RUTGERS
Rutgers Business School
Newark and New Brunswick

Management
Course Number: 29:620:345
Course Title: Management of Human Resources

COURSE DESCRIPTION

Today's managers must be aware of government regulations, safety issues, employee motivation techniques and employee selection criteria as well as various approaches to staying competitive in a global economy. This course is an overview of the HR function and focuses on the concept of HR management being a strategic partner at today's executive committee. We will also review some of the challenges HR faces today as well as some of the evolving theories regarding the management of today's diverse workforce.

COURSE MATERIALS

Text: Fundamentals of Human Resource Management – 8th edition

      Noe, Hollenbeck, Gerhart, Wright ; McGraw Hill

      ISBN 978-1260-07917-3

      E Book version @ http://shop.mheducation.com

LEARNING GOALS AND OBJECTIVES

Learning Goals

1) Understand the role of human resources in organizations and how HR supports the organization's business strategy
2) Note how HR strategies align with business strategies to create a competitive advantage in the global market place.
3) Able to formulate HRM strategies and implement policies to recruit, place and retain the most effective and efficient workforce.
4) Understand the regulations and basic laws governing employment
5) Design jobs that are motivational and align with the overall organizational strategy

6) Develop effective talent management strategies in conjunction with employee performance, training & development and retention
7) Maintaining competitive compensation and benefit packages
8) Use of policies and procedures to maintain positive labor relations

CLASS ORGANIZATION

A combination of instructor lecture, class exercises, case discussions and a team research project will give the student a through understanding of the Human Resource function.

ACADEMIC INTEGRITY

I do NOT *tolerate cheating*. Students are responsible for understanding the RU Academic Integrity Policy (http://academicintegrity.rutgers.edu/)

I will strongly enforce this Policy and pursue *all* violations. On all examinations and assignments, students must sign the RU Honor Pledge, which states, "On my honor, I have neither received nor given any unauthorized assistance on this examination or assignment." I will screen all written assignments through *SafeAssign* or *Turnitin*, plagiarism detection services that compare the work against a large database of past work. Don't let cheating destroy your hard-earned opportunity to learn. See business.rutgers.edu/ai for more details.

ATTENDANCE AND PREPARATION POLICY

Attendance will be taken at each class. Any student who misses two (2) or more classes will have their term grade reduced by two points for each absence over 2. It is up to the individual student to assure he/ she has been recorded on the roster each class. Further, you expect me to be prepared for each class, and I expect you to also be prepared by reading all materials prior to our class. Equally important, your active participation in classroom discussions and participation in class exercises will be graded as part of your course grade. Together, these two components represent 5% of your term grade.

RESEARCH PROJECT

Students will be assigned to groups of three or four individuals. Each group will be assigned a research topic with a key question which is to be completed and presented to the class as noted in the syllabus schedule of classes.. At the time of the presentation each group is to hand in a written report of their research. The instructor will give each group their assigned topic and a copy of the grading sheet. Grading will be based on 50% for the oral presentation and 50% on the written report.

Each group must also submit a soft copy their research paper via Canvas. This soft copy will be submitted to a software program which checks for plagiarism. Thus all quotes and references should be properly documented in your paper.

PEER EVALUATION

At the conclusion of the semester each student will be given the opportunity to evaluate their fellow team members. A poor rating could affect a student's grade by <u>minus 5%</u>

TEAMS

You will do a term research project and case presentation as a team. Teams are to be comprised of 4 or 5 members.

You can be fired:

A team can fire a team member who is not making a substantive contribution to the team. Missed meetings and assignments, poor preparation, etc. are all points of poor performance. Before a team member can be fired there are several steps the team must go through:

1. The team must give a written statement to the underperforming member of the problems associated with his/ her work with a copy to the instructor.
2. The underperforming student must respond in writing as to how they will correct the cited problem(s) with a copy to the instructor.
3. If problems persist, the student can be fired by the team – with copies of all correspondence submitted to the instructor
4. The fired person will have their term grade lowered by one letter grade AND must complete a special written assignment which includes all the components of the simulation
5. The same criteria applies if a person quits a team

EXPECTATIONS

This is a business school course. Professional conduct is expected at all times:

- Treat all class members with respect
- Arrive on time – no early departures
- Use electronics in class only when appropriate and with permission of the instructor – and NO CELL PHONES are to ever be displayed or used in class
- No hot or aromatic foods
- Do not distract others
- Submit all assignments on time and in a professional manner (11 or 12 point, double spaced with one inch margins)
- Students are expected to participate in every class by reading all assignments and contributing to class discussions in a constructive manner. Students may be randomly called upon to offer ideas or lead discussions.

