY



37:533:301:90 – Introduction to Human Resource Management

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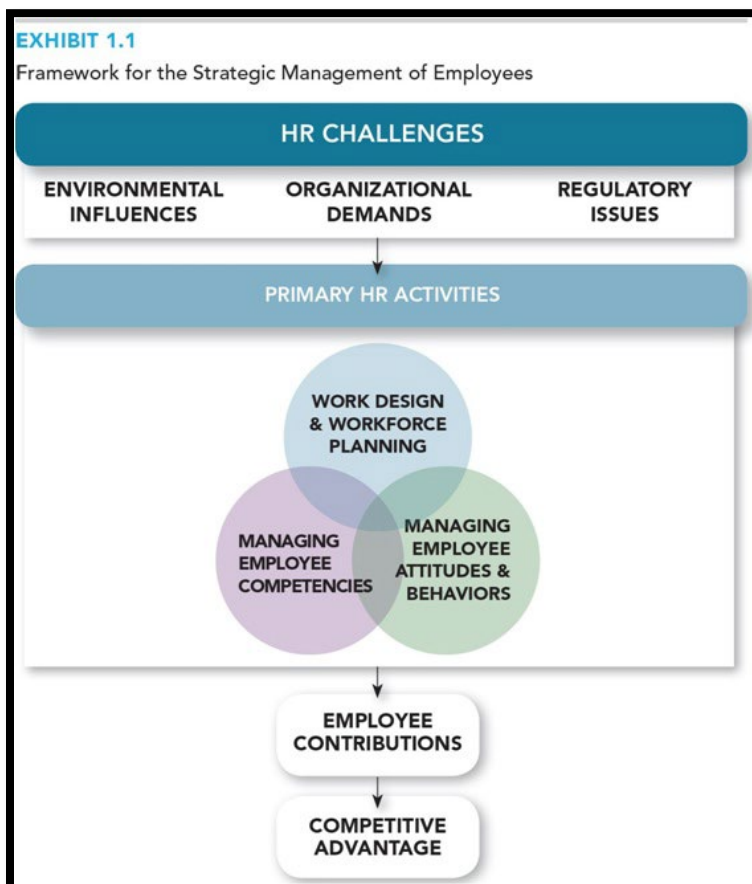
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Virtual office hours will be assigned during the first week

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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, and compensated, and what steps are taken to retain them. In turn, HRM plays a critical role in attaining quality talent, influencing employee behaviors, and ensuring effective and efficient organizational performance. In other words, if an organization wants good people to gain a competitive advantage over its market rivals, it must practice good HRM.

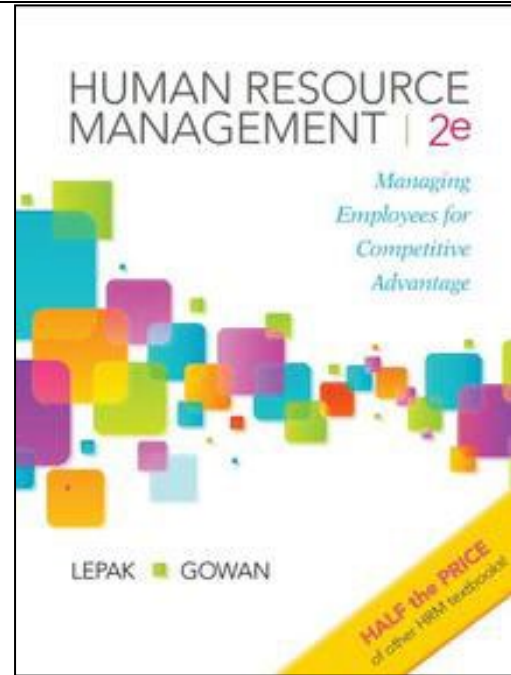
Throughout this course, we will be covering many topics related to HRM. We will start by examining the holistic context, challenges, and role of HRM. Afterward, we will stress the importance of aligning HR practices to various organizational requirements and external environmental influences. Following, we will emphasize the role of HR in complying with several employment laws. Next, we will focus on job analysis and workforce planning. Then, we will look at various HR practices within the employment cycle, including recruitment and selection, training and development, performance management, compensation management, benefits, safety and health, and labor relations. Also, we will be highlighting the importance of aligning HR practices with each other and with the internal and external environment of the firm as we address each HR practice. Note that this course is a three-credit course and is required for all HRM undergraduate students (Majors and Minors).

