

Introduction to Human Resource Management

Fall 2026

37:533:301:04, index 22394

Instructor: Dr. Jessica Methot, jmethot@smlr.rutgers.edu

Meets: Wednesdays, 10:20AM-1:20PM

Location: Livingston Campus, Janice Levin Building Room 003

Teaching Assistants: Alondrea Hubbard, ProfMethotTA@gmail.com

“Meet the Professor” hours: Wednesdays, 2:00-3:00PM ET or by appointment

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’ attitudes, behavior, and performance. In other words, if an organization wants good people, it must practice good HRM.

COURSE MATERIAL

Class Material: All class material, including PowerPoint slides for the lectures, required article readings, video and podcast content, announcements and assignment instructions will be posted on the course’s Canvas website: <https://canvas.rutgers.edu/> (use your Net ID and password).

GRADING AND COURSE REQUIREMENTS

Activity	Points
1. Exams (2)	200
2. Assignments (Choose 2)	100
• Assignment #1 – Job Analysis	(50)
• Assignment #2 – Legal Issues & Separation	(50)
• Assignment #3 – Future of Work	(50)
3. Case Based Learning	100
4. Citizenship	100
Total	500

Percentage	Points	Letter Grade
90-100%	450-500	A
85-89.9	425-449	B+
80-84.9	400-424	B
75-79.9	375-399	C+
70-74.9	350-374	C
60-69.9	300-349	D
<59.9	< 299	F

DETAILS ON COURSE REQUIREMENTS

EXAMINATIONS

Two 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 are **non-cumulative**. There is also an optional cumulative final exam, which will be held on **TBD**. 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. All make up exams must be completed within one week of the scheduled exam.** Rutgers policy on religious holidays:

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

SHORT WRITING ASSIGNMENTS

There are three (3) writing assignments that correspond to the lecture topics. These assignments should be a minimum of 1 page single-spaced and a maximum of 3 pages single-spaced. The details for these assignments are posted on the course Canvas site. Each assignment is worth a maximum of 50 points, and **you will choose any two of the three to complete**, for a total possible 100 points. You will submit these assignments via Canvas. Your submissions will be sent to TurnItIn to be electronically reviewed for plagiarism—examples of plagiarism (cheating) include taking someone else's work and passing it off as your own (either by quoting lengthy portions of the articles or copying from a peer's work). Late assignments will receive a 5-point deduction and no assignments will be accepted more than one week past the due date.

GROUP-BASED CASE STUDY ENGAGEMENT

In this course, you will regularly engage in *case-based learning* designed to sharpen your critical thinking, collaboration, and application of course concepts to real-world scenarios.

- At the beginning of each class, you will be **assigned to a group**, and each group member will be given a **specific role** (e.g., discussion leader, note taker, skeptic, connector). These roles will rotate throughout the semester to give everyone experience with different perspectives and responsibilities.
- Your group will be presented with a **brief case study** and a set of guiding questions. You'll work together to analyze the situation and propose initial responses based on your current understanding.
- After this initial discussion, we will transition into the **core course content**, delivered through lecture, multimedia, and discussion. This material is designed to provide the frameworks, tools, and evidence-based insights relevant to the case at hand.
- Finally, you will **return to your case**, now equipped with deeper knowledge and a more refined skillset, to **revisit your answers**, challenge your assumptions, and develop more informed, thoughtful responses.

This approach allows you to experience how theory informs practice and to build the analytical and interpersonal skills needed for collaborative problem-solving—skills that are essential in today’s dynamic workplaces.

Your engagement in case study work, through preparation, participation, and role fulfillment, will contribute to both your individual learning and your group’s collective success.

CITIZENSHIP

Your “Citizenship” grade reflects the behaviors that contribute to a positive, respectful, and collaborative classroom environment—qualities that are essential not just in this course, but in your future roles as professionals, teammates, and leaders.

