Management 3311, WinterMester 2004

Introduction to Human Resource Management

Class times: 1:30 pm to 6:30 pm 12/13 – 12/23
Room 319
The final exam is at 1:30 pm Thursday, December 23rd

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Office Hours:
Monday, Tuesday, & Wednesday
9:30 am to 11:30 am
and many other times with or without an appointment
Statement on Disability

If you feel you may have a disability that requires accommodations, contact the Disabled Student Services Office at 747-5148, go to Union Bldg., East, Room 106, or e-mail dss@utep.edu

UTEP Policy on Scholastic Dishonesty

It is the official policy of the university that all suspected cases or acts of alleged scholastic dishonesty must be referred to the Dean of Students for investigation and appropriate disposition. It is contrary to university policy for a faculty member to assign a disciplinary grade such as an "F" or zero to an assignment, test, examination, or other course work as a sanction for admitted or suspected scholastic dishonesty in lieu of normally charging the student through the Dean of Students. Similarly, students are prohibited from proposing and/or entering into an arrangement with a faculty member to receive a grade of "F" or any reduced grade in lieu of being charged with scholastic dishonesty.

Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Disciplinary proceedings may be initiated against any student for any of the following acts or omissions:

A. "cheating" includes:

1. copying from the test paper of another student, engaging in written, oral, or any other means of communication with another student during a test, or giving aid to or seeking aid from another student during a test;
2. possession and/or use during a test of materials which are not authorized by the person giving the test, such as class notes, books, or specifically designed "crib notes";
3. using, obtaining, or attempting to obtain by any means the whole or any part of non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters, but which will be used again either in whole or in part without permission of the instructor; or accessing a test bank without instructor permission;
4. collaborating with or seeking aid from another student for an assignment without authority;
5. substituting for another person, or permitting another person to substitute for one's self, to take a test; and
6. falsifying research data, laboratory reports, and/or other records or academic work offered for credit;

B. "plagiarism" means the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own academic work offered for credit, or using work in a paper or assignment for which the student had received credit in another course without direct permission of all involved instructors.

C. "collusion" means the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on scholastic dishonesty.
Course Objectives

**General Overview.** To provide a friendly environment and challenging information and materials so you can obtain knowledge and skills related to the management of human resources. The topics covered are the legal and ethical context of HRM, Staffing the Organization, Training and Development, Managing High Performance, and Maintaining Effective Relationships with Employees. The learning objectives for these topics fall into six hierarchical categories. They are, from the lowest to the highest: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. Each is more fully explained below.

1. **Knowledge.** This category deals with the student’s remembering, either by recognition or recall, the material ideas, or issues presented in the text, lectures and class exercises. For example, students who are able to remember definitions of terms commonly used in human resource management will have gained a knowledge of the course material.

2. **Comprehension.** This category of mastery deals with the ability to understand, translate into other words, interpret, and extrapolate ideas and concepts presented in the class. For example, students who can take a concept like the predictive validity of printed selection tests and explain it in their own words or in another language will have obtained a degree of comprehension of the concept of predictive validity.

3. **Application.** Application is the ability to apply an abstract concept in a new way or into a different situation. For example, students who can take the concept of piecework pay systems and see the abstract similarities to sales commission pay will see how pay for performance can be applied in different settings.

4. **Analysis.** Analysis consists of breaking down material into constituent parts, detecting the relationships between the parts, and determining how those parts are organized. For example, students who analyze a selection process and see how the number of recruits affects the selection ratio which, in turn, affects the validity of a selection will have achieved a level of mastery of some of the relationships between the parts of the employee selection process.

5. **Synthesis.** Synthesis involves the ability to put together different elements, parts, or abstract concepts into a coherent whole pattern or structure. For example, a student who can design a human resource management (recruiting, selection, training, compensation, etc.) department for a new or growing business, will have mastered a degree of the synthesizing skill.

6. **Evaluation.** Evaluation is the ability to apply standards or criteria to make judgments about the value of something. For example, students who can use a company’s mission statement or some financial criteria to make a reasonable conclusion about whether piecework as opposed to a Scanlon plan pay system should be implemented or continued in a manufacturing facility will have achieved some mastery of the skill of evaluation.
Illustration of Learning Objectives
Sample Questions and Answers

The following are sample questions and answers from the material in this course that illustrate these six types of learning objectives.

1. Knowledge

“Your text mentions that, in skills necessary to perform jobs in the 21st century, the U.S. lags behind all of these countries except:
   a. England
   b. Singapore
   c. Germany
   d. Japan
   e. Norway”

The correct answer is “A.”

2. Comprehension

“Which of the following is designed to facilitate organizational diversity:
   a. enlist leadership from all levels to accomplish a diversity goal
   b. relocate company headquarters to a diverse location
   c. change the website appearance
   d. exclude employees from policy implementation
   e. recruit through newspapers”

The correct answer is “A”

3. Application

“Could ABC parts warehouse legally institute a pre-employment drug screen test in El Paso, Texas?”

Yes, pre-employment drug tests are generally always lawful so long as the employee’s privacy rights are respected during the drug testing process and the test is not administered in a discriminatory fashion. For truck drivers, DOT regulations will also require random drug testing.
4. Analysis

“Describe the primary goals of the motivation function of HRM.”

A primary goal of motivation is to provide an environment that influences employees to exert high energy levels for those behaviors that are important to the strategic goals of the organization. Human resource specialists can motivate employees by providing assistance in areas of job design, setting performance standards, and establishing effective compensation and benefits programs. Additionally, HR specialists can train managers in motivational techniques and help line managers diagnose motivational problems.

