

**Course Requirements and Tentative Syllabus of Assignments
BUS 405, Human Resource Management
Fall Term, 2003**

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Textbook: Gary Dessler, *Human Resource Management*, 9th edition. Prentice-Hall, 2003.

Purpose of course: To examine the human resource functions in business. For details, please see the “Outcomes/ Competencies” at the end of this syllabus.

Course achievement requirements: Keep up to date on reading in the textbook, as listed on the following pages. Take tests as scheduled, perform assigned research, and participate in class discussion. All material handed in should conform to the expectations for upper-division college work.

GRADING

The final grade for the course will be based on the following weight given to each assignment and exam:

Participation	=	10%
Graded Case Assignments (5)	=	30% (6% each)
Quizzes	=	20%
Midterm Exam	=	20%
Final Exam	=	20%

Grades in this class are **not** based solely on exams designed to test what specific facts you don't know. The grades in this class are based on your ability to show your understanding of terms and concepts covered by using them in the analysis of business case studies. It is *our* responsibility (yours and mine) through reading assignments and class lecture and discussion to develop an appreciation of the terms and concepts sufficient to respond to the issues found in the case studies in a logical and business-like manner. It is *your* responsibility to raise questions related to the class material that help you feel confident that you can respond to the issues found in the chapters and cases. Because management is a communications based discipline, your grade is based substantially on how well you can use Human Resource Management terms, concepts, skills, and facts in a logical written or verbal communication

in response to class discussion questions and case assignments. For most such questions and cases that you will face, there is not a single right answer, but there are relevant *business terms, concepts, skills, and facts* that can be assembled into a *logical and well-*

communicated answer or conclusion. I am also interested in your development of the thought processes requisite to case analysis and thus to analysis of real-life situations.

Class Participation Class Participation points will be gained through answers to questions asked of students during the review of assigned reading material, on participation in case discussions, and on participation in class exercises.

Case Analysis Format.

A separate hand-out will be provided on this subject.

COURSE MANAGEMENT:

Format The course will consist primarily of lecture and discussion, use and review of case exercises, and independent reading of the assigned text material. Questions and comments are always welcome during lectures. Several participative exercises will also be used in class during the term. Guest speakers will be featured when they are available.

Attendance Regular attendance at this course is important in terms of both the course format and grading method applied.

Assignments Keeping up with assigned reading and out-of-class case exercises is critical to your performance. All such assignments should be done prior to class to gain the most from the class discussion and to gain maximum participation points. When attendance is not possible on the day of an assignment or test, the instructor must be contacted to reschedule the assignment or exam.

Evening of:	Chapter/Topic	Requirements
September 18	The Strategic Role of HRM Chapter One	Introduction to Course
September 25	Equal Opportunity and the Law Chapter Two	Quiz on 1 & 2
October 2	Job Analysis Chapter Three	Job Analysis Exercise
October 9	HR Planning and Recruiting Chapter Four	Quiz 3 & 4
October 16	Employee Testing and Selection Chapter Five Interviewing Candidates Chapter Six	In-Class Exercises Exercise on Interviewing
October 23	Training & Development	In-Class Exercises

	Chapter Seven Managing Strategic Organizational Renewal	
October 30	Chapter Eight Appraising and Managing Performance Chapter Nine Managing Careers and Fair Treatment Chapter Ten	Film on appraisal process In-Class Exercises
November 6	Establishing Strategic Pay Plans Chapter Eleven Pay for Performance Chapter Twelve	In-Class Exercises
November 13	Benefits and Services Chapter Thirteen	In-Class Exercises
November 29	Labor Relations & Collective Bargaining Chapter Fourteen	Film on Unions Guest Speaker
November 27	No Class—Thanksgiving Day	
December 4	Employee Safety and Health Chapter Fifteen	Cases TBA
December 11	Managing Global HRM Chapter Sixteen	Review for Final Exam
December 18	FINAL EXAMINATION	

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BUS 405 Course Outcomes/Competencies

Upon completion of this course, students should be able to:

1. Intelligently discuss the *goals* of Human Resource Management.
2. Identify factors to be considered in *forecasting* supply and demand for human resources in organizations.
3. Understand to function and importance of *external environmental scanning* in Human Resource Management.
4. Explain the basic pluses and minuses of monetary and non-monetary *incentive programs* in the workplace.

5. Define, explain, and show the importance of *job analysis*, *job design*, and *job specification*.
6. Define *job satisfaction* and *organizational commitment*.
7. Differentiate among *diversity management*, *equal employment opportunity*, and *affirmative action*.
8. Explain how to identify when *illegal discrimination* takes place.
9. Discuss the key provisions of the *Civil Rights Acts of 1964 and 1991*, and their applicable amendments through the years.
10. Demonstrate an understanding of *sexual harassment* and of steps managers can take both to prevent and to deal with violations.
11. Demonstrate an understanding of *ageism* and of the *Age Employment Discrimination Act as amended in 1986*.
12. List at least five requirements of the *Americans with Disabilities Act of 1990*.
13. Write a *job description* with the specifications required for a specific position.
14. Outline a *typical recruiting process*, identifying the major legal restrictions that apply to recruiting.
15. Write an *employee wanted advertisement* that is tied in with the culture of the organization as well as the job description.
16. Diagram a typical *selection process* in sequential order.
17. Discuss three types of *employment interviews*, along with their advantages and disadvantages.
18. Identify *legal concerns* affecting *background investigation* of job applicants.
19. Define *training*, and be able to identify at least *three* different training approaches.
20. Describe the major phases of an effective *training system*.
21. Define *Human Resource Development* and show how it differs from training.
22. Identify the characteristics of a legal and effective *performance appraisal system*.
23. Identify three types of *compensation* and discuss differing compensation philosophies.

24. Describe the basic provisions of the *Fair Labor Standards Act*.
25. Define *benefits* and be able to identify approximate *benefit costs*.
26. Explain how *worker's compensation* and *child labor laws* are related to health and safety.
27. Describe the basic provisions of the *Occupational Health and Safety Act of 1970* (OSHA).
28. List the major elements to consider when writing or evaluating an *employee handbook*.
29. Articulate a sound *disciplinary system* and show why and how it will be effective.
30. Explain the basic function of *unions* and union membership.
31. Identify and discuss the process of *unionization*.
32. Define *collective bargaining* and identify four bargaining relationships.
33. Identify an *HR audit* and show how one is conducted.