Course Title: Human Resource Management
Units: 3
Location: Bell Tower - Room 1462
Time: 4:30-7:20 p.m. Wednesdays
Professor: Laura D. Hernandez
Telephone: 805-844-1720
Email: Laura.Hernandez@csuci.edu
Office Hours: 2:00 - 3:30 p.m. or by appointment
Room 2016 Sage Hall

Resources:

Required Text:

Human Resource Management, v. 2.0
By: Laura Portolese Dias
Pub Date: April 2016 eISBN: 978-1-4533-7038-4

To access go to:
https://students.flatworldknowledge.com/course/2473099

or look for PDF version at www.saylor.org

Supplemental Textbooks:

- Managing Human Resources (8e)
  Luis R. Gomez-Mejia, David B. Balkin, Robert L. Candy
  Pearson

- Human Resources Management
  L. Bock
  John Murray General Publishing Division

Library & Internet Resources: Students are encouraged to use the CSUCI library and the internet for research and to complete assignments when necessary.
Class Notes:

Instructor’s notes are located in your Blackboard Accounts under course information. These notes will serve as the basis for all essay exam questions. Notes from the weekly Chapters will be posted by the end of the day after each class. Study plans (notes) will be posted prior to each quiz and exam.

Course Objectives:

The purpose of the course is to provide you with an introduction to the field of Human Resources Management (HRM) and to enable you to think like a Human Resources (HR) Manager. In this course, you will learn about: the environment managers operate within; human resource management functions; and, different tools used by HR managers. Anyone in management will have a role in HRM at some point during your careers. By learning about what HR managers do, you will better understand the role of a HR Manager and how to function in a HR position.

A second and equally important purpose of the class is to draw upon the liberal arts foundation of CSUCI to enhance your critical thinking ability and communication skills. This class is designed to help you also better express your thoughts about the “larger” patterns you now understand. This class is about using new information about human resources for businesses, government and not-for-profit organizations.

Learning Objectives:

Students who complete this course will be able to:

1. Describe orally and in writing the fundamentals of human resources management within domestic and global enterprises (1, 2, 3, 5)

2. Write analyses of complex cases related to human resources management and organizational behavior principles (1, 5)

3. Formulate and execute human resources management policies, strategies, plans, and procedures (1, 5)

4. Identify, conceptualize, and develop solutions for successful resolutions to organizational problems drawing upon enhanced human resources management competencies to include: critical thinking, emotional intelligence, communication, and global awareness (1, 5, 6)

*Aligns with Program Learning Goals for: 1) Critical thinking, 2) Oral communication, 3) Written Communication, 4) Conduct (Ethics), 5) Competencies in discipline, 6) Collaboration
Grading:

Attendance and In-Class Participation: 8%

Midterm Exam 1: 30%

Final Exam: 30%

Reading Quizzes 12%

Exercises 20%

Total 100%

Final grades will be assigned as follows:

>93.0 = A  
90.0 - 92.99 = A-
87.00 - 89.99 = B+
83.0 - 86.99 = B  
80.0 - 82.99 = B-
77.00 - 79.99 = C+
73.0 - 76.99 = C  
70.0 - 72.99 = C-
67.00 - 69.99 = D+
63.0 - 66.99 = D  
60.0 - 62.99 = D-
<59.99 = F
Exams (2)

Two examinations, covering the assigned notes, lecture and class discussion will be given on the dates noted in the course outline. Students should (must) make every effort to attend the examinations when scheduled. Should extreme circumstances prevent a student from taking that exam, a make-up exam may be taken, subject to the approval of the instructor.

Exams will be some combination of multiple choice, short answer, and essay. The final exam will be partly cumulative and may include short answer and/or essay questions from earlier materials.

Exercises: (4)

Four exercises are assigned during the semester and are due on the dates noted in the course outline. Exercises will represent 5% of your grade for a total of 20%. These exercises are scheduled in your syllabus and may include one of the following:

**In-Class Exercises:**

Throughout the semester, students are expected to be prepared to discuss issues relevant to the course and to participate in team exercises. For these exercises, students will be required to be actively involved to receive credit – i.e. making substantive comments, answering questions, and preparing short presentations. Points will be awarded by the instructor based on individual and group participation. Students should bring their textbook to class as part of their participation grade.

