2015

SHRM 200-01-02-03 Human Resources in a Diverse Society

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SHRM 200 - HUMAN RESOURCES IN A DIVERSE SOCIETY
2015 Fall Semester
August 24th – December 18th 2015
KEEP THIS SYLLABUS AND REFER TO IT OFTEN

Three Credit Hours - No Prerequisites Required
This syllabus should be viewed as a teaching / learning agreement. Refer to it for details of the course calendar, requirements, expectations and grading.

Williams College of Business Mission Statement
“We educate students of business, enabling them to improve organizations and society, consistent with the Jesuit tradition.”

We Are Xavier Musketeers.
We Are Unique Individuals Who Come Together In The Spirit Of St. Ignatius,
To Learn Together, To Serve Together
And We Will Succeed In Changing The World Together.
We Act With Integrity, Justice And Generosity.
All For One And One For All.

Instructor: George F. Gordon
Office Location: 244 Smith Hall – Williams College of Business
Office Hours: M. W. F. 10:00 AM - Noon
Office Tel: 513.745.3498
Email: gordong@xavier.edu
Class Room: Smith Hall #252

GENERAL LEARNING GOALS ESTABLISHED BY THE WILLIAMS COLLEGE OF BUSINESS UNDERGRADUATE PROGRAM

“This course is part of the Xavier Core Curriculum, which aims to develop people of learning and reflection, integrity and achievement, in solidarity for and with others. It addresses the following core learning objectives at the introductory level: 4a: Students describe and examine the multifaceted character of society and how the inclusion of different perspectives can influence one’s worldview.”

CORE STUDENT LEARNING OUTCOMES (SOL’s)

Students describe and examine the multifaceted character of society and how the inclusion of different perspectives can influence one’s worldview.

Students demonstrate an understanding of and provide examples of how complex social locations shape the life chances of diverse groups of people across the globe.
IN SHRM 200 STUDENTS DO THIS BY COMPLETING THE FOLLOWING:

- Critical Thinking
  - Learning Goal: WCB graduates will be able to think logically, reason quantitatively, and utilize appropriate analytical techniques and technology when evaluating and making decisions.

  Corresponding Objectives:
  - (1) WCB students will collect, evaluate and synthesize information to offer solutions and support decision-making.
  - (2) WCB students will evaluate and articulate implications of business decisions and their impact on organizational stakeholders, both individually and in teams.

- Ethics and Social Responsibility
  - Learning Goal: WCB graduates will be able to recognize ethical issues, discern moral implications of decision making, and be prepared, and willing, to serve as responsible and professional members of society.

  Corresponding Objectives:
  - (1) WCB students will recognize ethical issues and their implications on personal and business decisions.
  - (2) WCB students will demonstrate the skills necessary to analyze information and make informed, ethical decisions in complex, conflicting or ambiguous environments or situation

- Effective Written and Oral Communication
  - Learning Goal: WCB graduates will be able to organize, support and communicate ideas clearly and effectively, employ multiple mediums of communication (e.g., written, oral and visual), and adapt communication to audience, context or purpose.

  Corresponding Objectives:
  - (1) WCB students will produce business documents and reports demonstrating their ability to organize and communicate ideas clearly and professionally.
  - (2) WCB students will make effective presentations, accompanied by the appropriate technology, demonstrating their ability to organize and communicate ideas clearly and professionally, both individually and in teams.

- Global Perspective and Cultural Diversity
  - Learning Goal: WCB graduates will appreciate the historical and cultural contexts of the world in which they live, demonstrate the competencies required for engaging in global business activities, and respect and value diverse peoples and perspectives.

  Corresponding Objectives:
  - (1) WCB students will identify and contrast key attributes of countries' business environments.
  - (2) WCB students will evaluate and integrate global economic, political, technological, environmental and societal issues into their decision-making.
  - (3) WCB students will integrate the concepts of respect, inclusiveness and valuing all persons into their decision-making.

- Understanding and Application of Knowledge Across Business Disciplines
  - Learning Goal: WCB graduates will be able to evaluate business from an integrative and holistic point of view, leverage the synergies between functional business areas, and demonstrate college-level mastery of their chosen discipline.

  Corresponding Objectives:
• (1) WCB students will demonstrate the appropriate knowledge of accounting, economics, finance, management, management information systems, marketing, quantitative business analytics, international issues, and the legal and social environment of business.
• (2) WCB students will evaluate business problems from an integrative point of view, including diverse business functions, competition and external environment (social, political, economic, and environmental.)
• (3) WCB students will demonstrate college-level mastery of the body of knowledge and skills relative to their major. (To be determined at the departmental level.)

