

Lincoln University

BA 308 Human Resources Management

Course Units: 3 units (45 Lecture Hours)

Level: Mastery 1 (M1)

Semester: Spring 2018

Class Meeting Time: Monday, 12:30-3:15 PM

Dr. Pete Bogue, Associate Professor of Business Administration; E-mail address: pbogue@lincolnuca.edu (checked periodically for messages); Office Hours: Monday 3:30-4:30 PM by appointment.

Catalogue Course Description: This course is concerned with those concepts pertaining to the prudent management of a firm's human resources. It deals with those being considered for positions, those parts of the firm, and those leaving. The concepts are found in the application of principles and norms for recruiting, selection, training, evaluation, and performance appraisal. The value of intra-firm contacts and discussion for matters of discipline and the negotiation of salary and wage matters are emphasized. Also covered are: labor relations, safety, supervision, incentive programs, federal and state regulation, particularly regarding discrimination, harassment, and environmental concerns (3 units)

Educational Objectives:

1. Define the roles and activities of a company's human resource management function.
2. Explain how to strategically plan for the human resources needed to meet organizational goals and objectives.
3. Compare and contrast methods used for recruiting, interviewing, selection and placement of human resources.
4. Describe the steps required to analyze, develop, implement, and evaluate employee training programs.
5. Describe the performance management and appraisal process.
6. Explain managing employee retention, engagement, and careers.
7. Identify and explain the issues involved in establishing compensation incentive systems.
8. Describe the role of benefits and services in meeting employee needs.
9. Define ethical policies and fair treatment at work.
10. Describe the role of labor relations and collective bargaining.
11. Explain the importance of employee safety and health.

Instructional Materials and References: Dessler, Gary, “Human Resource Management,” 14th ed. (Upper Saddle River, New Jersey: Pearson Education, Inc., 2015). ISBN 13: 978-0-13-354517-3.

Instructional Methods: Lectures supported by PowerPoint slides with supervised exercises and business case studies. The emphasis will be on learning by doing. Every student must participate in intensive classroom activities, must complete homework and course assignments, and take the exams.

This is a direct classroom instruction course.

Topical Outline: The course provides a complete, comprehensive review of essential personnel management concepts and techniques such as the human resource management function, strategic planning, recruitment, interviewing, selection and placement, training and development, performance appraisal, employee retention, engagement, and careers, compensation incentives, benefits and employee services, labor relations, and employee safety and health. An integrating theme throughout the course is “The High Performance Organization: Building Better, Faster, More Competitive Organizations through Human Resources.” A second integrating theme is that of creating competitive advantage by fostering employee commitment.

Course Requirements: Students will be responsible for completing the textbook chapter readings prior to the lectures, homework and classroom activities, case studies, and examinations. The expected amount of time a student will need to spend outside of class to complete his/her individual and/or group out-of-class homework assignments is six (6) hours per week for a 3-unit class.

Assessment Criteria and Methods of Evaluating Students:

The basis for the determination of the final grade for the course will be the total weighted score for all activities according to the percentages shown in the table below:

Discussion Questions:	10%
Application Cases Questions/Answers:	10%
Application Case Power Point Presentation:	10%
Self-Assessment Library:	10%
Research Project Documenting Sources:	25%
Mid-term Exam:	15%
Final Exam:	15%
Attendance:	05%
	100%

Grading Scale (Point/Grade Conversion):

100-95 A	76-74 C
94-90 A-	73-70 C-

89-87 B+ 69-65 D+
86-84 B 64-60 D
83-80 B- 59 or <F
79-77 C+

Attendance: Regular attendance at classes is essential. Each student is expected to be present for scheduled class periods, to be punctual, and to remain in class for the entire scheduled period. Excessive absences or tardiness may result in loss of credit, lowering of grade, or dismissal from the class. Students are responsible for making up class work missed.

Examinations: The mid-term and final exams will consist of short answer and/or essay questions evaluating the student's understanding of the basic concepts, terms, processes, and issues covered in the course.

