2017

SHRM 200-06-08-09B Human Resources in a Diverse Society

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Human Resources in a Diverse Society
(SHRM 200) – Fall 2017


**** Also, additional readings as assigned by the instructor.

CONTACT INFORMATION:
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Office hours: Tuesday & Thursday: 1:30 pm – 2:30 pm, and by appointment. In addition to office hours, I encourage you to discuss simple matters with me before or after class. I can be reached by email at stubblebine@xavier.edu. It should not be the case that we cannot find a time to discuss an important issue.

**** If you are experiencing difficulty with any aspect of the course it is your responsibility to contact me as soon as possible. DO NOT wait until the course is almost over.

COURSE DESCRIPTION:
This course is intended to be a survey of the fundamental areas in human resources, to include: job analysis, legal issues, discrimination, selection, performance appraisal, HR research, training, compensation, etc. The class will have an ‘individual differences’ orientation, and will also cover the concept of diversity, broadly defined, in several of the chapters.

It is intended that you eventually apply the information from this course during your work career. Before it can be applied it is first important to learn and understand information related to HR. Thus, the primary focus of the class is for you to learn the terminology, concepts, research, and theory related to Human Resource Management. After you gain knowledge in the area of HRM, you can then apply the information throughout your work career.

In order to facilitate your learning, a variety of class activities may be used. Class activities may consist of lectures, discussions, videos, experiential exercises, self-assessments, demonstrations, and case studies. The intent of the class is for you to learn information that will allow you to more fully understand the fundamental processes involved in managing human resources while also respecting the diversity of those human resources.

This class primarily will be conducted in an adult education format, which means you are responsible for your own learning. The instructor will provide opportunities for this learning, but you must take advantage of those opportunities. It is expected that you will attend classes and be motivated and willing to expend personal effort.

*** You do not have to be an HRM major or plan on a career in HRM to benefit from this class. Anyone who intends to manage, lead, and/or work in the business world will gain valuable knowledge that will be useful.

ELECTRONICS:
Please do not use your phone in class, for example, to text, email, or watch videos. In addition, if you bring a laptop --- please keep it closed unless otherwise instructed

PREPARATION:
Read assigned materials prior to each class meeting and be prepared for discussions and activities in class. You should keep notes on, or outline, text material to use later when studying for exams. PDFs of overheads will be made available prior to most classes. I encourage you to print them out and bring them to class. However, because the PDFs are used simply as a “guide” for me to present information in class – they do not contain many of the details you would need to know on an exam. You should use the PDFs as a “study guide” to direct you to the details of concepts in the text (or from lectures). The overheads are NOT a substitute for reading the textbook.
PARTICIPATION:
The class will be more enjoyable and we will all learn more if you participate fully in class discussions and in group meetings and exercises. In order to participate you must first be present in class; thus, attendance is expected. Participation can influence your final course grade if you are on the grade ‘border’ (within 1 point of the next highest grade level). For example, if your final grade is a 79 (a C), you would be moved to a B (80) if, in my subjective judgement, you have stood out as someone who consistently attended class and participated at a high level in class discussions.

EXAMS:
There will be three exams during the term. Exams will be both application and content oriented. They will primarily focus on specifics of the book, but may also cover elements of lectures, exercises, case studies, and “outside material.” There are no exam make-ups UNLESS you have arranged it with me substantially ahead of time, and only for the most extreme circumstances. Please realize that any make-up exam may be a different kind of test.

QUIZ/ACTIVITY GRADE:
We will attempt to have at least six (6) quizzes/activities (some will be announced, others may be unannounced); the two lowest quizzes should be dropped. Some quizzes will consist of 5-10 (1-2 pt.) items, but some may be only 1 (5-10 pt.) item; the items will usually be multiple choice, but may be essay, short answer, or true-false. Thus, a quiz could even be written answers to chapter questions, or a brief case analysis. At the end of the term the total number of correct quiz/activity points will be divided by the total number of possible quiz/activity points, and this percent essentially will become another test grade. For example, 4 quizzes/activities worth five points each would equal a total of 4 times 5 = 20 total points. If you got 16 correct quiz points your overall quiz/activity grade would be 16/20 = .80 = 80% = 80. Quizzes can only be taken in class on the day of the quiz -- no make-ups. If you miss a quiz it will be one of the dropped quizzes.