This grade is based on four key elements:

1. **Attendance:** Being present and on time shows a commitment to and respect for your classmates and for the learning process.
2. **Respect for Others:** Listening actively, engaging constructively, and treating everyone with dignity—even when you disagree—builds trust and psychological safety.
3. **Individual and Team Contributions:** Participating fully and cooperatively in as individual contributors and in group work models what it means to be a dependable and collaborative colleague. 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!
4. **Classroom Stewardship:** Leaving the room in good condition (e.g., throwing away trash, returning desks to order) reflects responsibility and care for shared spaces.

These behaviors form the foundation of what it means to be both a *good human* and a *good colleague*. Whether you become a manager, team member, or HR professional, your success will depend not just on your technical knowledge, but on your integrity, accountability, and kindness. This grade exists to help you practice those habits now.

Your Citizenship grade will be regularly assessed and may be affected by repeated absences, disruptive behavior, lack of contribution in group settings, or neglecting your role in maintaining a respectful classroom environment.

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

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	Pre-Class Readings	In-class Cases
Week 1 – Sept. 2	Managing Employees for Competitive Advantage		• How Uber got into this HR mess
Week 2 – Sept. 9	HR Challenges	1. Strategic HR: GM drives HR to the next level 2. 21 HR jobs of the future 3. HR departments get new star power	• Why we hate HR • Why we (shouldn't) hate HR
Week 3 – Sept. 16	Job Analysis & Design	1. Lego uses these 5 words in its job description 2. Rooftop solar panels, firefighters' enemy 3. In new office designs, room to roam and think 4. Don't get too comfortable at that desk	• Remote Work Policy: A Matter of Time?
Sept. 22	Job Analysis Assignment (#1) Due		
Week 4 – Sept. 23	Workforce Planning & Recruitment	1. Apple picker shortage in Washington State 2. Hospitals pay billions to combat nursing shortage 3. Call centers turn to people with disabilities 4. Google's shadow workforce of temps 5. Outsourcing at the crux of Boeing strike	• Staffing for Burrito Season: Chipotle's Hiring Challenge
Week 5 – Sept. 30	Selection: Methods & Measures	1. Can your résumé beat the bots? 2. Janitors to pass physical fitness test	• pymetrics: Early Days
Week 6 – Oct. 7	Legal Issues	1. How blind recruitment works 2. Whites filing reverse discrimination suits 3. How Slack Got Ahead in Diversity 4. HR isn't stopping work sexual harassment	• FedEx Agrees to Pay in Discrimination Case
Week 7 – Oct. 14	Exam 1		
Week 8 – Oct. 21	Training and Development	1. Boeing Trained 737 Max Pilots on iPads 2. Where Companies go wrong with L&D	
Week 9 – Oct. 28	Performance Management	1. Why stack ranking is a terrible way to motivate employees 2. Performance reviews need some work 3. People don't want to be compared with others in performance reviews 4. 3 Biases that hijack performance reviews	• Banishing Performance Ratings at iQmetrix
Week 10 – Nov. 4	Compensation	1. In Detroit, two wage levels are new way 2. Salary ranges should be listed on job descriptions 3. Wal-mart lawsuit over sex discrimination 4. Hamilton' profit sharing deal	• Show Me the Money: Compensation at CEL
Week 11 – Nov. 11	Benefits and Retention	1. How one fast-food chain keeps its turnover rates absurdly low 2. 'Great Attrition' or 'Great Attraction'? The choice is yours	• Hotelier finds happiness keeps staff checked in
Week 12 – Nov. 18	Separation	1. Layoffs are coming. Employers must do right 2. Nonessential worker says company violated pandemic rules 3. Marijuana in the Workplace: How to craft an HR policy that's right for your company	• Overlook the Infraction or Stick to the Rules?
Nov. 24	Legal Issues & Separation Assignment (#2) Due		
Week 13 – Nov. 25	No Class – Thanksgiving Break		
Week 14 – Dec. 2	HRM Trends	1. Is HR the most analytics-drive function? 2. The value of social network analysis for HR 3. Can we keep our biases from creeping into AI 4. HR Tech Trends of 2025 5. Employers Must 'Tread Lightly' With Social Media Protest Posts	• HYRGPT: Transforming Applicant Experience through Generative AI
Week 15 – Dec. 9	Exam 2		
Dec. 14	Future of Work Assignment (#3) Due		
TBD	Optional Final		