**Case assignments:**

Students will answer discussion questions from case applications assigned in the text. The goal is for students to apply the information discussed to these real-world situations to the concepts and principles presented in the course.

**Written Exercises:**

Students will turn in papers that are no less than 1 page typed, single spaced, spell-checked, grammar-checked, and conform to a standard format (normal margins and spacing and 12 pt. font size).

Exercise assignments will be evaluated on the following criteria: Format & Style, Grammar and Readability, Content, Organization, Critical Analysis and Thinking, Understanding of the class Material, and Conclusions and Recommendations.
Reading Quizzes: (4)

Reading quizzes will consist of questions about the reading assignment. Reading quizzes help ensure that you have read since reading materials before class enhances your learning and provides a foundation for application. Your ability to correctly answer the questions positively impacts your final class grade. Each Reading Quiz is worth 3% of your grade for a total of 12%. There is NO option to make up missed quiz.

Attendance and In-Class Participation:

To encourage collaborative/appropriate classroom behaviors, 8% of your grade will be based on attendance, arriving to class on time, engaging in classroom discussion, participating in team exercises, not leaving class early (without notifying me in advance), appropriate use of technology (i.e. no web surfing of outside class materials) etc. I will keep a daily roster and will make notes regarding good/poor classroom behaviors to help me best capture this aspect of your classroom performance.

General Professionalism/Class Policies

Work is due when it is requested. Only with prior approval will late work be accepted but will always be graded at least one letter grade lower than on time work.

While there is no mandatory class attendance policy, you are expected to come to class on time. It shows respect for you, me, and CSUCI. Failure to attend/being late for class negatively impacts your participation grade.

There is no provision made for earning extra credit in this course. Consequently, it is important that you do your best work on each exam and assignment.

1. Turn off your cell phones and/or other electronic devices. If you are allowed to use a laptop, DO NOT surf other sites during class lectures and discussions; it’s annoying, unprofessional, and disruptive.

2. Truth, integrity, justice, and honesty are a given part of our class. There can be no exceptions - ever. For a full discussion of what this means and the consequences of failing to comply with this, students are expected to have read CSUCI’s Honor Code/Policy on Academic Honesty. This can be found at: http://www.csuci.edu/studentlife/judicial-affairs/

3. Students are expected to maintain the highest standards of academic integrity. Behavior that violates these standards is not acceptable. Examples are the use of unauthorized material, communication with fellow students during an examination, attempting to benefit from the work of another student and similar behavior defeats the intent of an examination or other class work.
4. Cheating on exams, plagiarism, improper acknowledgement of sources in essays, and the use of a single essay or paper in more than one course without permission are considered very serious offences and shall be grounds for disciplinary action.