Electronic Devices: Cell phone ringers must be turned off while in the classroom and placed in a vibrating mode. Smart phone and laptop screens may not be viewed in class while lectures are in progress unless otherwise instructed.

Integrity and Quality of Scholarship: Integrity of scholarship must be maintained at all times. Plagiarism (copying directly from an author's work) is not permitted. All written work is to be word-processed unless otherwise indicated and should reflect college-level ability in English structure, grammar, spelling, and sophistication of analysis.

Plagiarism Detection: Lincoln University subscribes to Turnitin plagiarism prevention service. Student work will be used for plagiarism detection and for no other purpose. Originality reports will not be available for viewing.

Modification of the Syllabus: This syllabus and schedule are subject to change in the event of extenuating circumstances. An announcement of any changes will be made in class.

Spring Semester, January 15 to May 7, 2018; Monday, 12:30-3:15 PM

Homework and Classroom Activities:

Team Assignment: Student teams will answer their assigned "Discussion Questions" in advance of lectures, word process the answers, bringing them to class, prepared to respond if called upon by the instructor to summarize the answers to these discussion questions. Satisfactory answers will be scored as a 2 (strong answer), 1 (satisfactory answer), or 0 (unsatisfactory answer or absence). Student teams will submit the discussion question answers to the instructor (or CANVAS) by the end of the course.

Team Assignment: Student teams will analyze and solve the assigned "Application Cases" under the guidance of the instructor, apply relevant concepts and practical

applications found in the respective chapters, word process the answers to the questions following the cases, and submit them to the instructor (or CANVAS) by the end of the course.

Team Assignment: Student teams will be given the opportunity to make Power Point presentations before the class of solutions to their selection of assigned “Application Cases” and their responses to the questions following the cases. Students must be prepared to deliver creditable responses adding value based upon the material in the relevant chapter. Students’ presentation skills will be assessed and evaluated for their professional demeanor. Please be prepared to participate. What you put into the course will determine what you and others get out of it. Student teams will submit the Power Points to the instructor (or CANVAS) by the end of the course.

Individual Assignment: Self-Assessment Library: Insights Into Your Skills, Interests, and Abilities.

Individual Self-assessment questionnaire handouts will be completed in class in conjunction with the textbook readings. Students will record their self-assessment scores and an analysis/interpretation of them on the questionnaires to be submitted to the instructor (or CANVAS) upon completion of the exercise.

Individual Assignment: Individual Research Project: MBA/DBA students are required to submit a research paper based upon the subject matter of selected chapter(s) from the textbook reviewing the current research about the chosen subject, summarizing the results, and offering conclusions. Needless to say, the research paper should be carefully and thoughtfully well written. The format of the research paper must adhere to the APA Publication Manual, available in the L.U. library and on the Lincoln University Website, be documented by proper annotation and referencing and include a bibliography. The 12 point font size should be utilized. Students will include at the beginning of their research paper the statement, “I have done my own work and have neither given nor received unauthorized assistance on this work.” Students will submit their research projects to the instructor (or CANVAS) by the end of the course.

Course Schedule

M 01/15/18, Martin Luther King, Jr. Holiday

M 01/22/18, Lecture Chapter 1 Introduction to Human Resource Management

Discussion Questions: 1-2, 1-3, 1-4, 1-5

Case: “Jack Nelson’s Problem,” Questions 1-20, 1-21, 1-22

Self-Assessment Library

**M 01/29/18, Lecture Chapter 3 Human Resource Management Strategy
And Analysis**

Discussion Questions: 3-3, 3-4, 3-5, 3-6, 3-7

Case: “Siemens Builds a Strategy-Oriented HR System,”

Questions 3-18, 3-19, 3-20

Self-Assessment Library

M 02/05/18, Lecture Chapter 5 Personnel Planning and Recruiting

Discussion Questions: 5-5, 5-6, 5-7, 5-8, 5-9

Case: “Finding People Who Are Passionate About What They Do,” Questions 5-27, 5-28, 5-29, 5-39