2. Course Details

<p>Course Learning Objectives</p>	<p>This course aims to provide students with a robust understanding of HR practices and issues. In addition, the course targets building awareness and appreciation of the link between HR practices and their role in achieving a competitive advantage. Students who complete this course should demonstrate an understanding of:</p> <ol style="list-style-type: none"> 1. The context and challenges of HRM and its role as a strategic function and set of practices within organizations. 2. How HR practices should be aligned with each other and with the internal and external environment of the firm. 3. How to conduct HR planning to ensure that the right quality of talent with the right quantities is available at the right time. 4. The process of recruiting and selecting employees to attract and attain the right talent. 5. The process of training and developing employees to ensure that they acquire the right competencies for current and future positions. 6. The process of performance management to assess employees' productivity and behaviors and to ensure continuous improvement of employees' performance. 7. The process of designing and implementing compensation packages – including incentives and benefits – that help in attracting, motivating, and retaining talent. 8. How to ensure that employees are healthy and safe – from an ethical-obligation perspective and a legal compliance perspective. 9. How to manage employee relations – especially when it comes to labor unions.
<p>SMLR Learning Objectives</p>	<ul style="list-style-type: none"> • Understanding Context - Evaluate the context of workplace issues, public policies, and management decisions <ul style="list-style-type: none"> ○ Analyze the degree to which forms of human difference shape a person's experience of and perspectives on work ○ Analyze a contemporary global issue in their field from a multi-disciplinary and intersectional perspective ○ Analyze issues related to business strategies, organizational structures, and work systems ○ Analyze issues of social justice related to work across local and global contexts (LSER) ○ Analyze issues related to the selection, motivation, and development of talent in a local and global context (HRM) • Application – Demonstrate an understanding of how to apply knowledge necessary for effective work performance <ul style="list-style-type: none"> ○ Apply concepts and substantive institutional knowledge, to understanding contemporary developments related to work ○ Understand the legal, regulatory, and ethical issues related to their field ○ Develop human resource management functional capabilities used to select, motivate, and develop workers (HRM) ○ Understand the internal and external alignment and measurement of human resource practices (HRM)
<p>Target Audience</p>	<p><u>This course is an optimal learning experience for:</u></p> <ul style="list-style-type: none"> ➤ Students aiming for a career in Human Resources

	<ul style="list-style-type: none"> ➤ Students seeking knowledge of People Management ➤ Managers seeking to improve their People Management skills and interested in implementing effective HR practices. ➤ Employees aspiring to managerial positions ➤ Employees involved in HR practices such as staffing and performance management
Course Topics/Chapters	<ol style="list-style-type: none"> 1. Managing Employees for Competitive Advantage 2. Organizational Demands and Environmental Influences 3. Regulatory Issues 4. Job Design and Job Analysis 5. Workforce Planning 6. Recruitment 7. Selection 8. Learning and Development 9. Performance Management 10. Compensating Employees 11. Incentives and Rewards 12. Employee Benefits and Safety Programs 13. Labor Unions and Employee Management

3. Readings

	<ul style="list-style-type: none"> ➤ You may buy any edition after the following book: Lepak, D. and Gowan, M. (2016). Human resource management: managing employees for competitive advantage. Second edition. United States of America: Chicago Business Press. ISBN: 978-0-9833324-3-5 Link: http://www.chicagobusinesspress.com/lepak---gowan--human-resource-management.html ➤ In addition, each chapter’s lecture will be added under the chapter’s instructional material in written, audio, and video formats to accommodate different learning preferences. ➤ Note: The book is good as a reference, yet you might be successful in completing the course without it. The lectures are comprehensive, however, if you need more details, then feel free to buy the book. ➤ Additional optional readings, media, and useful links will be added also for each chapter. ➤ All chapters’ material will be available on the course’s Canvas website. Please, make sure to check the course website frequently, so you won’t miss any important material. You need to use your Rutgers Net ID and password to log in. ➤ Make sure to read all assigned readings and cover the chapter’s lecture early in the week to optimize your learning experience throughout each chapter.
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4. Assessment

The assessment criteria abide by the Undergraduate Grades and Records Policy: http://catalogs.rutgers.edu/generated/nb-ug_current/pg1358.html. Moreover, it is useful to read the New Brunswick Undergraduate Catalog to know your rights and obligations at: http://catalogs.rutgers.edu/generated/nb-ug_current/pg1355.html. The following table lists the assessment methods and their weights:

