Human Resources Management
Mana 3320
Fall 2015

Instructor: Katherine Roberto, PhD, M.S.
Class Time: TR 11:00 – 12:20 pm  Room Number: 259
Office Number: OCNR 371  Office Hours: TR 12:30-1:30 pm or by appt
Office Phone: (361) 825-2482
Email: katherine.roberto@tamucc.edu

**COURSE DESCRIPTION**
A study of policies, procedures and strategies for human resource management. Topics include recruitment, selection and utilization of employees, human resource planning, the law and HR, employee appraisal and compensation systems, and an introduction to labor relations.

**COURSE PURPOSE**
MGMT 3320 is the introductory course in Human Resource Management for undergraduate students. It defines the field and introduces the various human resource activities and ties them to the other management content courses like organizational behavior, motivation and leadership, multinational management and administrative strategy and policy.

**LEARNING OBJECTIVES**
By the end of this course, the students will have:
1. Understanding of how the Human Resource function contributes to the success of an organization.
2. Basic knowledge in the following functional areas: HR planning, recruitment, selection, appraisal, compensation and labor relations.
3. Basic understanding of the Federal legislation guiding employment practices in the work place.
4. The ability to interpret and analyze data to make decisions and form conclusions about the appropriate actions that HR should take in different situations.

**BLACKBOARD**
This class is up on Blackboard ([https://bb9.tamucc.edu/](https://bb9.tamucc.edu/)). Please check Blackboard often. There you will be able to access class material as well as your grades.

Blackboard Mobile App – Mobile Learn

**COURSE MATERIALS:**
MODE OF INSTRUCTION
Classes will be interactive, with both the instructor and students sharing in the processes. Students should read assigned materials PRIOR to the class date and be prepared for discussions and exercises. It is to your advantage to stay current with readings and assignments. A variety of learning tools will be used to develop and enhance your understanding of the subject matter, including experiential exercises, small group activities, video, case analyses, current events, and class discussions, rather than solely from the lectures. You are responsible for the material in the chapters as well as the materials covered in classes.

GRADES AND EXAMS
There will be three multiple choice exams throughout the semester. Each exam is worth 100 points. Once the first student turns in an exam, no others will be given out to students who are arriving late to the exam. Make-up exams will be given if the student can produce documentation of a University approved exemption case. Should you miss an exam you must contact the instructor within 48 hours of the exam to schedule the make-up. I reserve the right to change the format of the make-up exam as I see fit.

There will also be two group projects. One group case analysis worth 50 points, and one group presentation based on a training need.

The remainder of the points will come from participating in class activities.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grade</th>
<th>Total Points</th>
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<tbody>
<tr>
<td>Exams</td>
<td>300</td>
<td>A</td>
<td>450-500</td>
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<tr>
<td>Group Projects</td>
<td>150</td>
<td>B</td>
<td>400-449</td>
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<tr>
<td>Class Activity Participation</td>
<td>50</td>
<td>C</td>
<td>350-399</td>
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<td>Total</td>
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<td>&lt;299</td>
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Grades are based upon point accumulation, NOT averages. Please keep that in mind when calculating your grade.

I will also offer extra credit points throughout the semester. The number and worth is subject to my discretion. These can range from short assignments done outside of class to random on time attendance checks.

Introductory Assignment
At the conclusion of the first class, you will turn in the final page of the syllabus, signed, indicating that you received the syllabus and understand the requirements of the course. This is part of your participation grade.
**Group Project**
Groups will consist of 4-5 members, with no more than 10 groups. You may choose the members that you would like to work with, or I will assign you to groups. You are responsible to get contact information from group members, as I will not be able to provide that information to you. Once groups have been assigned, there will be no changes in group membership, except as a result of students dropping the class. Once you have chosen your groups, you will choose two case studies from the provided cases. Each case is designed to tap into a specific topic. I will set up groups in Blackboard, please use this form to communicate – there are email and web board options that are private according to groups.

It is your responsibility to figure out how to work with your group members effectively. The group projects are an excellent learning opportunity as working with others is an important skill that you will need in future jobs. If there are problems with others in your group, it is your responsibility to resolve these. I will not engage in discussion over problems between group members.