ARTICLES

There are 23 articles listed in this syllabus which are posted on Canvas. Each student is to select, read and submit five (5) articles as listed in the syllabus. Each **submission is to be typed**, one to two pages in length in the following format:

- Title of Article
- Summary of article
- Key points the student obtained from the article
- Statement of how they key points listed pertain to HR

Articles are to be submitted on the dates listed. No "late" submissions will be accepted. All the listed articles will be discussed in class.

GROUP CASE PRESENTATION

Student teams working in their assigned research project teams must prepare and present one case from the text book which will include a written summary (including the case questions) and a PowerPoint presentation. Both the presentation and the paper should include the following components:

- Summary
- Problem identification
- Use of HR concepts and proposed means to address the defined problem(s).

The entire presentation should not exceed 15 minutes. The case assignments are listed in the following weekly summary.

EXAM DATES AND POLICIES

There are two scheduled exams. Each will cover the chapters and articles discussed in class up to that point and are non-cumulative. Students are reminded to bring a #2 pencil and eraser for each exam or pay $.50 for a pencil from the instructor (the $.50 will help pay for more candy). The second exam will also include an essay section which covers all concepts and principles for the entire semester.

No make-up of the final exam will be given. Failure to show for the final exam will result in a zero (0) for that component of your course grade. An extenuating circumstance for missing the final exam must fall within Section 60.14f of the University Regulations manual.

GRADING POLICY

Exam #1	25%
Final	25%
Research present. & paper	25%
Case presentation & paper	15%
Attendance (2 absences, then -1 point	05%
Per unexcused absence) + participation	
Articles (5 @ 1 pt. each)	05%
Peer Rating	(minus 0 to -5)

Grades: A = 91 +

B+ = 86 to 90

B = 80 to 85

C+ = 76 to 79

C = 70 to 75

D = 65 to 69

F= < 65

WEEKLY ASSIGNMENTS

Class & Date	Chapt./ Discussion Topics	Exercise / Assignment
1.	#0 Introduction (slides)	Bingo game; **Video**: Shift Happens
2.	#1.Managing Human Resources	**Article:** How to Create --

3.	#2. Trends in HR	Define a strategy; **CASE**: Employee Engage pg. 57 (Group 11) <u>**Article:**</u> Love Me Do--
4.	#3.Equal Employment Opportunity	EEOC & safety review **CASE**: Mayo Clinic pg. 128 (Group 10) <u>**Article:**</u> Toppling a Taboo
5.	Discussion: Legal Environment (see Canvas)	Exercise – what's the law? – Video *Privacy* <u>**Article**</u>: At Will Employment <u>**Article:**</u> What everyone in the world -- Video - What's Harassment?
6.	#4. Work & design	Exercise: Create a job description – Video *Case: Employee Ambitions pg. 264 (Group 07)* <u>**Article:**</u> Soft Skills Can --
7.	#5. HR Plan & Recruit #6. Selection and placement	**CASE**: Facebook pg. 163 (Group 1) Video Diversity in Hiring <u>**Article**</u>: 5 unspoken Rules --- Exercise: Define critical job criteria **CASE**: Pepsi pg. 196 (Group 2) <u>**Article:**</u> Getting Your Resume --
8.	#14 Benefits <u>**Exam #1 (after lecture and break)**</u>	**CASE** : Kickstarter pg. 463 (Group 4) <u>**Article**</u>: Hiring Bias Exam: all chapters to date. Multi Choice – Bring #2 pencil
9.	#14 Benefits (continued) #8 Employee Development	**CASE:** Kronos pg. 462 (Group **3)** <u>**Article**</u>: Why John Deere --" Exercise – define what's a benefit **CASE:** Employee Ambitions pg. 264 (Group 7) <u>**Article:**</u> Better Documentation