• **Personal and Professional Development**
  
  *Learning Goal*: WCB graduates will be well prepared for their future careers and appreciate the importance of continuous professional development and life-long learning.

  *Corresponding Objective*:
  
  • WCB students will articulate career goals, prepare a professional resume, demonstrate behavior-based interviewing techniques and develop a professional network.

This is a management course with the focus on the human aspect of management and the course also fulfills the **diversity requirement**.

“Our experiences of the world may seem absolute, but in many ways they are shaped by our culture. The ability to analyze the ways that cultures affect experiences and opportunities is invaluable in today’s society. In this course, you will examine the social, economic, political, psychological, and cultural experiences and positions of individuals and groups defined by gender, race, sexual orientation, ethnicity, socioeconomic class, age, religion, and physical/mental abilities. The ability to explain your own cultural perspective and make meaningful comparisons to other cultural perspectives will improve your ability to live and work effectively with diverse groups and individuals.”

1. Examine stereotyping, discrimination and prejudice and the relation to power when dealing with work related issues.
2. Identify key laws addressing issues of race, sex, sexual orientation, gender identity, and religious, national origin, and color, age and disability discrimination.
3. Identify and describe the increased diversity of the U.S. labor force and the opportunities and challenges surrounding these changes.
4. Explore Human Resource policies of US-based companies with facilities overseas and of foreign companies operating in the U.S.
5. Discuss issues of worker health and safety.
6. Discuss procedures used to make hiring decisions, to determine compensation, and to make promotions are examined, and to evaluate whether stereotyping, discrimination, and prejudice play a role.

This is the introductory course for the study of Human Resources Management (HRM), and blends descriptive, theoretical, ethical/moral, and applied approaches to issues faced by people at the workplace. Issues Examined:

1. Strategic use of HRM
2. HRM’s leadership role in organizations
3. Laws governing workplace behavior
4. Recruiting workers
5. Hiring decisions
6. Setting wages
7. Evaluating employees
8. Establishing benefits
9. Disciplining workers
10. Employee health and safety
11. Labor relations
12. International human resources.


COURSE MANAGEMENT:

Monday: Lecture
Wednesday: Team Case Review
Friday: Learning Evaluation

Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me by sharing their Accommodation Letters with me at the beginning of the semester either during office hours or by appointment. Disability related information is confidential. If you have not previously contacted Disability Services, I encourage you to do so by phone at 513-745-3280, in person on the Fifth Floor of the Conaton Learning Commons, Room 514, or via e-mail to Cassandra Jones at jonesc20@xavier.edu, to coordinate reasonable accommodations as soon as possible as accommodations are not retroactive.

It is my goal that this class be an accessible and welcoming experience for all students. If you are a student with a disability who may have trouble participating or effectively demonstrating learning in this course, contact me to arrange an appointment to share your Accommodation Letters from Disability Services and to discuss your needs. Disability related information is confidential. If you have not contacted Disability Services (located in the Learning Assistance Center) to arrange accommodations, I encourage you to do so by contacting Cassandra Jones, by phone at 513-745-3280, in person on the Fifth Floor of the Conaton Learning Commons, Room 514, or via e-mail at jonesc20@xavier.edu as soon as possible as accommodations are not retroactive.

Office of Student Success
Location: 514 Conaton Learning Commons
Phone: 513-745-3036
Email: studentretention@xavier.edu

The Staff in the Office of Student Success is available to assist students to make the most of their Xavier experience. Personal staff consultations, success coaching, referrals to on-campus Solution Centers, and guiding students to effectively navigate their college experience are central to our work. Please visit www.xavier.edu/student-success to learn more or visit us in the Conaton Learning Commons.