**Group Training Project**
For this Group Project, student teams will plan, design, deliver, and evaluate your own training programs. You will choose your own teams during the first two weeks of class. Groups should imagine that they are a team of HR consultants who have been hired to provide training to employees or managers in an organization, and should choose a topic which could actually be delivered in an organization. The training may focus on teaching declarative knowledge (i.e., EEO legislation for managers), teaching procedural knowledge/skills (i.e., providing effective performance feedback), or attitude change (i.e., increasing openness to working with diverse others).

The topic for each group’s training program, a preliminary plan of what needs assessment you will conduct, and the desired date of presentation must be submitted to the professor by email by the start of class on September 29th. Five points for every day it is late will be deducted from the final grade.

On October 22nd, the class will be dedicated to each of your needs assessment data collection. This means if you wish to collect data from other class members as part of your needs assessment (it is recommended that you do) you can do so in class that day. You will be provided a time limit in class that day based on how many groups there are. You can use that time to administer surveys, conduct focus groups, or provide instructions to class members to follow up on an activity that you ask them to participate in for data collection outside of class. Keep in mind that if a lot of time is required of students outside of class for you to complete your needs assessment, this will likely reduce your participation.

You will present your training program to the class sometime on either: November 12th, 17th, 19th. Each group will have 20 minutes. During this time the group is expected to conduct their training program and their training evaluation with the class (my recommendation is to keep your training to 15 minutes with no more than 5 for your
Both professionalism and creativity are encouraged in all presentations. It is strongly recommended that groups use PowerPoint slides for their key points (using bold face, and at least 20 pt. font). Grading guidelines for the training presentations are attached.

Final Training Program Paper. You will also be required to hand in a paper prepared by your group which delineates the design, development, execution and evaluation of your training program. The paper should discuss (1) how the needs assessment was conducted and what was learned from it, (2) how the training objectives were developed, (3) what the training objectives were, (4) how the training method and delivery was chosen and why, (5) a description of the training, and (6) the results of the training evaluation (i.e., whether the training objectives were met, what criteria were used to evaluate training effectiveness, referring to the data collected in class evaluation to discuss this). In any cases in which training objectives were not met, the group should discuss how they might revise their training program in an effort to meet the objectives if they were to administer the training to a new group of trainees. Grading guidelines for this paper are provided at the end of the syllabus. The paper is due December 1st. All papers must be submitted in a .doc or .docx format – no other formats will be accepted. I realize the paper comes at the same time as your final – my recommendation is to have everything written up by the day you present, so you only have the last section to include afterwards.

Grading Criteria:
Training Program Presentation
I. Presentation style (15 points)
   a. Presented without reading from notes
   b. Good eye contact
   c. Speaks loud enough to be heard
   d. Articulate, well-spoken in communication
   e. No major distracting mannerisms
II. Use of Needs Assessment Data (15 points)
   a. Selected method(s) appropriate for training objectives
   b. Utilized multiple training methods whenever possible
   c. Used methods that are appropriate for learners with distinct learning styles
III. Evaluation (25 points)
   a. Training objectives are clear at the beginning
   b. Gathers data which facilitates determining whether objectives are met
   c. Gathers data to assess reactions and learning
IV. Quality of Training Materials (10 points)
   a. Materials are appropriate for training objectives
   b. Materials are of good quality (i.e., no typos on overheads, etc.)
V. Creativity (10 points)
   a. Unique or different approaches are incorporated to enhance trainee engagement
Grading Criteria:  
Final Paper on Training Program Development and Evaluation

The final paper should delineate the development and evaluation of your training program. Thus, the paper should include a thorough discussion of your needs assessment, your training design, and your evaluation design and results. The paper should include the following sections and should be no more than 20 pages in length