10.	**Guest Speaker**	**Article:** The Biggest Wastes of Time
11.	#12. Structure & Pay #13. Employee Contribution & pay	**CASE:** How Target pg. 399 (Group 9) **Article:** The Glass Ceiling **Article:** There's no Such Thing --- **CASE:** Chobani pg. 427 (Group 5)
13.	#10. Performance Management #16. Global HR management	Exercise – What kind of review to give? Exercise – create a global strategy **CASE:** Deloit pg. 333 (Group 6) **Article:** What's more Important -- **Article:** How happiness
14.	11. Separation/ Retention	**Article:** More Bad News on -- **CASE:** Walmart pg. 365 (Group 8) **Article:** Recognizing People
15.	Term research presentations	All Teams 15 minutes max review and Q&A
28.	**FINAL EXAM per RU schedule**	Multi choice questions & one mini case

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Case Presentation appraisal form
ORAL

Course HR Mgt.

Team _____   **Date** _____

Case: _____   **Oral Grade:** _____

Component	Effective	Passive	Poor	Comments
Ability to communicate (5 points)				
Summary of case (15 points)				
Answer to case questions (25 points)				
Use of case data & outside data (15 points)				
Visual aids (10 points)				
Firm recommendations Using chapt. Concepts (25 pts)				
Class participation? (5 points)				

My overall reaction:

Excellent	very good	good	fair	poor

My comments:

_____

_____

_____

_____

_____

Case Presentation appraisal form
WRITTEN

HR Mgt.

Team _____   Date _____

Case: _____   Written Grade:_____

Component	Effective	Passive	Poor	Comments
Summary of case (20 points)				
Answer to case questions (25 points)				
Use of case data & outside data (20 points)				

Visual aids (graphs, financial data, etc) (10 points)				
Firm recommendations Using chapt. Concepts (25 pts)				

My overall reaction:

      Excellent   **very good**   **good**   **fair**   **poor**

My comments:

_____

_____

_____

_____

_____

Overall grade: _____

TEAM RESEARCH PROJECT **PRESENTATION**

The following assignment is a group project and is to be presented on the date assigned by the instructor.(see syllabus) Your presentation should be based on research and course information / concepts presented in both an written and oral format. (You must hand in a written report separate from your oral presentation).

This assignment represents 25% of your total semester grade. Each participating member of your group should be listed on the cover of your written summary. Your grade consists of 50% oral report to the class and 50% written report.

Your oral presentation should last 10 minutes (max)

Your written report should include:

No more than 15 pages double spaced plus any tables, charts, graphs, etc. Use size 12 font

Attach a bibliography for ALL references

One member of your team must post a copy of your paper under "assignments" in Canvas so it can be scanned for plagiarism.

Team #1. HR's Job is Radically Changing:

In the May 2017 issue of INC Magazine, the article on page 90 indicates that HR is changing in dramatic ways. The need for real time reliable data, performance reviews that reflect current performance against anticipated labor needs and tracking of benefits costs "real time" all indicate the need for new measurement tools. Couple this with today's trend toward managing employee goals, clear communications of goals & strategies by management with a link to employee reward systems. Can this new technology replace humans? Should "software as a service " be replace with "Software with a service"? What "tools" should HR be looking at that will drive organizational effectiveness in the future?

Team #2 Starting at the Beginning

The December 2019 issue of *Chief Learning Officer* magazine has an article on boosting female representation in management (see page 14). Companies need to recognize that the most important time to support a women's career development is in her 20's. Is this a change for industry? Should the same be said for men ? What are the "changes" organizations must make to comply and what effects do you see this will have on industry in general? Almost 10,00 baby boomers retire every day. Industry needs to build a pipeline of replacements. IS the best place to start is a focus on young women?

Team #3 Matters of Faith

Should HR take a proactive approach to accommodate workers' religious needs and minimize potential rifts? What is a reasonable level of accommodation? The site www. https://www.nolo.com/legal-encyclopedia/reasonable-accommodation-religious-beliefs.html   lists a number of possible approaches, from use of personal days off, to policies on dress and hair to flexibility for religious prayer. Please give a review of what accommodations many businesses are taking and what HR can do to help in this area.