ASSIGNMENTS:

1. Work accepted in hard copy only, never as an attachment to email.
2. All work must be turned in on time; no late work accepted.
3. In class activities are due on the day of the activity and cannot be made up unless you have a valid excuse.
4. All work, including tests, must contain the following:
   a. YOUR FULL NAME
b. **TIME YOUR CLASS MEETS**
c. **DATE OF THE ASSIGNMENT**
d. **TITLE OF THE ASSIGNMENT**
e. **WORK PROVIDED BY TEAMS MUST CONTAIN ALL OF THE ABOVE AND ALL TEAM MEMBERS’ NAMES.**
f. **NO CREDIT IF THE ABOVE REQUIREMENTS ARE NOT MET.**

5. Internet connection ability required for ALL class sessions.
6. The university’s [academic code of conduct](#) is the standard to which all students are held. Consult The Student Handbook, if you are unfamiliar with the code.
7. Name tent required at all class sessions.
8. Course documents are available on Canvas. Check the site frequently for additional documents.
9. Check your Xavier email daily.
10. Professional and business protocol used in all communications.
11. Appropriate business-professional style required in email communication. I will respond to your email during the business hours of 8:00 AM and 6:00 PM.
12. Attendance is required at all classes. Athletic absences require the standard notification form. Medical documentation required following illness. Sign-in sheet provided. **Signing-in for another person is viewed as a violation of XU Code of Academic Honesty.**
13. No extra credit assignments are accepted.

### COURSE REQUIREMENTS & GRADING:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
<th>Points Earned</th>
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<tbody>
<tr>
<td>1. Case Presentation by Team</td>
<td>150</td>
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<td>2. Individual &amp; Team Participation Including Team Member Peer Review;</td>
<td>150</td>
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<td>3. Mid-term Exam (50 Multiple Choice Questions)</td>
<td>150</td>
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<td>4. Weekly Learning Evaluations / Activities</td>
<td>200</td>
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<td>5. HRM Research: 5-7 Pages; Accepted Any Time After Midterm And Before The Final Examination</td>
<td>150</td>
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<tr>
<td>6. Final Exam (100 Multiple Choice Questions)</td>
<td>200</td>
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<tr>
<td><strong>TOTAL POINTS</strong></td>
<td><strong>1000</strong></td>
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**FINAL GRADE CALCULATION:**

Your final grade is based on the total number of points received throughout the semester. Assignments are graded both on an absolute and a relative basis. Assessment of your submitted work is evaluated based on the assignment instructions and criteria, with consideration of how submitted work compares to work submitted by your peers.
Grades are not curved on exams and assignments during the semester. It is your responsibility to retain all graded work in the case you have questions regarding calculation of your final grade.

**GRADE CONCERNS:**
If you have a question about a grade you have received on an assignment in this course, you should discuss this with me during office hours or a scheduled appointment. Grade concerns will not be discussed by email or phone.

If you disagree with a grade that you receive on any assignment in this course, you are invited to submit a written appeal within one week of receiving the grade in question. This appeal should outline your specific concerns with the grade and the evidence you have to support why it should be changed. I will consider your written appeal and schedule time to talk to you regarding the grade.

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<tr>
<th>THE WEEK OF</th>
<th>READING &amp; ACTIVITIES</th>
<th>NOTES</th>
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</table>
| August 24th | 1. Course Overview  
2. Trends in HRM  
3. Society of Human Resources Management  
4. Participation Activity #1: MBTI & Diversity  
5. Chapter 1: The Nature of HRM  
6. Chapter 2: The legal Environment  
7. Learning Evaluation | |
| Aug. 31st / Sept 1st | 1. Chapter 4: The Competitive Environment  
2. Team 1 Case Review  
3. Learning Evaluation | |
| September 7th | 1. Labor Day Sept. 7th, Mon. Class Does Not Meet  
2. Spirit Mass Sept 9th Wed. 11:00-1:00  
3. Macro & Micro Economic Environment  
4. The Economic Impact of Human Resources  
5. Learning Evaluation | |
| September 14th | 1. Chapter 5: Information for Making HR Decisions  
2. Team 2 Case Review  
3. Learning Evaluation | |
| September 21st | 1. Chapter 7: Recruitment & Selection  
2. Team 3 Case Review  
3. Learning Evaluation | |
<p>| September 28th | 1. Chapter 8: Managing a New and Diverse Workforce | |</p>
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<th>THE WEEK OF:</th>
<th>READING &amp; ACTIVITIES</th>
<th>NOTES</th>
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<tr>
<td></td>
<td>2. Team 3 Case Review</td>
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<td>3. Hofstede's Cultural Dimensions Theory</td>
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<td>4. Mid-term Examination</td>
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<td>October 5th</td>
<td>1. Fall Break Oct. 8th &amp; 9th</td>
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<td>2. Team Research Project (participation credit)</td>
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<td>October 12th</td>
<td>1. Chapter 9: Compensation &amp; Benefits</td>
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<td>2. Team 4 Case Review</td>
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<td>3. Participation Activity: Fair &amp; Balanced</td>
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<td>2. Team 5 Case Review</td>
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<td>3. Participation Activity: Personal Successful Career Management</td>
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<td>October 26th</td>
<td>1. Chapter 11: Labor Relations</td>
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<td>2. Team 6 Case Review</td>
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<td>3. Learning Evaluation</td>
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<td>2. Team 7 Case Review</td>
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<td>3. Participation Activity: How Safe Are We</td>
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<td>November 9th</td>
<td>1. Chapter 13: Motivation at Work</td>
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<td>2. Team 8 Case Review</td>
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<td>3. Participation Activity #13: Why Do We Work?</td>
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<td>November 16th</td>
<td>1. Chapter 14 Managing &amp; Enhancing Performance: The Big Picture</td>
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<td>2. Team 9 Case Review</td>
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<td>3. Participation Activity #14: The Future</td>
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<td>November 23rd</td>
<td>1. Chapter 3: The Global Environment</td>
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<td>2. Participation Activity: Doing Business Globally</td>
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<td>November 30th/December 1st</td>
<td>HRM’s Role</td>
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<td>December 7th</td>
<td>Review for Final Examination</td>
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SHRM Major – 21 hours (students admitted Fall 2013 or later)

