SHRM 200-05 Human Resources in a Diverse Society

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SHRM 200 (05) - HUMAN RESOURCES IN A DIVERSE SOCIETY  
Syllabus  
2017 Fall Semester  
August 21st – December 14th 2017

KEEP THIS SYLLABUS AND REFER TO IT OFTEN
This syllabus should be viewed as a teaching / learning agreement. Refer to it for details of the course calendar, requirements, expectations and grading. Any changes to the syllabus will be noted in revisions, sent to you via email.

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: David B. Zoogah, Ph.D.
Office Location: 314 Smith Hall in Suite 313
Office Hours: Tuesday (12pm-2pm); 430-530pm
Thursday (12pm-2pm); 430-530pm
By appointment
Office Tel: 513.745.4887
Email: Zoogahd@xavier.edu
Class Room: CLC405
Class Time (pm): 6:00-8:30pm
Class Day: Tuesdays (T)

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

“This course is part of the Xavier Undergraduate 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.”

GENERAL 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 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.

**SPECIFIC STUDENT OUTCOMES OF LEARNING FOR FALL 2017**

**SLO 6:** Students demonstrate an understanding of how HR systems, policies, practices, and leadership can reinforce the **values of diversity and inclusion.**

**SLO 7:** Students demonstrate an understanding of how HR systems, policies, practices, and leadership can shape a **legal and ethical environment in the workplace.**

***

This is a management course with the focus on the human aspect of management. 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. Selecting employees
6. Setting wages
7. Evaluating employees
8. Establishing & managing benefits
9. Disciplining workers
10. Employee health and safety
11. Labor relations
12. International human resources.

REQUIRED TEXT: *Human Resources Management, Gaining a Competitive Advantage* by Noe, Hollenbeck, Gerhart, and Wright: McGraw Hill Publishing; ISBN: 9781259908361. It has an e-text. You may purchase the e-text or Connect Access but it is your CHOICE. All exercises, assignments, etc. are based on the required text AND what is discussed in class.

COURSE MANAGEMENT:
Tuesday: Lecture/discussions/ Experience Exercises/Cases related to the Chapter.

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 (illness supported by documentation, university business supported by documentation, etc.). NO VERBAL OR EMAIL NOTICES ARE SUBSTITUTES FOR VALID
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. 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.

6. Course documents are available on Canvas. Check the site frequently for additional documents.

7. Check your Xavier email frequently, as I will contact you with course updates via email.

8. Use professional and business protocol in all communications, even email.

9. Attendance is required at all classes. Athletic or other university-related business absences require the written notification in advance. Medical documentation is required following illness to make up work missed. Sign-in sheet provided. Signing-in for another person is viewed as a violation of XU Code of Academic Honesty.

10. There are no extra credit assignments.

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<tr>
<th>#</th>
<th>Activity</th>
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<th>%</th>
<th>Points</th>
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<tbody>
<tr>
<td>1</td>
<td>Team Tasks</td>
<td>2</td>
<td>20%</td>
<td>200</td>
</tr>
<tr>
<td>2</td>
<td>Cases</td>
<td>2</td>
<td>8%</td>
<td>80</td>
</tr>
<tr>
<td>3</td>
<td>Quizzes</td>
<td>3</td>
<td>10%</td>
<td>100</td>
</tr>
<tr>
<td>4</td>
<td>Mid-semester exam</td>
<td>1</td>
<td>15%</td>
<td>150</td>
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<tr>
<td>5</td>
<td>Final exam</td>
<td>1</td>
<td>25%</td>
<td>250</td>
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<tr>
<td>6</td>
<td>Presentation</td>
<td>1</td>
<td>12%</td>
<td>120</td>
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<tr>
<td>7</td>
<td>Experiential exercises</td>
<td>4</td>
<td>5.5%</td>
<td>55</td>
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<tr>
<td>8</td>
<td>Attendance*</td>
<td>15</td>
<td>4.5%</td>
<td>45</td>
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<td><strong>TOTAL</strong></td>
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<td>100%</td>
<td>1000</td>
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</table>

*Early = 100% of points; late (5 minutes after start of class) = 75%; 30 minutes after start of class = 50%; No show = 0%.