Self-Assessment Library

M 02/12/18, Lecture Chapter 7 Interviewing Candidates

Discussion Questions: 7-4, 7-5, 7-6, 7-7, 7-8, 7-9

Case: “The Out-of-Control Interview,”

Questions 7-23, 7-24, 7-25

Self-Assessment Library

M 02/19/18, President’s Day Holiday

M 02/26/18, Lecture Chapter 8 Training and Developing Employees

Discussion Questions: 8-3, 8-5, 8-6, 8-7, 8-8, 8-9

**Case: “Reinventing the Wheel at Apex Door Company,”
Questions 8-29, 8-30, 8-31**

Self-Assessment Library

M 03/05/18, Lecture Chapter 9 Performance Management and Appraisal

Discussion Questions: 9-5, 9-6, 9-8, 9-9, 9-10, 9-11

**Case: “Appraising the Secretaries at Sweetwater U.” Questions 9-34,
9-35, 9-36**

Self-Assessment Library

**M 03/12/18, Lecture Chapter 10 Managing Employee Retention, Engagement,
And Careers**

Discussion Questions: 10-3, 10-4, 10-5, 10-6, 10-7

Case: “Google Reacts,” Questions 10-24, 10-25, 10-26

Self-Assessment Library

TUE 03/13-SAT 03/17/18, Spring Recess

**M 03/19/18, Mid-term Exam (Chapters 1, 3, 5, 7, 8, 9); Chapter 12 Pay-For-
Performance & Financial Incentives**

Discussion Questions: 12-4, 12-5, 12-6, 12-8, 12-9, 12-10

**Case: “Inserting the Team Concept into Compensation-or Not,”
Questions 12-22, 12-23, 12-24, 12-25**

Self-Assessment Library

M 03/26/18, Chapter 13 Benefits and Services

Discussion Questions: 13-6, 13-7, 13-8, 13-9

Case: “Striking for Benefits,” Questions 13-18, 13-19, 13-20

Self-Assessment Library

M 04/02/18, Chapter 14 Ethics, Employee Relations, and Fair Treatment at Work

Discussion Questions: 14-6, 14-7, 14-11, 14-10, 14-12

Case: “Enron, Ethics, and Organizational Culture,”

Questions 14-24, 14-25, 14-25

Self-Assessment Library

M 04/09/18, Chapter 15 Labor Relations and Collective Bargaining

Discussion Questions: 15-4, 15-6, 15-8

Case: “Negotiating with the Writers Guild of America,”

Questions 15-17, 15-18, 15-19, 15-20

Self-Assessment Library

M 04/16/18, Chapter 16 Employee Safety and Health

Discussion Questions: 16-8, 16-9, 16-10, 16-11, 16-12

Case: “The New Safety and Health Program,”

Questions 16-29, 16-30, 16-31, 16-32

Self-Assessment Library

M 04/23/18, Power Point Case Presentations

M 04/30/18, Power Point Case Presentations

M 05/07/18 Final Exam (Chapters 10, 12, 13, 14, 15, 16); ALL ASSIGNMENTS DUE to INSTRUCTOR (or ON CANVAS).

Date Syllabus Was Last Reviewed: January 13, 2018

Appendix A. Course Learning Outcomes.

	Course Outcome	PLO	ILO	Assessment
		Number		
1	<p>*Describe the normative human resource theories including the “21st century human resources frame” endeavoring to make workers “origins” rather than “pawns” of an organization.</p> <p>*Explain the key areas of strategic human resource management including employee relations, commitment, engagement, performance appraisal, career planning, fair treatment at work, training and development, organizational structure, and organizational culture leading to a high- performance organization.</p> <p>*Describe strategies to integrate human resources planning with the strategic initiatives of senior management to achieve organizational goals and objectives.</p> <p>*Describe current theories and practices of recruitment and selection. This includes demonstrating the appropriate use of job descriptions, applications forms, and related staffing tools such as internet recruiting.</p> <p>*Define training and development needs for the 21st Century.</p> <p>*Define the concept of performance management outlining its essential role in organizations.</p> <p>* Demonstrate the administrative complexities of providing compensation and benefit plans to employees and the ways of delivering them.</p> <p>*Describe the “culture of safety” in an organization and the role of the supervisor in perpetuating safety policies and procedures.</p> <p>*Demonstrate an understanding of the essential theories, models, and practices of legal and ethical issues and how these are related to developing organizational policies, procedures, and practices.</p>	PLO 1	ILO 1b, ILO 2b	Assigned textbook chapters; Discussion questions; Application cases questions & answers; Application case Power Point presentation; Self-Assessment library; Comprehensive final exam; Attendance.
2	<p>*Be conversant with different research philosophies pertinent to the field of human resources.</p> <p>*Investigate and evaluate the human resources management literature, commonly used research designs, accessibility of data, data collection and</p>	PLO 2	ILO 1b, ILO 2b, ILO 4b	Research project documenting sources.