Team #4 Workplace Violence

 Almost half (48%) of HR professionals said their organization had experienced some form of violence at some point. That's up from 36% in 2012. How should HR address this issue? Should they use a case by case basis? - A combination of company policy and employee training? - increased visitor security with a weapons check? The summer 2019 HR Magazine published by SHRM (see page 12) starts a discussion on this topic. What can you add and what appears to be the most effective means of reducing workplace violence?

Team #5 Most Likely to Succeed

How should you approach your career to achieve maximum success? For the past four years Bloomberg Businessweek magazine has published a "How did I Get Here" page in their magazine. It consists of first person anecdotes about important moments from executives' careers. The June 12 - June 18, 2017 issue of Bloomberg Businessweek lists the best of these insights. Is there a common element or attitude in the listing? What should a college student take away from reading the list? Are the golden rules listed realistic? Why?

Team #6 Fewer Mentors for Women?

 An unintentional outcome of the #MeToo movement is a hesitancy among men to mentor women. This could have a dramatic effect for women and organizations. Ain fact, a 2018 survey from *Learn In Foundation* found that almost half of male managers felt uncomfortable mentoring a woman or socializing together. Many male managers are concerned with "self-protection" when asked to mentor a female colleague. These concerns and some suggestions of what an organization can do to counter these unintended backlash to the #MeToo movement are outlined in the May 2019 issue of Chief earning Officer magazine (page 22). Are these concerns valid? What should an organization do to counter any negative effects of the #MeToo movement?

Team #7 Backfire Bonus

 When a bonus is at stake and managers are present employees tend to inflate their contributions and suggest they are "key players", even if they are not. They willingly falsify documents AND blatantly manipulate their managers FOR FINANCIAL GAIN. But when the opportunity to misrepresent one's accomplishments does not exist, overall performance increases. Should companies weaken financial

incentives and reduce management discretion in giving bonuses? What does your research show about bonuses acting as motivators and improving performance?

Team #8 Transgender Leadership

Highly successful women leaders are able to balance empathy and inclusiveness with assertiveness, ambition and drive. But shouldn't all leaders display these traits? What does it take to be a successes in business? Today's workforce is highly diverse and composed of 48% women. Command and control organizations are in decline, yet they remain the "standard" for measuring executive effectiveness. Check out the articles on pages 18(effective Leadership) and 44 (Leadership Traits) in the May 2019 issue of Chief Learning Officer magazine. How should we measure the effectiveness of a leader today? Do woman make better leaders than men in today's global economy? How should HR react to these trends?

Team #9 Big Employer is Watching

With today's technology an employer can measure nearly everything employees do at work. The 300 nurses and patient care technicians at Florida Hospital Celebration Health wear badges embedded with a sensor that tracks where they are and what they are doing during their work shift. The same protocol is used to track truck drivers, customer service people and even dog walkers in NYC. While its clear that employers CAN track employees, the question is SHOULD they ? Are there any. Laws regarding this practice? What "best practices" do you recommend? See the June 2015 issue of HR magazine for some basic information on this topic.

Team #`10 Change Agent Needed

In the September 2018 issue of INC Magazine there's an article on Ellen Pao and her attempts to gain equal pay for women in Tech based organizations. Women working in Silicone Valley have made progress in gaining equal pay, job titles that reflect actual work done and status that is compatible with job performance. What is the status of the pay gap between women and minorities VS while males? Has progress been made - what is it? Is it better to "phase in" equal pay or to mandate a one shot adjustment of women's pay?

Instructions:

Use research sources at your disposal (library, Internet, etc.) plus our text to complete the project outlined above. Specific topics for consideration might include the following:

- Look for the latest thinking of management scholars and consultants on your topic.. Many case examples exist as well as reports. Try to apply them to the question.

- Make a list from your research of things that can be done by management today. Do critical evaluations of each question in terms of: feasibility, length of time required to implement and follow-up or reinforcement needed to maintain the change.

- Does this topic reflect a growing trend or a "flash in the pan" issue of the moment here in America? What data supports your belief?

- Do a search of the internet on the topic. Does this data support your original opinions/ perceptions?

Grading Criteria:

Overall review of the research topic: 25 points

Does your research contain?