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<thead>
<tr>
<th>Grade Range</th>
<th>Grade</th>
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<th>Grade</th>
</tr>
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<tbody>
<tr>
<td>930-1,000</td>
<td>A</td>
<td>770-799</td>
<td>C+</td>
</tr>
<tr>
<td>900-929</td>
<td>A-</td>
<td>730-769</td>
<td>C</td>
</tr>
<tr>
<td>870-899</td>
<td>B+</td>
<td>700-729</td>
<td>C-</td>
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<tr>
<td>830-869</td>
<td>B</td>
<td>Below700</td>
<td>D</td>
</tr>
<tr>
<td>800-829</td>
<td>B-</td>
<td>Below600</td>
<td>F</td>
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</table>

**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 (comparative) basis. Assessment of your submitted work is 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 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, or in the classroom.

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. I grade very carefully against the stated guidelines (or, rubrics) for an assignment, so it is unlikely that I would change a grade, however.

1). Team (Discussion) Task (20%):

Each team is assigned two (2) topics (see schedule). The team will lead the discussion in class. You are expected to be (a) creative, (b) instructional, (c) challenging, and (d) interactive. You are encouraged to use material from (1) the chapter, (2) current sources (e.g., wall street journal – accessed via XU library database), and (3) your imagination. For example, you may show a skit on the topic or a video.

Each team NOT assigned to lead the discussion in the particular week is required to:

(1) read the chapter,
(2) post a summary of the chapter in Canvas 12 hours before class time, and
(3) submit one (1) question to the instructor prior to commencement of class to be answered by the team leading the discussion. Each team leader will be given a post card on which to write your question.

Team evaluations are as follows:

Team leading discussion:

(1) Creativity of discussion
(2) Interactivity of class
(3) Integration of diverse sources
(4) Responses to questions

Teams not leading discussion:

(1) Posting of summary,
(2) Question submitted to instructor, and
(3) Question asked in class.

Please note that questions should enable reflection and provoke discussion.

HOW DO YOU LEAD AN EFFECTIVE DISCUSSION ON THE CHAPTER?
1). Read the chapter.

(2) Identify essential concepts that undergird the topic. For example, an essential concept in Chapter 2 is Strategy. It is important for the class to understand that concept.

(3) Ask provocative questions that will compel the class to reflect on the topic.

**Suggested approach to lead the discussion effectively:** (a). Share the load among team members (b) Assign each member a section, (c) Ask each member to prepare a question, (d) Decide on which question to submit to INSTRUCTOR for class discussion, and (e) submit question. The team and its members should be creative and time conscious.

2). **Cases (8%).** The instructor will give you two (2) cases. You are to analyze it by doing the following:

a). Write a brief summary of the essential elements of the case

b). Answer ALL the questions using a combination of academic and practical business sense. You may apply knowledge from your discipline.

3). **Quiz (10%).** There will be three (3) quizzes to be taken. One quiz focuses on the **comprehension of the syllabus (2%)**. The other two quizzes (4% each) will be given online through the course page, one before mid-semester and the other after mid-semester. These latter two quizzes will focus on your comprehension of the topics (see schedule for dates).

4). **Mid-semester exam (15%).** There will be one (1) mid-semester exam to be taken in the 10th week. The exam will be 30 multiple choice (True/False; select options) questions from the chapters (2) assigned by the instructor.

5). **Final exam (25%).** There will be one (1) final exam to be taken during exams week. The exam will be 50 multiple choice (True/False; select options) questions from the chapters (2) assigned by the instructor.