	<p>analysis, writing and presenting research outcomes according to the APA Style Manual.</p> <p>*Demonstrate the use and application of research software, such as SPSS, Microsoft Excel Spread Sheet to analyze data.</p> <p>*Demonstrate effective and efficient internet search skills for data-mining.</p> <p>*Maintain regular checklists and progress reports of student research projects.</p>			
3	<p>*Apply systematic approaches to solve problems, produce reports for management decision-making, strategic planning, and operational excellence.</p> <p>*Research, organize, document, and report information using appropriate technology and information systems.</p> <p>*Demonstrate an understanding of the nature and sources of conflict and the strategies used in the resolution of conflict.</p> <p>*Demonstrate the ability to use conflict resolution skills in practical situations.</p> <p>*Demonstrate the ability to augment different strategies used in cross-cultural negotiation and mediation situations.</p> <p>*Demonstrate the ability to manage and motivate employees using strategic human resource management principles and practices.</p>	PLO 4	ILO 4b, ILO 5b, ILO 6b	<p>Discussion questions;</p> <p>Application cases questions & answers;</p> <p>Application case Power Point presentation;</p> <p>Self-Assessment library;</p> <p>Research project documenting sources;</p> <p>Comprehensive final exam;</p> <p>Attendance.</p>
4	<p>*Leading teams: contribute to the effective performance of a team as a team leader, co-leader, or team member.</p> <p>*Diagnosing and solving human resources problems in the context of teams: Apply HR knowledge and demonstrate the ability to diagnose and solve human resource management issues and problems.</p> <p>*IT Literacy: Using data for HR decision-making; Data storage and extraction; Computer skills.</p> <p>*Critical Thinking: Using information in HR issues; General strategic thinking; Adapting to change; Interpreting HR management data.</p> <p>*Communication:</p>	PLO 5	ILO 4b, ILO 5b	<p>Discussion questions;</p> <p>Application cases questions & answers;</p> <p>Application case Power Point presentation;</p> <p>Self-Assessment library;</p> <p>Research project documenting sources;</p> <p>Comprehensive final exam;</p>

	Composing text; Grammar; Oral presentations; Communication skills. *Ethics: Applying frameworks to resolve ethical dilemmas; Individual influences on ethical judgements; Applying personal values in ethical decisions; Discussing moral dilemmas effectively.			Attendance.
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Appendix B. Program and Institutional Learning Outcomes.

Institutional Learning Outcomes (ILOs)	
<i>MBA Graduates of Lincoln University should be able to:</i>	
1b	Recognize and be able to work with the components of reasoning and problem solving; understand concepts, assumptions, purpose, conclusions, implications, consequences, objections from alternative viewpoints, and frame of reference.
2b	Gather and assess relevant information, using abstract ideas to interpret it effectively; to develop well-reasoned conclusions and solutions, and test them against relevant criteria and standards
3b	Be exemplary business professionals and try to ensure that the products of their efforts will be used in socially responsible ways, will meet social needs, and will avoid harmful effects to health and welfare
4b	Lead by example in order to create highly collaborative organizational environment, and be able to develop and use strategies to encourage employees at all organizational levels to do the same.
5b	Set goals and have a vision of the future. The vision should be owned throughout the organization. As effective leaders, they should habitually pick priorities stemming from their basic values.
6b	Continually look for, develop, and offer new or improved services, and be able to use original approaches when dealing with problems in the workplace.
7b	Demonstrate fluency in the use of tools, technologies and methods in the field. They should know how to evaluate, clarify and frame complex questions or challenges using perspectives and scholarship from the business discipline.

