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

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Recommended Citation
SHRM 200 - HUMAN RESOURCES IN A DIVERSE SOCIETY
Spring Semester 2017
January 9 – May 5
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: Smith Hall #244 – Williams College of Business
Office Hours: M. W. F 1:00-3:00
Class Room: Smith Hall #G27
Phone: 513.745.3984
Email: gordong@xavier.edu (DO NOT USE CANVAS)

Response to emails will be within 24 hours during the regular business week; not on weekends. No response to emails before 8:00 AM or after 6:00 PM.

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.

- **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:*
  
  o  (1) WCB students will collect, evaluate and synthesize information to offer solutions and support decision-making.
  
  o  (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:*
  
  o  (1) WCB students will recognize ethical issues and their implications on personal and business decisions.
  
  o  (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:*
  
  o  (1) WCB students will produce business documents and reports demonstrating their ability to organize and communicate ideas clearly and professionally.
  
  o  (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:*
  
  o  (1) WCB students will identify and contrast key attributes of countries’ business environments.
  
  o  (2) WCB students will evaluate and integrate global economic, political, technological, environmental and societal issues into their decision-making.
  
  o  (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:*
  
  o  (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.
  
  o  (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:*
  o WCB students will articulate career goals, prepare a professional resume, demonstrate behavior-based interviewing techniques and develop a professional network.

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**Student Learning Outcomes Assessment Plan**

**College:** Williams College of Business  
**Department:** Management & Entrepreneurship  
**Degree Program:** Strategic Human Resource Management (SHRM)  
**Date Assessment Plan Last Amended:** 7-28-14

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**Program Description and Requirements**

Effective human resource management creates an environment in which people can do their best work, contributing to achievement of an organization’s vision, mission, and strategic objectives while also respecting the dignity of employees as human beings.

The Strategic Human Resource Management major provides students the opportunity to take advanced courses that are both theoretical and practical in nature from the human resource functional areas. Students majoring in strategic human resource management are educated to enable them to apply their core business and human resource management knowledge and skills to contribute to the organization’s strategic plan and the success of the organization.

**Requirements: 21 credit hours**

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

- 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

*Note that SHRM 200 (Human Resources in a Diverse Society) is part of the WCB core; thus, all SHRM majors take this course and it will be assessed as part of the SHRM major.

<table>
<thead>
<tr>
<th>Student Learning Outcome 1</th>
<th>(knowledge, skill or ability to be assessed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students demonstrate an understanding of the strategic role of HR within an organization (i.e., how HR can contribute to an organization’s achievement of strategic goals and success).</td>
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<thead>
<tr>
<th>Student Learning Outcome 2</th>
<th>(knowledge, skill or ability to be assessed)</th>
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<tbody>
<tr>
<td>Students are able to utilize their business and HR knowledge to analyze situations and make appropriate recommendations to address problems and/or advance goals.</td>
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<thead>
<tr>
<th>Student Learning Outcome 3</th>
<th>(knowledge, skill or ability to be assessed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are able to identify, explain, and apply the major components of the strategic staffing process (e.g., workforce planning, recruiting, selecting, retaining talent).</td>
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<thead>
<tr>
<th>Student Learning Outcome 4</th>
<th>(knowledge, skill or ability to be assessed)</th>
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<tbody>
<tr>
<td>Students are able to identify, explain, and apply the major components of the training process model (e.g., needs analysis, design, evaluation).</td>
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<thead>
<tr>
<th>Student Learning Outcome 5</th>
<th>(knowledge, skill or ability to be assessed)</th>
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</thead>
<tbody>
<tr>
<td>Students are able to identify, explain, and apply the major influences on compensation strategy (e.g., organizational strategy, market influences) and design elements of a compensation system (e.g., base pay, incentive pay, benefits).</td>
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<thead>
<tr>
<th>Student Learning Outcome 6</th>
<th>(knowledge, skill or ability to be assessed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students demonstrate an understanding of how HR systems, policies, practices, and leadership can reinforce the values of diversity and inclusion.</td>
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</tbody>
</table>
Student Learning Outcome 7
(knowledge, skill or ability to be assessed)

Students demonstrate an understanding of how HR systems, policies, practices, and leadership can shape a legal and ethical environment in the workplace.

Student Learning Outcome 8
(knowledge, skill or ability to be assessed)

“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, religion, national origin, 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 U.S.-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, and 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 in 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.