6). **Group Presentation (12%).** Choose a topic from one of the chapters you lead. Make sure the topic is about **an issue that challenges businesses today** and make a creative presentation showing the (1) significance of the issue, (2) its usefulness for businesses, and (3) recommendations for businesses. These are deadlines for the presentation:

a). Topic selected due to the instructor no later than October 31st, 2017 at 5pm. In order to discourage late submissions there will be 10 points deduction.

b). Draft format on presentation (lecture, skit, video, etc.) due no later than November 14th, 2017 at 5pm. In order to discourage late submissions there will be 10 points deduction.

c). Presentation should be formal and professional on December 5th and 7th, 2017.

7). **Experiential (5.5%).** You will be given (4) experiential exercises in class and online.
8). Attendance (4.5%). There are 3 points each week for attendance for 15 weeks (Weeks 2-16).

ALL FOR ONE, ONE FOR ALL BEHAVIOR: Respect yourself, fellow students, and instructor. You can criticize or challenge your peers and the instructor BUT do so in a respectful, polite and constructive manner. REMEMBER THE INSTRUCTOR IS THERE TO HELP, NOT HARM YOUR LEARNING.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Day</th>
<th>READING &amp; ACTIVITIES*</th>
<th>Team Task</th>
<th>Case Due (2)</th>
<th>Quiz</th>
<th>Exams</th>
<th>Pres.</th>
<th>Exper.</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>8/22/2017</td>
<td>Tuesday</td>
<td>Introduction, metacognition, syllabus quiz</td>
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<td>DZ</td>
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<td>2</td>
<td>8/29/2017</td>
<td>Tuesday</td>
<td>Chapter 1: HRM: Gaining a Competitive Advantage</td>
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<td>3</td>
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<td>Tuesday</td>
<td>Chapter 2: Strategic HRM</td>
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<td>4</td>
<td>9/12/2017</td>
<td>Tuesday</td>
<td>Chapter 3: The Legal Environment</td>
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<td>5</td>
<td>9/19/2017</td>
<td>Tuesday</td>
<td>Chapter 4: Analysis &amp; Design of work</td>
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<td>6</td>
<td>9/26/2017</td>
<td>Tuesday</td>
<td>Chapter 5: HR Planning and Recruitment</td>
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<td>7</td>
<td>10/3/2017</td>
<td>Tuesday</td>
<td>Chapter 6: Selection and Placement</td>
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<td>6</td>
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<td>8</td>
<td>10/10/2017</td>
<td>Tuesday</td>
<td>Chapter 7: Training Employees</td>
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<td>10/17/2017</td>
<td>Tuesday</td>
<td>Chapter 8: Performance Management</td>
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<td>10/24/2017</td>
<td>Tuesday</td>
<td>Mid-semester/ Experiential Exercise</td>
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<td>10/31/2017</td>
<td>Tuesday</td>
<td>Chapter 11: Pay Structure Decisions</td>
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<td>11/7/2017</td>
<td>Tuesday</td>
<td>Chapter 12: Recognizing Employee Contributions with Pay</td>
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<td>13</td>
<td>11/14/2017</td>
<td>Tuesday</td>
<td>Chapter 13: Employee Benefits</td>
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<td>Tuesday</td>
<td>Chapter 15 Managing Human Resources Globally</td>
<td></td>
<td>6</td>
<td>3</td>
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<td>15</td>
<td>11/23/2017</td>
<td>Thursday</td>
<td>Thanksgiving Holiday – XU closed</td>
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<td>16</td>
<td>11/28/2017</td>
<td>Tuesday</td>
<td>Chapter 16: Strategically Managing the HRM Function</td>
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<td>17</td>
<td>12/5/2017</td>
<td>Tuesday</td>
<td>Presentation 1 (Groups 1 - 6)</td>
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<td>18</td>
<td>12/12/2017</td>
<td>Tuesday</td>
<td>Final Exam</td>
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<td>All</td>
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12/18/2017 Final Grades Due

* Students may do a DETAILED SUMMARY OF CHAPTERS 9 AND 10 FOR EXTRA CREDIT OF 10 POINTS EACH.
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

Pay 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.