Program Level Outcomes (PLOs)	
<i>Students graduating our MBA program will be able to:</i>	
1	Develop and exhibit applied and theoretical knowledge in the field of management and business administration
2	Use theoretical knowledge and advanced problem-solving skills to formulate solutions and identify risks in the following fields: international business, finance management, general business, human resources management, management information systems, marketing management
3	Communicate within a highly specialist environment that allows the presentation of critiques of complex strategic matters
4	Demonstrate autonomy, creativity, and responsibility for managing professional practices
5	Demonstrate leadership and set strategic objectives for team performance
6	Identify ethical issues/problems in business organizations and reach decisions within ethical framework

Institutional Learning Outcomes (ILOs)	
<i>DBA Graduates of Lincoln University should be able to:</i>	
1c	Incorporate various modes of thinking, among them: scientific thinking, mathematical thinking, historical thinking, anthropological thinking, economic thinking, and moral thinking.
2c	Operate within alternative systems of thought, recognizing and assessing the needs, with related assumptions, implications, and practical consequences; and being able to communicate results effectively with others in figuring out solutions to complex problems
3c	Act as exemplary business professionals, minimize the possibility of indirectly harming others by following accepted standards at local, national or international levels; to be able to assess the likelihood and physical and social consequences of any developed product's harm to others.
4c	Integrate collaboration into organizational workflows, create a supportive environment for collaboration and teamwork, and lead by example.
5c	Have perseverance to accomplish a goal despite potential obstacles, use sound judgments to make decisions at a right time, and make timely appropriate changes in thinking, plans, and methods in achieving organizational goals.
6c	Set up realistic goals for the organization, encourage innovative strategies, and convey a clear sense of future direction to employees.
7c	Formulate and arrange ideas, designs, or techniques, and apply them to specific issues and problems. They should be able to apply current research, scholarship and or/techniques in the field.

Program Level Outcomes (PLOs)	
<i>Students graduating our DBA program will be able to:</i>	
1	Demonstrate advanced knowledge and competence in the latest academic theories, concepts, and techniques in the field of business administration.
2	Demonstrate effective research skills including formulation of research problem; integration of previous literature into an appropriate literature review; design of a research study; data analysis; and summary and presentation of results.
3	Create and present advanced forms of oral and written communications, including teaching and advising.
4	Generate, evaluate and assess the ethical obligations and responsibilities of business for the purpose of responsible management.
5	Apply the knowledge from the area of specialization and provide consulting to other business industries or other fields.

Appendix C. Classification of LU curriculum courses.

Code	Classification	Description
Courses 300 level w/o graduate prerequisites	Mastery 1 (M1)	Mastery 1 courses introduce graduate level concepts and ideas in a specific field of study and provide an opportunity to initiate the development of graduate level competences.
Courses 300 level with graduate prerequisites	Mastery 2 (M2)	Mastery 2 courses build upon students' execution of Mastery 1 learning outcomes and allow for further development of students' mastery of concepts, ideas, and competences in the specific field of study.
Courses 398, 399	Mastery 2 / Assessment (M2A)	Mastery 2/Assessment courses are structured to provide opportunity to assess students' achievements of set program learning outcomes.
Courses 400 level	Mastery 2 / Research (M2R)	Mastery 2/Research courses employ individual research project to deepen students' understanding of the subject developed in lower level courses and to equip students with knowledge and skills required by MS and DBA degree programs.
Courses 500 level	Doctorate Assessment (DA)	Doctoral Assessment courses are doctorate level seminars and research activities fostering the highest level of professional expertise by providing continuous assessment and development of students' ideas and analytical skills in the context of the doctorate program.