SHRM 200-06 Human Resources in a Diverse Society

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SHRM 200-06 - HUMAN RESOURCES IN A DIVERSE SOCIETY
Syllabus
2017 Spring Semester
Jan 9th – May 4th 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: T 11am-1pm, 4-5pm; R 11am-1pm, by appointment
Office Tel: 513.745.4887
Email: Zoogahd@xavier.edu
Class Room: Smith Hall #250
Class Time (pm): 200-06: 230-345pm
Class Day: Tuesdays (T) and Thursdays (R)

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.”

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. 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: Stand-alone Connect Access card to accompany the *Human Resources Management, Gaining a Competitive Advantage* by Noe, Hollenbeck, Gerhart, and Wright; McGraw Hill Publishing; ISBN: 9781259908361. It has an e-text. However, if you prefer the textbook itself or the bundle it is YOUR CHOICE but not required. All exercises, assignments, etc. are based on the e-text or Connect Access.

COURSE MANAGEMENT:

Tuesday: Lecture/discussion
Thursday: 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](http://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.). **Make-up activities are for 75% OF THE SCORE OR GRADE REGARDLESS OF 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. 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.

<table>
<thead>
<tr>
<th>COURSE REQUIREMENTS &amp; GRADING:</th>
<th>POINTS POSSIBLE</th>
<th>POINTS EARNED</th>
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<tbody>
<tr>
<td>1. Participation (Attendance)*</td>
<td>140</td>
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<tr>
<td>2. Exams (50 Multiple Choice Questions) – see schedule</td>
<td>400</td>
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<tr>
<td>3. Self-development &amp; experiential exercises (6)</td>
<td>60</td>
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<tr>
<td>4. Team Presentations (1) based on project - Group</td>
<td>100</td>
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<tr>
<td>5. <strong>RESEARCH REPORT/PRESENTATION</strong> - Group</td>
<td>300</td>
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<td>6. Cases (4 – In-class)</td>
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<td><strong>TOTAL POINTS</strong></td>
<td><strong>1000</strong></td>
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*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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<tr>
<th>930-1,000 points</th>
<th>A</th>
<th>770-799 points</th>
<th>C+</th>
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<tr>
<td>900-929 points</td>
<td>A-</td>
<td>730-769 points</td>
<td>C</td>
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<tr>
<td>870-899 points</td>
<td>B+</td>
<td>700-729 points</td>
<td>C-</td>
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<td>830-869 points</td>
<td>B</td>
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<tr>
<td>800-829 points</td>
<td>B-</td>
<td>Below600points</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 (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.

