2015

SHRM 200-06 Human Resources in a Diverse Society

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Required Text:

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.

Course Objectives:
This is a management course with the focus on the human aspect of management.
• This course is the introductory course for Human Resources, and as such it blends descriptive, theoretical, ethical/moral, and applied approaches to issues faced by people at the workplace. This course also introduces major theories and principles of management.
• Because the course also fulfills the E Pluribus Unum requirement, it addresses:
  1. Stereotyping, discrimination and prejudice and their relation to power when dealing with work related issues.
  2. Laws dealing with race, sex, sexual orientation, gender identity, religious, national origin, color, age and disability discrimination.
  3. Increased diversity of the U.S. labor force.
  4. Human Resource policies of US-based companies with facilities overseas and of foreign companies operating in the U.S.
  5. Discussions of worker health and safety, such as considering whether an employer should have the right to exclude a woman from a job that involves exposure to substances that could potentially injure a fetus.

Procedures used to make hiring decisions, decide on pay increases, and make promotions are examined to evaluate whether stereotyping, discrimination, and prejudice play a role.

The class is an active learning environment in which students discuss management concepts, work on group projects, prepare and deliver case discussions, and guide the discussion of the related material. In this format students learn a great deal from working together, but only if everyone openly exchanges ideas and experiences.

Chapter Readings & Case Studies – Each student will be assigned as a member of a team. Each team will be responsible for preparing case studies, as assigned. The team will be responsible for a write-up on each assigned case (~3 pages), and for leading a class discussion of the case and of related text material. The team is responsible for preparing a list of guided-discussion questions to be used in leading the discussion.

Team Book Analysis – Each team will prepare a summary of the book (~10 pages) exploring behavior in organizations. Each team will present a summary of the book to the class.

Individual Book Analysis – Each student will prepare an analysis (~10 pages) of the implications for managers of a selected book.

Grading: Distribution Standards
(25%) Team Book Analysis 90% - 100% = A
(25%) Closing Cases 80% - 89% = B
(20%) Ethics assignment 70% - 79% = C
(30%) Individual Book Analysis 60% - 69% = D
Letter grades assigned to case studies and book analyses will carry mid-point weight, i.e., A = 95%, B = 85%.

**Schedule of Assignments:**

- **Team Book analyses are due 25 Mar. Sooner is better.**
- **Individual Book analyses are due 29 Apr. Sooner is better**