PROJECT:
All students will be assigned a project/paper to complete that will be described at the appropriate time in the course. The project will be worth 20% of your grade. We will talk more about this and confirm due dates during various class periods.

ADDITIONAL ASSIGNMENTS:
There may be additional brief assignments during the term. These assignments might consist of summarizing an article or writing an answer to a discussion/conceptual question.

GRADING:
Exam #1 = 20%, Exam #2 = 20%, Exam #3 (final) = 25%, Quizzes = 15%, Case Project = 20%

It is important to me that you are easily able to figure your own grade at any point in the course, so that you can manage the goals you have for this course with your goals for other courses. Thus, each test will be distributed on a 0% - 100% scale. Quizzes/activities will also be distributed on a 0% - 100% scale, as will the case project.

GRADING SCALE:

ACADEMIC INTEGRITY/DISHONESTY:
I will be honest with you throughout the course — please be honest with me and with yourselves. I do not expect nor will I tolerate academic dishonesty. See the Xavier University Code of Conduct for additional information.

*In academia, your personal lives, and in the business world, dishonesty is a label that, once assigned, is difficult if not impossible to remove. Do not allow yourself to be perceived by others as someone without integrity.*

FINAL COMMENTS:
1) Late assignments will be penalized 5% per day.
2) Even with the best of efforts, it is possible that papers, quizzes, or exams could get lost. To avoid any difficulties -- *Keep a record of your quiz/exam grades and photocopies of your papers, and save your computer work on a separate cloud or USB drive until the semester is over.*
3) It is easily possible that we could have a quiz or exam (or other graded activity) on class days immediately before or after a holiday, e.g., Labor Day (4 September), Xavier Fall Holiday (5-6 October), or Thanksgiving Holiday (22-26 November). Please make your plans accordingly to avoid any unexcused absences and a missed quiz, exam, or other graded activity.
Tentative Calendar/Schedule (SHRM 200) – Fall 2017

What follows is a tentative schedule of activities for the term. This schedule has a dual purpose, 1) to provide some insight as to how the class will proceed through the text material and 2) to provide a set of goals which we will try to achieve (performance is usually higher if one sets goals - even if one does not achieve them). However, this schedule should be considered a guide. Some lectures/exercises/discussions may take more/less than we expect. What this all means is that there may well be some changes to this schedule.

<table>
<thead>
<tr>
<th>WEEKS</th>
<th>CHAPTER</th>
<th>CHAPTER TITLE (Noe, Hollenbeck, Gerhart, &amp; Wright, 10ed., 2016)</th>
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<tbody>
<tr>
<td>1 - 5</td>
<td>Intro &amp; Chapter 1</td>
<td>Human Resource Management: Gaining a Competitive Advantage</td>
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<td>Chapter 2</td>
<td>Strategic human Resource Management</td>
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<td>Chapter 3</td>
<td>The Legal Environment: Equal Employment Opportunity and Safety</td>
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<td>Chapter 4</td>
<td>The Analysis and Design of Work</td>
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<td>Chapter 11</td>
<td>Pay Structure Decisions</td>
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<td>*** EXAM 1 ***</td>
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<tr>
<td>6 - 10</td>
<td>Chapter 12</td>
<td>Recognizing Employee Contributions with Pay</td>
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<td>Chapter 5</td>
<td>Human Resources Planning and Recruitment</td>
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<td>Selection and Placement</td>
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<td>Chapter 7</td>
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<td>*** EXAM 2 ***</td>
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<td>11 - 16</td>
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<td>Chapter 9</td>
<td>Employee Development</td>
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<td>Employee Separation and Retention</td>
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<td>Chapter 15</td>
<td>Managing Human Resources Globally</td>
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<td>Chapter 16</td>
<td>Strategically Managing the HRM Function</td>
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<td>*** EXAM 3 (final) ***</td>
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Learning Goals – Williams College of Business
Undergraduate Program

• **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 situations.  

• **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.