REQUIRED TEXT: Human Resources Management 10th edition; authors Noe, Hollenbeck, Gerhart, Wright; McGraw Hill; Codes Required
INDIVIDUAL NEEDS:
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 & PROTOCOLS:
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 is 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. Course documents are available on Canvas. Check the site frequently for additional documents.
8. Check your Xavier email & Canvas daily.
9. Professional and business protocol must be used in all communications.
10. The appropriate business-professional style is required in email communication. I will respond to your email during the business hours of 8:00 AM and 6:00 PM.
11. Attendance is required at all classes. Athletic absences require the standard notification form. Medical documentation is required following illness.
12. No extra credit assignments are accepted.
GRADING:

<table>
<thead>
<tr>
<th>COURSE REQUIREMENTS &amp; GRADING:</th>
<th>POINTS POSSIBLE</th>
<th>POINTS EARNED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Chapter &amp; Case Presentation by Team &amp; Peer Review</td>
<td>300</td>
<td></td>
</tr>
<tr>
<td>2. Mid-term Exam</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>3. Final Exam</td>
<td>250</td>
<td></td>
</tr>
<tr>
<td>4. Class Contribution</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>5. On-line Chapter Review / Quiz</td>
<td>150</td>
<td></td>
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<tr>
<td><strong>TOTAL POINTS</strong></td>
<td><strong>1000</strong></td>
<td></td>
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| 930-1,000 | A      | 770-799 points | C+ |
| 900-929   | A-     | 730-769 points | C  |
| 870-899   | B+     | 700-729 points | C- |
| 830-869   | B      | Below 700 points | D |
| 800-829   | B-     | Below 600 points | F |

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:
1. If you disagree with a grade that you receive on any assignment in this course, or the final grade, you must submit a written appeal within one week of receiving the grade in question, including the FINAL GRADE.
2. This appeal should outline your specific concerns with the grade and the evidence you have to support why it should be changed.
3. I will consider your written appeal and schedule time to talk to you regarding the grade.
4. Grade concerns will not be discussed by email or phone.

COURSE MANAGEMENT – Unless a holiday or other unscheduled event takes place on any particular day, this is the schedule we will follow each week

**Monday:** Team Chapter Presentation
**Wednesday:** Team Case Review Presentation with Activity
**Friday:** Instructor Directed Learning Evaluation
<table>
<thead>
<tr>
<th>THE WEEK OF:</th>
<th>CONTENT</th>
<th>NOTES</th>
</tr>
</thead>
</table>
| January 9           | 1. Course Overview  
2. Trends in HRM  
3. Society of Human Resources Management  
4. MBTI & Diversity  
1. Chapters 1, 2 & 3 Reviewed by Instructor  
2. Presentation Skills & Requirements  
5. Hofstede's Cultural Dimensions Theory |                                                           |
| January 16          | Team #10 Chapter                                                        |                                             |
| January 23          | Team #4 Chapter 4                                                       |                                             |
| January 30          | Team #5 Chapter 5                                                       |                                             |
| February 6          | Team #6 Chapter 6                                                       |                                             |
| February 13         | Team #7 Chapter 7                                                       |                                             |
| February 20         | Team #8 Chapter 8                                                       |                                             |
| February 27         | Team #9 Chapter 9 Presenting Monday & Wednesday  
**MID-TERM EXAMINATION – Friday** |                                             |
| March 6             | Spring Break                                                            |                                             |
| March 13            | Team #11 Chapter 11                                                     |                                             |
| March 20            | Team #12 Chapter 12                                                     |                                             |
| March 27            | Team #13 Chapter 13                                                     |                                             |
| April 3             | Team #14 Chapter 14                                                     |                                             |
| April 10            | Easter Break: April 13-17  
Presentation By Instructor Monday Ap. 10 |                                             |
| April 17            | Team #15 Chapter 15. Ap. 17 Easter Monday  
Team #15 Will present on Wednesday and Friday |                                             |
<p>| April 24            | Review For Final Exam                                                   |                                             |
| May 1               | <strong>FINAL EXAM's MUST BE TAKEN AT THE TIME</strong>                              |                                             |</p>
<table>
<thead>
<tr>
<th>THE WEEK OF:</th>
<th>CONTENT</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>ASSIGNED. NO EXCEPTIONS</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Spring 2017 Final Exam Schedule**

**May 1 - May 6 (Monday-Friday)**

Full-term courses have exams according to the times the classes meet and are held in the room in which the class normally meets.

April 29 - 30 is Study Weekend.