5. Synthesis

“Describe how a rising unemployment rate affects the relationships between the recruiting, selection, and compensation functions in HRM.”

As the unemployment rate rises, there are likely to be more qualified job applicants in the applicant pool, given the same level of recruiting that was conducted in the past. If the number of applicants increases, while the number of openings remains the same, the selection ratio (applicants hired divided by number applied) will be reduced. This will enhance the validity of most selection devices (testing, structured interviews, etc.). Also, the starting pay level may be lower (or rise at a slower rate) as the unemployment rate rises. Furthermore, with a higher unemployment rate, the employer may also be able to keep using the same level of recruiting efforts and use the same selection test cut scores while paying a lower pay level, because there will sufficient qualified applicants in the employee acquisition process. As a result the overall employee acquisition process will be more cost effective as the unemployment rate rises.

6. Evaluation

“Globalization has led us to the realization that workers are interchangeable between countries so long as language issues are resolved. Do you agree or disagree with this statement? Explain your position.”

I Disagree. In terms of motivation, skill expectations, salary and benefit expectations, how managers will treat them, what they want to do in their spare time, and how vacations should be allocated, there is wide variation from country to country. Although we all have common physical needs, and an interpreter can provide help with language barriers, the issues are much more complex. This is especially true if the goal is an empowered work force. If the workers are
recognized as people with the extraordinary contributions, then the differences must be recognized and nurtured.

**Grading Summary**

Grades are based on the student’s demonstrated ability in all six of the educational objectives listed above. The allocation of points is summarized in the table below.

<table>
<thead>
<tr>
<th>Attendance &amp; Participation</th>
<th>Midterm</th>
<th>Final Exam</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100</td>
<td>250</td>
<td>650</td>
</tr>
</tbody>
</table>

Class attendance is important because it enhances learning for both you and other students through participation in discussions. Class participation points are awarded for students who participate in class discussions, ask thoughtful questions, and present their opinions on topics related to the class. Thoughtful questions are those that are related to the course material and show that the student has thought about what they read or what was said in class. Thoughtful questions might include comparisons of one concept with another, how the course materials apply to the student’s personal experiences, how the student might apply ideas in class to a real world setting, etc. The points that a student can earn for class participation are separate and apart from other points they might earn for the midterm and final exam. To earn these points, read the assigned materials before coming to class and come to class every day with your opinions, ideas, and a question or two about the topic we will be discussing. The total that you can earn for participation and attendance is 100 points. Thus, if you miss some points because of unavoidable absences, you can make them up through class participation.

There will also be in-class exercises that reflect the types of challenges faced by real-world human resource management professionals.

There will be a mid-term test and a final examination. Questions on tests and the final will be based on information in assigned readings, class lectures, and discussions.

**Grade Scale**

<table>
<thead>
<tr>
<th>Total Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>900 - 1,000</td>
<td>A</td>
</tr>
<tr>
<td>800 - 899</td>
<td>B</td>
</tr>
<tr>
<td>700 - 799</td>
<td>C</td>
</tr>
<tr>
<td>600 - 699</td>
<td>D</td>
</tr>
<tr>
<td>599 or less</td>
<td>F</td>
</tr>
</tbody>
</table>
## Course Outline

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapters</th>
<th>Focus</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/13</td>
<td>Intro, Video Overview of Hr</td>
<td></td>
<td>Introduction to Class</td>
<td>Read Syllabus, do practice quiz</td>
</tr>
<tr>
<td>12/14</td>
<td>Current Topics and changing nature of HR</td>
<td>1, 2</td>
<td>Overview of current topics in HR; The changing nature of HR, Strategic HR</td>
<td>Read assigned chapters</td>
</tr>
<tr>
<td>12/15</td>
<td>EEO &amp; Diversity</td>
<td>4, 5</td>
<td>Legal Issues and diversity</td>
<td>Read assigned chapters</td>
</tr>
<tr>
<td>12/16</td>
<td>Recruiting &amp; Selection</td>
<td>7, 8</td>
<td>Recruiting and Selection</td>
<td>Read assigned chapters; Prepare for Midterm</td>
</tr>
<tr>
<td>12/17</td>
<td>Training &amp; Careers</td>
<td>9, 10</td>
<td>Midterm on Readings in chapters: 1,2,4, &amp; 5 After the midterm: training and careers</td>
<td>Read assigned chapters; prepare for midterm</td>
</tr>
<tr>
<td>12/20</td>
<td>Compensation</td>
<td>11, 12</td>
<td>Performance Appraisal &amp; Compensation</td>
<td>Read assigned chapters</td>
</tr>
<tr>
<td>12/21</td>
<td>Benefits &amp; Safety</td>
<td>14, 15</td>
<td>Benefits &amp; Safety</td>
<td>Read assigned chapters</td>
</tr>
<tr>
<td>12/22</td>
<td>Employee Relations</td>
<td>16, 17</td>
<td>Employee rights and discipline, Union-management relations</td>
<td>Read assigned chapter, prepare for final</td>
</tr>
<tr>
<td>12/23</td>
<td>Final Exam</td>
<td></td>
<td>Final Exam covering chapters 7, 8, 9, 10, 11, 12, 14, 15, 16, 17</td>
<td>Bring a Scantron</td>
</tr>
</tbody>
</table>