<table>
<thead>
<tr>
<th>Week</th>
<th>2:30 – 3:45</th>
<th>Tuesday</th>
<th>Chapter</th>
<th>Thursday Cases</th>
<th>Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>14 Jan</td>
<td>Intro Assignment: read Ch 1</td>
<td>16 Jan</td>
<td>Intro 2</td>
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<td>2</td>
<td>21 Jan</td>
<td>Syllabus, Teams MBTI books</td>
<td>23 Jan</td>
<td>History of mgmt</td>
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<tr>
<td>3</td>
<td>28 Jan</td>
<td><em>Personality 1</em></td>
<td>30 Jan</td>
<td><em>Personality 2</em></td>
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<tr>
<td>4</td>
<td>04 Feb</td>
<td>Ethics</td>
<td>06 Feb</td>
<td>Why Ethics</td>
<td></td>
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<tr>
<td>5</td>
<td>11 Feb</td>
<td><em>Ch 2 The Legal Environment</em> Opening Case</td>
<td>1 2</td>
<td><em>Ch 4 The Competitive Environment</em> Opening Case</td>
<td>3 4</td>
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<td></td>
<td></td>
<td>Closing Case</td>
<td>13 Feb</td>
<td>Closing Case</td>
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<td>6</td>
<td>18 Feb</td>
<td><em>Leadership</em></td>
<td>20 Feb</td>
<td><em>Ch 7 Recruitment and Selection</em> Opening Case</td>
<td>5 6</td>
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<td></td>
<td></td>
<td>Closing Case</td>
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<td>7</td>
<td>25 Feb</td>
<td><em>Cynicism</em></td>
<td>27 Feb</td>
<td><em>Ch 8 Diversity, Opening Case</em></td>
<td>1 2</td>
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<td></td>
<td>Closing Case</td>
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<tr>
<td>8</td>
<td>04 Mar</td>
<td><em>03 Mar – Mar 7</em> Spring Break</td>
<td>06 Mar</td>
<td>No Class</td>
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<td>9</td>
<td>11 Mar</td>
<td><em>Social Security</em></td>
<td>13 Mar</td>
<td><em>Ch 9 Comp &amp; Benefits</em> Opening Case</td>
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<td>Closing Case</td>
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<tr>
<td>10</td>
<td>18 Mar</td>
<td><em>Ch 10 Performance Appraisal</em> Opening Case</td>
<td>5 6</td>
<td><em>Video: the depression</em></td>
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<td>Closing Case</td>
<td>20 Mar</td>
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<tr>
<td>11</td>
<td>25 Mar</td>
<td><em>Team Book Analyses and presentations</em></td>
<td>(1,2)</td>
<td><em>Team Book Analyses and presentations</em></td>
<td>(3,4)</td>
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<td>12</td>
<td>01 Apr</td>
<td><em>Team Book Analyses and presentations</em></td>
<td>(5,6)</td>
<td><em>Ch 11 Labor Relations</em> Opening Case</td>
<td>1 2</td>
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<tr>
<td>13</td>
<td>08 Apr</td>
<td><em>Motivation 1</em></td>
<td>10 Apr</td>
<td><em>Motivation 2</em></td>
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<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Assignment</td>
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<td>14</td>
<td>15 Apr</td>
<td>Ch 12 Safety, Health, Well Being, Security</td>
<td>Opening Case Closing Case</td>
<td>17 Apr</td>
<td>Easter Holiday. No classes Apr 17-21, Monday once-a-week classes will meet April 21</td>
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<td>Video Health care</td>
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<tr>
<td>15</td>
<td>22 Apr</td>
<td>Video Health care</td>
<td></td>
<td>24 Apr</td>
<td>Ch 13 Motivation Opening Case Closing Case</td>
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<td>Discuss books Individual Book Analyses due</td>
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<td>16</td>
<td>29 Apr</td>
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<td>25 Apr</td>
<td>Video: Stress</td>
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<td></td>
<td></td>
<td>Discuss books Individual Book Analyses due</td>
<td>01 May Course wrap-up</td>
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<tr>
<td>17</td>
<td>06 May</td>
<td>06 May - 09 May finals</td>
<td>03 May No class</td>
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**Supplemental Texts:**

**Individual**

Why We Do What We Do: Understanding Self-Motivation, Deci & Flaste

Punished by Rewards: The Trouble with Gold Stars, Incentive Plans, As, Praise, and Other Bribes by Alfie Kohn

Dr Deming: The American Who Taught the Japanese about Quality, Rafael Aguayo

Drive: The Surprising Truth about What Motivates Us, Daniel Pink

Out of the Crisis by W. Edwards Deming

The New Economics for Industry, Government, Education by W. Edwards Deming

The Spirit Level, Richard Wilkinson and Kate Pickett

The Price of Inequality, Joseph Stiglitz

Peak: How Great Companies Get Their Mojo from Maslow by Chip Conley and Tony Hsieh

Douglas McGregor, Revisited: Managing the Human Side of the Enterprise by Gary Heil, Warren Bennis and Deborah C. Stephens

American Samurai by William Lareau

Team
Out of the Crisis by W. Edwards Deming
The Human Side of Enterprise, Douglas McGregor
The Functions of the Executive, Chester Barnard
Mary Parker Follett, prophet of Management, Pauline Graham, (ed).
Maslow on Management, Abraham Maslow
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 Spirit Level, Richard Wilkinson and Kate Pickett
The Price of Inequality, Joseph Stiglitz
Peak: How Great Companies Get Their Mojo from Maslow by Chip Conley and Tony Hsieh
Douglas McGregor, Revisited: Managing the Human Side of the Enterprise by Gary Heil, Warren Bennis and Deborah C. Stephens
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