Method	Points
Midterm One	100
Midterm Two	100
Final Exam	100
Forum Participation	100
Total	400

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

Points	Percent	Grade	Description	Grade Points
358-400	90-100%	A	Outstanding	4.0
338-357	85-89%	B+		3.5
318-337	80-84%	B	Good	3.0
298-317	75-79%	C+		2.5
278-297	70-74%	C	Satisfactory	2.0
258-277	65-69%	D	Poor	1.0
≤ 257	≤ 64	F	Failing	0.0

A. Exams & Make-up Policy

There are three noncumulative exams with equal weights (two midterms and one final). The exams consist of multiple-choice and/or true-false questions. Each exam covers the subjects addressed before its conduction (approximately each covers one-third of the material). The exam material includes the chapters' lectures and the required readings. The exam dates are fixed and noted in the course schedule. Please note that all exams are closed-book, and you are not allowed to use any form of assistance. If the examination session is canceled, then you will be notified of the new date.

Exams will be proctored through LockDown-Respondus. Having a computer with an appropriate camera and microphone is a requirement to take the exam. You will be provided with a practice quiz early in the semester to test your computer. Not having a functional computer is not an acceptable excuse for not taking the exam. If you face any technical issues, then please contact the Canvas Helpdesk, which is available 24/7 @ <https://canvas.rutgers.edu/canvas-help/>

Make-up policy

Again, the dates for each of the three exams are noted on the course schedule. 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 requiring medical attention (verified with a note from a doctor), an emergency (verified when applicable), or for a reason that is approved by the instructor. The instructor's approval should be attained at least two weeks before the exam date.

An individual make-up exam will be held at a time that is convenient for the instructor. Individual make-up exams could be in an essay, short answers, multiple-choice questions formats – or any format chosen by the instructor. Your attendance might be required to sit for the make-up exam.

B. Forum Discussions

For each period of two weeks, there will be an assigned discussion forum. The forum aims to debate and discuss a question that addresses an issue related to the chapters' subjects. Students are expected to actively participate in the online forum discussions, interact, reflect, exchange ideas, and expand their knowledge base. There will be 7 forums in total and each will be assessed separately. The total assessment of the forum discussions will account for the top 5 individual forum scores – averaging up to a grade out of 100.

First, students should post an initial contribution that answers the forum question. The initial contribution should be posted during the first three days of the assigned period. The initial contribution will be assessed based on its content, demonstrated analytical thinking, and references used. Second, the student should actively collaborate and respond to other posts throughout the assigned period. At a minimum, the student should reply thrice to others – in addition to the initial contribution. The collaboration will be assessed based on

content and engagement, demonstrated analytical thinking, and references used. In addition, the students will be assessed based on the quality of their writing. The quality of writing will be assessed based on clarity and mechanics and organization.

The following is the breakdown of each forum discussion assessment:

Assessment Category	Assessment Criteria
Initial Contribution (45%)	Content Contribution (20%)
	Analytical Thinking (20%)
	References (5%)
Collaboration (45%)	Content Contribution and Engagement (20%)
	Analytical Thinking (20%)
	References (5%)
Quality of Writing (10%)	Clarity and mechanics (5%)
	Organization (5%)

For more details on how to maximize your score, please refer to forum discussion rubrics. The rubrics can be located under the Policies & Guidelines section of the course website.

C. Extra-credit Assignments

During the semester, you will have the opportunity to submit two assignments to improve your grades for the two midterm exams. Each assignment will contribute up to 10 additional points, based on the quality of the essay. The two assignments are optional and will be in an essay format. The submission dates of both assignments will be the end of next week after the examination date. Late submissions are strictly not accepted. You are required to submit the essay through the Dropbox tool on the course website.