1. 3 hours of SHRM 345 (Compensation; offered in Spring only)
2. 3 hours of SHRM 360 (Staffing; offered in Fall only)
3. 3 hours of SHRM 370 (Training and Development; offered in Spring only)
4. Capstone. 3 hours of SHRM 495 (SHRM Capstone—preferred; offered Spring only beginning Spring 2016) or MGMT 495 (Strategic Management; offered Fall and Spring)
5. SHRM Electives (9 hours). Select from:
   - SHRM 303 or 403 (Human Resources Internship I or II; any semester)
   - SHRM 302 (Labor Relations; offering TBD)
   - SHRM 309 (Change Management, will be cross-listed under MGMT & SHRM; offered Fall and Spring)
   - SHRM 325 (International HR; offered Fall and Spring)
   - SHRM 402 (Advanced Topics in SHRM; offering TBD)
   - SHRM 495 (SHRM Capstone; offered Spring only beginning Spring 2016)
   - MGMT 314 (Leadership; offering varies, see course scheduling system)
   - MGMT 385 (Project Management; offering varies, see course scheduling system)

   - No more than 6 hours may double count between SHRM and MGMT majors (across all required courses, capstone, and electives).
   - Plus 3 hours of any upper-division business electives to complete the major

¹Pay attention to pre-reqs! SHRM 200 is a pre-req for all SHRM courses. SHRM 345 and 360 require STAT 210 as a pre-req. SHRM 309 requires MGMT 300. Capstones require Sr. status.
REFERENCE TEXTS:

American Samurai, by William Lareau
American Samurai, by William Lareau
Douglas McGregor, Revisited: Managing the Human Side of the Enterprise, by Gary Heil, Warren Bennis and Deborah C. Stephens
Douglas McGregor, Revisited: Managing the Human Side of the Enterprise, by Gary Heil, Warren Bennis and Deborah C. Stephens
Dr. Deming: The American Who Taught the Japanese about Quality, Rafael Aguayo
Drive: The Surprising Truth about What Motivates Us, Daniel Pink
Factory Man, by Beth Macy
Mary Parker Follett, prophet of Management, Pauline Graham, (ed).
Maslow on Management, Abraham Maslow
Out of the Crisis, by W. Edwards Deming
Out of the Crisis, by W. Edwards Deming
Peak: How Great Companies Get Their Mojo from Maslow, by Chip Conley and Tony Hsieh
Peak: How Great Companies Get Their Mojo from Maslow, by Chip Conley and Tony Hsieh
Punished by Rewards: The Trouble with Gold Stars, Incentive Plans, As, Praise, and Other Bribes by Alfie Kohn
The Functions of the Executive, Chester Barnard
The Human Side of Enterprise, Douglas McGregor
The Motivation to Work, Herzberg, Snyderman, Mausner
The New Economics for Industry, Government, Education by W. Edwards Deming
The Practice of Management, Peter Drucker
The Price of Inequality, Joseph Stiglitz
The Price of Inequality, Joseph Stiglitz
The Spirit Level, Richard Wilkinson and Kate Pickett
The Spirit Level, Richard Wilkinson and Kate Pickett
Why We Do What We Do: Understanding Self-Motivation, Deci & Flaste