- Multiple sources?   05 points
- Sources other than the internet?   05 points
- New issues of points found?   05 points
Review of the listed questions: 25 points

Your position on the topic?   10 points

Supporting data to support you position 10 points

Examples that support your position   05 points

Use of course terms & concepts   10 points

SUPPORT SERVICES

If you need accommodation for a *disability*, obtain a Letter of Accommodation from the Office of Disability Services. The Office of Disability Services at Rutgers, The State University of New Jersey, provides student-centered and student-inclusive programming in compliance with the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments of 2008, Section 504 of the Rehabilitation Act of 1973, Section 508 of the Rehabilitation Act of 1998, and the New Jersey Law Against Discrimination. More information can be found at ods.rutgers.edu.

[Rutgers University-New Brunswick ODS phone (848)445-6800 or email dsoffice@echo.rutgers.edu]

[Rutgers University-Newark ODS phone (973)353-5375 or email ods@newark.rutgers.edu]

If you are *pregnant*, the Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy.

[Rutgers University-New Brunswick Title IX Coordinator phone (848)932-8200 or email jackie.moran@rutgers.edu]

[Rutgers University-Newark Office of Title IX and ADA Compliance phone (973)353-1906 or email TitleIX@newark.rutgers.edu]

If you seek *religious accommodations*, the Office of the Dean of Students is available to verify absences for religious observance, as needed.

[Rutgers University-New Brunswick Dean of Students phone (848)932-2300 or email deanofstudents@echo.rutgers.edu]

[Rutgers University-Newark Dean of Students phone (973)353-5063 or email DeanofStudents@newark.rutgers.edu]

If you have experienced any form of *gender or sex-based discrimination or harassment*, including sexual assault, sexual harassment, relationship violence, or stalking, the Office for Violence Prevention and Victim Assistance provides help and support. More information can be found at http://vpva.rutgers.edu/.

[Rutgers University-New Brunswick incident report link: http://studentconduct.rutgers.edu/concern/. You may contact the Office for Violence Prevention and Victim Assistance at (848)932-1181]

[Rutgers University-Newark incident report link: https://cm.maxient.com/reportingform.php?RutgersUniv&layout_id=7 . You may also contact the Office of Title IX and ADA Compliance at (973)353-1906 or email at TitleIX@newark.rutgers.edu. If you wish to speak with a staff member who is confidential and does **not** have a reporting responsibility, you may contact the Office for Violence Prevention and Victim Assistance at (973)353-1918 or email run.vpva@rutgers.edu]

If students who have experienced a temporary condition or injury that is adversely affecting their ability to fully participate, you should submit a request via https://temporaryconditions.rutgers.edu .

If you are a military *veteran* or are on active military duty, you can obtain support through the Office of Veteran and Military Programs and Services. http://veterans.rutgers.edu/

If you are in need of *mental health* services, please use our readily available services.

[Rutgers University-Newark Counseling Center: http://counseling.newark.rutgers.edu/]

[Rutgers Counseling and Psychological Services–New Brunswick: http://rhscaps.rutgers.edu/]

If you are in need of *physical health* services, please use our readily available services.

[Rutgers Health Services – Newark: http://health.newark.rutgers.edu/]

[Rutgers Health Services – New Brunswick: http://health.rutgers.edu/]

If you are in need of *legal* services, please use our readily available services: http://rusls.rutgers.edu/

Students experiencing difficulty in courses due to *English as a second language (ESL)* should contact the Program in American Language Studies for supports.

[Rutgers–Newark: PALS@newark.rutgers.edu]

[Rutgers–New Brunswick: eslpals@english.rutgers.edu]

If you are in need of additional *academic assistance*, please use our readily available services.

[Rutgers University-Newark Learning Center: http://www.ncas.rutgers.edu/rlc

[Rutgers University-Newark Writing Center: http://www.ncas.rutgers.edu/writingcenter]

[Rutgers University-New Brunswick Learning Center: https://rlc.rutgers.edu/]

[Optional items that many faculty include:

 - Students must sign, date, and return a statement declaring that they understand the RU Academic Integrity Policy.

 - Students must sign, date, and return a statement declaring that they understand this syllabus.]