**Day Classes:**

<table>
<thead>
<tr>
<th>REGULAR TIME</th>
<th>REGULAR DAYS</th>
<th>EXAM TIME</th>
<th>EXAM DAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 - 8:50</td>
<td>MWF (any of these days)</td>
<td>8:00 - 9:50</td>
<td>Monday, May 1</td>
</tr>
<tr>
<td>9:00 - 9:50</td>
<td>MWF (any of these days)</td>
<td>8:00 - 9:50</td>
<td>Wednesday, May 3</td>
</tr>
<tr>
<td>10:00 - 10:50</td>
<td>MWF (any of these days)</td>
<td>10:00 - 11:50</td>
<td>Monday, May 1</td>
</tr>
<tr>
<td>11:00 - 11:50</td>
<td>MWF (any of these days)</td>
<td>10:00 - 11:50</td>
<td>Wednesday, May 3</td>
</tr>
<tr>
<td>12:00 - 12:50</td>
<td>MWF (any of these days)</td>
<td>12:00 - 1:50</td>
<td>Monday, May 1</td>
</tr>
<tr>
<td>1:00 - 1:50</td>
<td>MWF (any of these days)</td>
<td>12:00 - 1:50</td>
<td>Wednesday, May 3</td>
</tr>
<tr>
<td>2:00 - 2:50</td>
<td>MWF (any of these days)</td>
<td>2:00 - 3:50</td>
<td>Monday, May 1</td>
</tr>
<tr>
<td>3:00 - 4:15</td>
<td>WF (either day)</td>
<td>2:00 - 3:50</td>
<td>Wednesday, May 3</td>
</tr>
<tr>
<td>8:30 - 9:45</td>
<td>TR (either day)</td>
<td>8:30 - 10:20</td>
<td>Tuesday, May 2</td>
</tr>
<tr>
<td>10:00 - 11:15</td>
<td>TR (either day)</td>
<td>8:30 - 10:20</td>
<td>Thursday, May 4</td>
</tr>
<tr>
<td>11:30 - 12:45</td>
<td>TR (either day)</td>
<td>10:30 - 12:20</td>
<td>Tuesday, May 2</td>
</tr>
</tbody>
</table>
1:00 - 2:15  TR (either day)  10:30 - 12:20  Thursday, May 4
2:30 - 3:45  TR (either day)  1:00 - 2:50  Tuesday, May 2

**Evening Classes Meeting 2x Week:**

<table>
<thead>
<tr>
<th>REGULAR TIME</th>
<th>REGULAR DAYS</th>
<th>EXAM TIME</th>
<th>EXAM DAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:30 - 5:45</td>
<td>MW (either day)</td>
<td>4:00 - 5:50</td>
<td>Monday, May 1</td>
</tr>
<tr>
<td>6:00 - 7:15</td>
<td>MW (either day)</td>
<td>6:00 - 7:50</td>
<td>Wednesday, May 3</td>
</tr>
<tr>
<td>7:00 - 8:45</td>
<td>MW (either day)</td>
<td>7:00 - 8:50</td>
<td>Monday, May 1</td>
</tr>
<tr>
<td>9:00 - 10:15</td>
<td>MW (either day)</td>
<td>8:30 - 10:20</td>
<td>Wednesday, May 3</td>
</tr>
<tr>
<td>4:00 - 5:15</td>
<td>TR (either day)</td>
<td>4:00 - 5:50</td>
<td>Tuesday, May 2</td>
</tr>
<tr>
<td>5:30 - 6:45</td>
<td>TR (either day)</td>
<td>5:30 - 7:20</td>
<td>Thursday, May 4</td>
</tr>
<tr>
<td>7:00 - 8:15</td>
<td>TR (either day)</td>
<td>7:00 - 9:50</td>
<td>Tuesday, May 2</td>
</tr>
<tr>
<td>8:30 - 9:45</td>
<td>TR (either day)</td>
<td>8:30 - 10:20</td>
<td>Thursday, May 4</td>
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</tbody>
</table>

**EVENING CLASSES:**

Evening classes: Monday-Friday classes that meet once a week beginning at 4:00 p.m. or after, will have final exams during regularly scheduled class meeting day, time and room.

**SATURDAY OR SUNDAY:**

Saturday or Sunday classes will have final exams during regularly scheduled class meeting day, time and room.

**MAKE-UP EXAMINATIONS**

Please contact your instructor to make arrangements to complete exam. Refer to the University catalog under the category "incomplete work" for additional information.
**XAVIER’S MISSION IS TO EDUCATE.** Our essential activity is the interaction of students and faculty in an educational experience characterized by critical thinking and articulate expression with specific attention given to ethical issues and values.

Xavier is a Catholic institution in the Jesuit tradition, an urban university firmly rooted in the principles and conviction of the Judeo-Christian tradition and in the best ideals of American heritage.

Xavier is an educational community dedicated to the pursuit of knowledge, to the orderly discussion of issues confronting society; and, as would befit an American institution grounded in the humanities and sciences, Xavier is committed unreservedly to open and free inquiry.

Xavier, while primarily an undergraduate institution emphasizing the liberal arts, is also committed to providing graduate and professional education in areas of its demonstrated competence and where it meets a particular need of society, especially of Xavier’s regional constituency. Faculty members, moreover, are strongly encouraged to engage in research outside the classroom in order to maintain the professional standing of the institution.

With attention to the student as an individual, Jesuit education seeks to develop: 1. Intellectual skills for both a full life in the human community and service in the Kingdom of God; 2. Critical attention to the underlying philosophical and theological implications of the issues; 3. A worldview that is oriented to responsible action and recognizes the intrinsic value of the natural and human values; 4. An understanding and communication of the moral and religious values through personal concern and lived witness, as well as by precept of instruction; and 5. A sense of the whole person- body, mind, and spirit.

In keeping with the Jesuit tradition, Xavier believes that religious insights are complementary to the intellectual life, and that a continuing synthesis of the Christian perspective with all other forms of human knowledge is conductive to wisdom and understanding. Xavier shares in worldwide Jesuit commitment to a creative and intelligent engagement with questions of peace and justice.