1. **Title of training.**
2. **Needs Assessment** – Provide a description of what data was collected on the needs assessment and what your analysis of your data told you about your trainees. Then highlight how you used this needs assessment data in the development of the training program. The needs assessment section should end with a clear discussion of what you know about your trainees. When you describe your training program (the content you decided to train and the methods you choose) you will then describe how these decisions relate to what you learned from the needs assessment. (20 points)
3. **Training objectives** - Based on your needs assessment and any assumptions you may need to make, develop specific training objectives. (5 points)
4. **Description of the training program content** – what content was trained. Make sure to describe how you choose the content to be included in the program (scope of program content, specific content) as well as how these needs assessment data informed this decision. Also include an outline of the content of the training program. (15 points)
5. **Description of training methods** – describe the methods you used, and provide a rationale (justification) for why you choose them based on training theory (i.e., learning theories) and needs assessment data. Also discuss any decisions you made that you believe should facilitate the transfer of training or motivate trainees to learn. (20 points)
6. **Description of training materials use.** (5 points)
7. **Your evaluation plan results** - Describe your training evaluation plan including what training outcomes were chosen, how you determined that these were appropriate outcomes, how these outcomes were measured and what the research design your evaluation was. Whenever possible your evaluation should include both short-term and long-term evaluation and as many different levels as possible. Report the evaluation data that you collected and interpret it. Discuss the degree to which your training objectives were met. (20 points)
8. **Recommend training program changes** – Based on your evaluation data, discuss any cases in which training objectives were not met or in which training did not go as well as expected. Do you best to diagnose any problems – that is, come up with some ideas about why the training was ineffective (if this happened) that is based in learning theory. Based on this data, how would you change your training program before you offered it again? For instance, would you cover different topics or emphasize different topics? Would you use different training methods? Would you have a longer or shorter class? (15 points)
9. **References.**
**Peer Evaluations**
I recognize that not all team members contribute equally to every group project. For this reason I will ask you to provide feedback on your group members (and yourself). They will also provide feedback on you for the group project. Individual project scores will then be adjusted based on peer feedback. If you do not work with your group to prepare the assigned case and present it, you will receive a zero for the group case presentations. Please take this peer rating very seriously. I expect that you will make peer ratings based only on who you perceive to have made the greatest contribution (quality and quantity) to your group project and not based on personalities or friendship factors. If, in a particular group, I believe the peer evaluations were not assigned in such a manner as to be consistent with the spirit of rewarding those who contribute more, I reserve the right to adopt a policy in which all group members receive their group grade instead.

Final presentations by student groups are important learning activities so you are expected to attend the presentations, regardless of whether you are presenting that evening. This also gives all groups an equal chance to present in front of similar peer groups. In order to facilitate your engagement in final presentations, you are be required to watch all final presentations, provide feedback to each group using the “Do Your Own Case” Organizational Analysis grading sheet above, and hand in these sheets for each group along with your forced ranking of the presentations. This form is the same one that I will use to grade your presentation. Feedback must be provided on all presentations except your own. These feedback reports must be handed in after each class period and will count for 10% of your presentation grade. If you have to miss class and are not able to complete this entirely because you did not see all the presentations, you may only earn partial credit. However, late peer evaluations will not be accepted.

**Class Activities and Participation**
Many class periods there will be group/class activities that require active participation. You are expected to participate fully in the activities. Missing and activity or failure to actively participate will result in a reduction on participation points – for example, if you participate in 90% of the activities you will receive 90% of the potential points allotted.
Class Policies

**EMAIL POLICY**
I will only contact you through your tamu.edu account or Blackboard. If you email me through a personal account I will ask you to resend it through university email. Also, I may need to contact you, and will do so through university email or Blackboard.

It is expected that email will follow good grammar and proper Email netiquette rules with proper salutations for proper response. REMEMBER: ALL CAPS MESSAGES IS SHOUTING AT THE TEACHER – and will not be responded to. In addition messages like: *hey prof wat did i miss?* or simply *here’s my paper* will not be responded to. Without grammar and the person’s name in the email response cannot be given. Your faculty will always respond when emails are received with respect and formality due to the nature of working in a professional environment.

**ATTENDANCE**
I will take attendance every day, though it will not be factored into your grade. Attendance at and participation in class are necessary to receive the full benefit and are encouraged. You are free to make your own decisions about attending class and participating. However, I will test on material covered in class lectures and not all this material covered will be in the books. Thus, please be advised that not attending class is likely to have a negative impact on your test grades.

**CLASSROOM BEHAVIOR**
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Please refrain from disrupting the class by talking during class or taking cell phone calls or pages during class. Please turn off or set to vibrate all cell phones, pagers, etc. before class. If you disrupt class by talking to each other, on the phone, or text messing during class, I reserve the right to ask you to leave the classroom.

**ACADEMIC INTEGRITY**
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a zero the first time and failing the course for any additional offence.
GRADE APPEALS
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

WITHDRAWAL POLICY
It is the student’s responsibility to complete the course or withdrawal from the course in accordance with University Regulations. Students are strongly encouraged to verify their grade status before dropping a course after the first withdrawal date. It is also the student’s responsibility to determine whether it is a good idea to drop the class. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. A student who drops after the first withdrawal date may receive an “F” in the course if the student is failing at the time the course is dropped. November 6th is the last day to drop the course with a “W”.