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>Wk Period</th>
<th>Week #</th>
<th>Date of Class</th>
<th>Day of Class</th>
<th>Chapter</th>
<th>Description</th>
<th>Exercise</th>
<th>Exam</th>
<th>Project**</th>
<th>Comment</th>
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<tr>
<td>Jan 9 - Jan 13</td>
<td>1</td>
<td>10-Jan</td>
<td>Tuesday</td>
<td>0</td>
<td>Video Introduction (Do a 2 minute video telling us who you are) in class.</td>
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<td>12-Jan</td>
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<td>Case 1 (In-class)</td>
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<td>19-Jan</td>
<td>Thursday</td>
<td>1</td>
<td>HRM: Gaining a Competitive Advantage</td>
<td>VISITOR</td>
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<td>Jan 23 - Jan 27</td>
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<td>24-Jan</td>
<td>Tuesday</td>
<td>2</td>
<td>Strategic HRM</td>
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<td>26-Jan</td>
<td>Thursday</td>
<td>Activity 1</td>
<td>Identify Company</td>
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<td>Jan 30 - Feb 3</td>
<td>4</td>
<td>31-Jan</td>
<td>Tuesday</td>
<td>3</td>
<td>Legal Environment: EEO and Safety</td>
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<td>2- Feb</td>
<td>Thursday</td>
<td>3</td>
<td>Analysis and design of work.</td>
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<td>Feb 6 - Feb 10</td>
<td>5</td>
<td>7-Feb</td>
<td>Tuesday</td>
<td>4</td>
<td>Determine method</td>
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<td>9-Feb</td>
<td>Thursday</td>
<td>Case 2</td>
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<td>Feb 13 - Feb 17</td>
<td>6</td>
<td>14-Feb</td>
<td>Tuesday</td>
<td>5</td>
<td>Human Resources Planning and Recruitment</td>
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<td>16-Feb</td>
<td>Thursday</td>
<td>Activity 2</td>
<td>Identify sample</td>
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<td>Feb 20 - Feb 24</td>
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<td>21-Feb</td>
<td>Tuesday</td>
<td>6</td>
<td>Selection and Placement</td>
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<td>23-Feb</td>
<td>Thursday</td>
<td>Case 3</td>
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<td>Feb 27 - Mar 3</td>
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<td>28-Feb</td>
<td>Tuesday</td>
<td>7</td>
<td>Training</td>
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<td>2-Mar</td>
<td>Thursday</td>
<td>7</td>
<td>Administer instrument</td>
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<td>Mar 6 - Mar 10</td>
<td>9</td>
<td>7-Mar</td>
<td>Tuesday</td>
<td>SPRING BREAK</td>
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<td>9-Mar</td>
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<td>14-Mar</td>
<td>Tuesday</td>
<td>8</td>
<td>Performance management</td>
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<td>16-Mar</td>
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<td>Activity 3</td>
<td>Administrator instrument</td>
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<td>Mar 20 - Mar 24</td>
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<td>21-Mar</td>
<td>Tuesday</td>
<td>9</td>
<td>Employee Development</td>
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<td>23-Mar</td>
<td>Thursday</td>
<td>Case 4</td>
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<td>Mar 27 - Mar 31</td>
<td>12</td>
<td>28-Mar</td>
<td>Tuesday</td>
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<td>Employee Separation and Retention</td>
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<td>30-Mar</td>
<td>Thursday</td>
<td>Activity 4</td>
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SHRM 200 SYLLABUS. CHANGES MAY BE MADE AT ANYTIME AT THE DISCRESSION OF THE INSTRUCTOR.
<table>
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<tr>
<th>Date Range</th>
<th>Days</th>
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<th>Topic(s)</th>
<th>Speaker(s)</th>
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<td>Apr 3 - Apr 7</td>
<td>13</td>
<td>4-Apr</td>
<td>Tuesday</td>
<td>Pay structure decisions</td>
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<td>6-Apr</td>
<td>Thursday</td>
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<td>Apr 10 - Apr 14</td>
<td>14</td>
<td>11-Apr</td>
<td>Tuesday</td>
<td>Recognizing Employee Contributions with Pay</td>
<td>Ms Baker</td>
<td>Revise report</td>
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<td>13-Apr</td>
<td>Thursday</td>
<td>Activity 5</td>
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<td>Apr 17 - Apr 21</td>
<td>15</td>
<td>18-Apr</td>
<td>Tuesday</td>
<td>Employee Benefits</td>
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<td>Submit report</td>
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<td>20-Apr</td>
<td>Thursday</td>
<td>Managing Human Resources Globally</td>
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<td>Apr 24 - Apr 28</td>
<td>16</td>
<td>25-Apr</td>
<td>Tuesday</td>
<td>Strategically Managing the HRM Function</td>
<td>Jim H.</td>
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<td>May 1 - May 5</td>
<td>17</td>
<td>2-May</td>
<td>Tuesday</td>
<td>Groups 4 - 6</td>
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<td>Groups 1 - 3</td>
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<td>Presentation</td>
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</table>

Chapter 14 may be summarized comprehensively for 10 extra points

** Visiting Professor to Teach. You are still responsible for reading the chapter
RESEARCH REPORT/PRESENTATION – Group

In this project, your group is to conduct research on a topic of strategic human resources management assigned to you. Report on how the human resources function contributes to the strategic objectives of the organization. To do so effectively, you will need to:

1) Research the company – using published material in press or journals
2) Interview the HRM personnel
3) Focus on one or two HR practices (e.g., recruitment) and show how it is done in the company.
4) Indicate how the practices you have identified relate to the strategic objectives of the organization.
5) Observe behavior of some staff and try to link one (1) HR practice to the behavior of employees
6) Due dates are shown in Schedule.

SEE PROJECT INSTRUCTION ON CANVAS FOR DETAILS

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.