5. Course Requirements and Instructor Expectations

- Students are expected to read all the required readings and cover the chapter's lecture early on during the assigned week for each chapter. This increases the learning experience throughout the chapter's week and elevates the interaction level among students within the chapter's discussion forum.
- Students are expected to actively participate in discussion forums to fulfill the learning outcomes of classes. Remember that discussion forums are assessed and contribute to your final grade!
- Students are asked to check Canvas frequently – at least every 24 hours. Course material including additional readings, media, useful links, 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 the lecture. 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 every 3 credits of study, students should expect to commit at least 100 hours of their time to coursework, self-study, and revision.
- The instructor will continuously provide feedback whenever a student requests help. Students are encouraged to contact their instructor for one-on-one sessions if needed.
- Students are expected to behave professionally. Failing to do so will affect your forum discussion grade. The following are some guidelines:
 - Students are expected to participate in the chapters' forum discussions on time with adequate quality and quantity of replies.
 - Revise your work before posting your initial contribution and replies as you will not be able to modify your post once you submit it.
 - Add something new to justify your position when posting in the forums. Do not only post if you agree or don't agree with your peers' replies. Instead justify your comment with appropriate references, analysis, and linkages.
 - Students are expected to behave ethically and respectfully towards their instructor, teaching aids, and peers.
 - Misconduct in chapters' forum discussions, chatting, and other forms of communication will not be tolerated.
 - Make sure not to use all capital letters while replying to your peer. In case you want to emphasize a keyword or a point, use italics, bold, or asterisks.
 - For further information on the discussion forum's rubrics and how to behave ethically and professionally in an online course, please refer to the guidelines on the course website.

6. 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/>. Alternatively, you can refer to the undergraduate catalog section for academic integrity at: http://catalogs.rutgers.edu/generated/nb-ug_current/pg1370.html and the section for the code of conduct at: http://catalogs.rutgers.edu/generated/nb-ug_current/pg1373.html.

7. Communication Guidelines

When corresponding with your instructor and classmates through email or discussion forums, please take the time to be grammatically correct and use a positive tone. Please also refrain from using all CAPITAL LETTERS, as this is often interpreted as shouting. Treat your instructor and fellow students with respect at all times, and in all communications.

Please refer to the SMLR General Netiquette Rules for online communication under the “Syllabus” section on the course website.

8. Attendance Policy

Participation at all discussion forums shall be expected. Attending all the exams on time is also expected. Failure to participate in discussion forums with no authentic excuse will negatively affect your grade – as it is an assessed activity. Failure to take an exam on time will result in a zero.

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) – this condition is invalid as the course is delivered online and requires no transportation.

As a general guideline, students have to attain the instructor's approval before their 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 the required exercises and examinations. The following links further clarify the attendance policy:

Rutgers' Attendance Policy: <http://policies.rutgers.edu/sites/policies/files/10.2.7%20-%20current.pdf>

Rutgers' Religious Holiday Policy: <https://scheduling.rutgers.edu/scheduling/religious-holiday-policy>

Interfaith Calendar: <http://www.interfaithcalendar.org/index.htm>

NJ Department of Education Religious Holiday List: <http://www.state.nj.us/education/genfo/holidays.htm>

9. Technical Requirements

There are no special technical prerequisites, but, as the course delivery and communication takes place via the screen, students will benefit from consistent, secure access to a personal computer with up-to-date word processing and graphics software (Flash and video players). A high-speed Internet connection is also recommended. The following are some basic hardware and software requirements:

1. An up-to-date computer (usually no older than 2-3 years. Students need to make sure that their computers are functional as it is their responsibility).
2. Broadband connection with reliable internet access.
3. Voice input (Microphone) and output hardware.
4. A webcam (800 x 600 resolution or better).
5. Operating System (Windows 7, 8, or higher / MAC OSX 10.7 Lion or higher).
6. Microsoft Word & PowerPoint.
7. Adobe Flash Player.
8. Adobe Reader (PDF reader).
9. A Media Player.
10. Lockdown/Respondus technical requirements

10. Special Needs and Accommodation

“Rutgers University welcomes students with disabilities into all of the University's educational programs. 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 Accommodation. 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 website 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>.

11. Student Resources & Scholarships

If you require any help in the areas of (a) mental health, (b) academic coaching, and (c) financial assistance: <https://smlr.rutgers.edu/about-smlr/fall-2022-information-smlr-students>

Additional resources are available at the Dean of Students office: <http://deanofstudents.rutgers.edu/resources-and-support/>

For SMLR's scholarship offerings: <https://smlr.rutgers.edu/academic-programs/scholarships>

12. Tentative Course Schedule

This is a fully asynchronous online course. Thus, meeting deadlines assigned in the course modules is vital. Self-management is an important ability to keep up with the course. The course will be delivered in approximately 15 weeks, and each week has an assigned module. Please refer to the course website for more details. Modules include:

- Lectures covering the main course topics: concepts, theories, and practices.
- Formal assessments of students' knowledge for each lecture
- Discussion forums 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.

Note: The course schedule is tentative, and the instructor reserves the right to change the schedule as seen fit.

Good luck and welcome to the Course!