STUDENTS WITH DISABILITIES
If you require accommodations for a disability, please consult with me at the beginning of the semester. Faculty members are required by law to provide “reasonable accommodation” to students with disabilities, but it is your responsibility to inform me of your disability at the beginning of the semester and provide me with documentation authorizing the specific accommodation.

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.
STATEMENT OF ACADEMIC CONTINUITY
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard, Connect, and/or email. If Blackboard is down, messages will be posted on the home page of Connect. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.
## Tentative Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Material Covered</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>8/27</td>
<td>Introduction to the Course</td>
<td></td>
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<tr>
<td></td>
<td>Go Over Syllabus</td>
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<tr>
<td>9/1</td>
<td><em>Chapter 1: The Nature of Human Resource Management</em></td>
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<tr>
<td>9/3</td>
<td><em>Chapter 2: The Legal Environment</em></td>
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<tr>
<td>9/8</td>
<td><strong>NO CLASS – LABOR DAY</strong></td>
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<tr>
<td>9/10</td>
<td>Group Formation Day</td>
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<td>9/15</td>
<td><em>Chapter 3: Global Environment</em></td>
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<tr>
<td>9/17</td>
<td><em>Chapter 4: The Competitive Environment</em></td>
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<tr>
<td>9/22</td>
<td><strong>EXAM 1</strong></td>
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<tr>
<td>9/24</td>
<td><em>Chapter 5: Information for Making HRM Decisions</em></td>
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<tr>
<td>9/29</td>
<td><em>Chapter 6: HR Decision Making in Organizations</em></td>
<td>Your Training Topic Due</td>
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<tr>
<td>10/1</td>
<td><em>Chapter 7: Recruiting &amp; Selecting, Training &amp; Development</em></td>
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<td>10/6</td>
<td><em>Chapter 7 cont</em></td>
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<tr>
<td>10/8</td>
<td><em>Chapter 7: Training &amp; Development</em></td>
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<td>10/13</td>
<td><em>Chapter 8: Managing a New and Diverse Workforce</em></td>
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<td>10/15</td>
<td><em>Chapter 8 cont</em></td>
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<tr>
<td>10/20</td>
<td><strong>EXAM 2</strong></td>
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<tr>
<td>10/22</td>
<td><strong>NEEDS ASSESSMENT DAY</strong></td>
<td>Give out needs assessments to class</td>
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<tr>
<td>10/27</td>
<td><em>Chapter 9: Compensation and Benefits</em></td>
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<td>10/29</td>
<td><em>Chapter 10: Performance Appraisals &amp; Career Management</em></td>
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<td>11/3</td>
<td><em>Chapter 10 cont</em></td>
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<td>11/5</td>
<td><em>Chapter 11: Managing Labor Relations</em></td>
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<td>11/10</td>
<td><em>Chapter 12: Safety, Health, Wellbeing &amp; Security</em></td>
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<tr>
<td>11/12</td>
<td>Groups Presentations</td>
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<td>11/17</td>
<td>Group Presentations</td>
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<td>11/19</td>
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<td>11/24</td>
<td>Group Presentations</td>
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<td>11/26</td>
<td><strong>NO CLASS – THANKSGIVING</strong></td>
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<tr>
<td>12/1</td>
<td><em>Chapter 13: Motivation at Work</em></td>
<td>Final Papers Due</td>
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<td>12/3</td>
<td><strong>EXAM 3 during finals time</strong></td>
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***The professor reserves the right to change the syllabus as needed throughout the semester. However, you will be alerted to all changes during class.***
Syllabus Agreement

By signing at the bottom of the page, I acknowledge that I have read through each statement, and agree with each of them.

I acknowledge that I was given a copy on the first day of class, which the professor went through with the class.

I understand the assignments required of me.

I understand the expectations needed to receive each various letter grade.

I was permitted to ask any questions, and if I did, was given sufficient clarification.

I acknowledge that the syllabus may change due to unforeseen situations circumstances, including but not limited to events such as a snow day, which the professor will alert the class during class time as to what the changes may be, as well as, posting a new copy of the syllabus on Blackboard.

Print Name: ______________________________________________________

Signature: _________________________________________________________

Date: ____________________________