5. We exhibit appropriate demeanor, and never accept offensive, sarcastic, or belittling behavior of each other.

**Disabilities Statement:**

Students who have disabilities or special needs and require accommodations in order to have equal access to classrooms MUST register with the designated staff member in Student Affairs in order for CSUCI to better accommodate special needs. Students are required to provide documentation of a disability when accommodations are requested.
<table>
<thead>
<tr>
<th>Date</th>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
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<tbody>
<tr>
<td>2/3/16</td>
<td>Chapter 1 &quot;The Role of Human Resources&quot;</td>
<td>Read Chapter 1 &quot;The Role of Human Resources.&quot; Be prepared to discuss the role of human resources in business and why, in a constantly changing world, the HRM function is key to a successful business.</td>
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<tr>
<td>2/10/16</td>
<td>Chapter 2 &quot;Developing and Implementing Strategic HRM Plans&quot;</td>
<td>Read Chapter 2 &quot;Developing and Implementing Strategic HRM Plans&quot;. Be prepared to discuss HR strategic plans and how those plans should be developed. Strategic planning is necessary to tie company objectives with HRM objectives, but it is also important to have a “people plan” and address the ever-changing work environment. Exercise #1</td>
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<tr>
<td>2/17/16</td>
<td>Chapter 3 &quot;Diversity and Multiculturalism&quot;</td>
<td>Read Chapter 3 &quot;Diversity and Multiculturalism&quot;. Be prepared to discuss the diversity aspect of business and why diversity is so important to ensuring a healthy organization. Reading Quiz #1</td>
</tr>
<tr>
<td>2/24/16</td>
<td>Chapter 4 &quot;Recruitment&quot;</td>
<td>Read Chapter 4 &quot;Recruitment&quot;. Be prepared to discuss recruitment, the process for getting the most qualified individuals with diverse backgrounds, is the focus. We discuss some of the important laws to consider when hiring people and methods to recruit highly qualified individuals.</td>
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<tr>
<td>3/2/16</td>
<td>Chapter 5 “Selection”</td>
<td>Read Chapter 5 “Selection”. Be prepared to talk about the selection process. Once you have recruited, you must organize the process that selects the best candidate. This can include interviewing, employment tests, and selecting the criteria by which candidate performance will be measured. Exercise #2</td>
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<tr>
<td>3/9/16</td>
<td>Chapter 6 “Compensation and Benefits“</td>
<td>Read Chapter 6 “Compensation and Benefits”. Be prepared to discuss how you compensate individuals through pay, benefits, vacation time, and other incentives. Reading Quiz #2</td>
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<tr>
<td>3/16/16</td>
<td>Mid-Term</td>
<td>Multiple choice, short answer, essay, Chapters 1-6</td>
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<td>3/23/16 - 3/26/16</td>
<td>Spring Recess - No Instruction</td>
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<td>3/30/16</td>
<td>Chapter 7 “Retention and Motivation”</td>
<td>Read Chapter 7. This chapter discusses the talent management approach and how you can retain the best employees through retention strategies and motivation techniques.</td>
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<tr>
<td>4/6/16</td>
<td>Chapter 8 &quot;Training and Development&quot;</td>
<td>Read Chapter 8. Be prepared to discuss the training and development aspect of HRM. It is likely one of the most important aspects of HRM. After you have gone through the time and effort to recruit, select, and compensate the employee, you will need to ensure career growth through continuing training, which is the focus of Chapter 8 &quot;Training and Development&quot;. Exercise # 3</td>
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<tr>
<td>4/13/16</td>
<td>Chapter 9 &quot;Successful Employee Communication&quot;</td>
<td>Read Chapter 9. Communication is a key component to any and all aspects of HRM. Be prepared to discuss management styles as an important form of communication and the impact these styles have on employees. Reading Quiz # 3</td>
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<tr>
<td>4/20/16</td>
<td>Chapter 10 &quot;Employee Performance Management&quot; &quot;Guest Speaker – U.S. Border Patrol&quot;</td>
<td>Read Chapter 10. Be prepared to discuss the types of performance issues that occur in the workplace, the internal and external reasons for poor performance, how to develop a process for handling employee performance issues, initiating layoffs and downsizing.</td>
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<tr>
<td>4/27/16</td>
<td>Chapter 11 &quot;Employee Assessment&quot;</td>
<td>Read Chapter 11. Be prepared to discuss the reasons for a formal performance evaluation system and the process to develop a performance review system. Exercise #4</td>
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<td>5/4/16</td>
<td>Chapter 12 “Working with Labor Unions”</td>
<td>Read Chapter 12. Most HRM professionals will work with unions, the focus of Chapter 12 &quot;Working with Labor Unions&quot;. The unionization process, how to negotiate union contracts and history of labor unions</td>
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<tr>
<td>5/11/16</td>
<td>Chapter 13 “Safety and Health at Work”</td>
<td>Read Chapter 13. Be prepared to discuss employee safety and issues, such as drug use, carpal tunnel, and other issues relating to keeping employees healthy at work. Reading Quiz # 4</td>
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<tr>
<td>5/18/16</td>
<td>Final Exam 4:00 – 6:00 pm</td>
<td>Multiple choice, essay &amp; short answer. Chapters 7-14</td>
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*THIS SYLLABUS IS SUBJECT TO CHANGE AS CIRCUMSTANCES AND FLEXIBILITY DICTATE*