



## UNIVERSITY OF CENTRAL ARKANSAS COLLEGE OF BUSINESS VISION, MISSION, AND CORE VALUES STATEMENT

### Vision

Our vision is to be a leading regional public business college in Arkansas, with national recognition in selected fields or areas.

### Statement of Mission and Core Values

Our mission is to provide high quality business education to our undergraduate and graduate students through the delivery of a current and responsive curriculum that promotes intellectual and professional development. We promote excellence through our scholarly endeavors and service to our stakeholders through strong engagement with the regional and global business community.

In carrying out this mission, the College of Business is guided by the following core values:

#### 1. Intellectual Excellence.

- 1.1. Educate students: We promote intellectual and professional development of students by emphasizing communication, critical and analytical thinking, collaboration, information management and a broad exposure to key business disciplines.
- 1.2. Scholarship: We believe that faculty and students should engage in professional development and scholarly endeavors that promote the application and creation of knowledge in business practice and education.
- 1.3. Cultural competence: We maintain and develop current and responsive curriculum that prepares students for the global business environment through broad exposure to key business disciplines.
- 1.4. Physical learning environment: We strive to provide a physical infrastructure with appropriate technology that provides an environment in which our students and faculty can thrive professionally and intellectually.

#### 2. Community.

- 2.1. Collegiality: We encourage transparency in our decision making practice through a process of shared governance based on interactions among faculty, staff, and students.
- 2.2. Service: We pursue collaborative partnerships between our internal and external stakeholders to promote life-long and experiential learning, research, service, and community interaction.

#### 3. Diversity.

- 3.1. We value the opportunity to work, learn, and develop in a community that embraces the diversity of individuals and ideas.

#### 4. Integrity.

- 4.1. Ethics: We are committed to ethical and responsible behavior in our own actions and to developing the same commitment in our students by promoting the awareness of professional ethical responsibilities.

- 4.2. Responsibility: We commit to being responsible and accountable in our operations at all levels, including assessment and continuous improvement of our academic programs and transparency in our fiscal and operational proceedings.

## Learning Goals

*Our graduates shall possess:*

1. Critical Thinking & Analytical Thinking Skills;
2. Awareness of the Global Business Environment;
3. Ethical Reasoning Abilities;
4. Effective Communication Abilities;
5. Effective Collaborative Skills;
6. Effective Information Management Skills;
7. Understanding of a Broad Range of Business Disciplines

# Course Syllabus

## Course Information

<b>Course Number:</b>	Management 3346
<b>Course Name:</b>	Personnel/Human Resource Management
<b>CRN:</b>	25946
<b>Semester:</b>	Spring 2013
<b>Location:</b>	COB, Room 214
<b>Class Hours:</b>	1:15 p.m. – 2:30 p.m., Monday and Wednesday

## Instructor Information

<b>Name:</b>	Michael B. Hargis, Ph.D.
<b>Office Location:</b>	COB, Room 102E
<b>Work Email:</b>	mhargis@uca.edu
<b>Phone:</b>	501-450-5343
<b>Office Hours:</b>	Mon and Wed: 2:30p.m. – 3:30p.m.; or by appointment.

## Prerequisites:

Managing People and Work (MGMT 3340) or Principles of Management (MGMT 2341).

## Textbook and Instructional Materials Required:

DeNisi, A.S., & Griffin, R.W. (2011). *Human Resource Management (HR)*. Mason, OH: South-Western Cengage Learning.

**NOTE:** Other required materials will be distributed in class or will be made available on the course website. When assigned, you will be expected to read the material for class participation and for the exam.

## Course Description:

Many firms consider their people, or human resources, to be one of their most important assets and a critical source of competitive advantage and innovation. This course examines the policies, strategies, and practices used to effectively attract, develop, and manage human capital.

The primary objective of this course is to provide students with an understanding of the core functions of human resource (HR) management as well as the current issues impacting HR practice. Students will learn the theories and practices involved in HR planning, recruiting, selection, performance appraisal, training and development, compensation and benefits, labor relations, and safety and health, and equal employment opportunity. The course will also examine how the HR function contributes to the organization's strategy and competitive advantage.

The course has two central themes: (1) How to think systematically and strategically about aspects of managing the organization's human assets, and (2) What really needs to be done to implement these policies and to achieve a competitive advantage through people.

This course is structured for people interested in developing management skills and addresses human resource topics from a strategic perspective, considering how effective HR management aids in developing a competitive advantage and what might be done to fulfill this potential.

## Course Objectives:

By the end of the semester students should be able to:

- Understand how strategic human resource management influences an organization's competitiveness.
- Assess whether an organization has an effective human resource strategy.
- Assess the effectiveness, and legality, of human resource management systems including employee recruitment, selection, training and development, performance management, and compensation.
- Be able to conduct a job analysis and develop a job description and job specification.
- Be able to develop sound recruitment and selection systems.
- Be able to design performance management and assessment processes.
- Be able to design employee compensation and benefit plans that positively impact job performance.

## Course Delivery Method:

This course focuses on the interdependence of theory, research, and practice in the study of HR management. In addition to being exposed to the fundamental theories and research that guide effective HR management practices, you will also be encouraged to apply these theories to address real world management problems.

Each topic will be covered using a combination of teaching methods including lectures, case analyses, class discussion, in-class exercises, and homework assignments.

## Grading:

Final grades will be based on your performance on three exams, an application assignment, and your active participation in class (including attendance, in-class activities, class discussion, quizzes, and homework). Each requirement is described in more detail below.

Requirement	%
Exam 1	22.5%
Exam 2	22.5%
Exam 3	22.5%
HR Application Assignment	22.5%
Participation and Homework	10%
	100%

Grade	Point Range
A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	0% - 59%

## Description of Major Deliverables/Course Requirements:

1. **Examinations**. There will be three exams; each exam will be worth 22.5% of your grade. The primary content for each exam will be the material covered between each exam. Each exam may consist of multiple choice, matching, essay and short answer questions. Each exam will cover topics in all required readings as well as material presented during class lectures, discussions, and activities.

Makeup exams will only be allowed when arrangements have been made *prior* to the scheduled exam date. If you have special needs with regards to taking the exams, please see me *immediately*.

2. **HR Application Assignment.** The individual project, which is due at 11:00am on **April 29, 2013 (4/29/2013)**, provides students with two options. Both options involve evaluating and applying human resource concepts to a critical business issue or need. More details for this assignment are included on Page 10 of this syllabus. This assignment is worth 22.5% of your final grade.

3. **Active Participation, Quizzes, Attendance, and Exercise/Case Assignments.** Your attendance and active participation is expected and required for the success of yourself and your classmates. As outlined below, regular attendance, active participation (including in-class activities, quizzes, and contribution), and homework assignments all impact the final grade assigned for Active Participation (10% of final grade).

- a. **Active Participation.** Students will be responsible for completing several in-class assignments and quizzes. There is an implicit assumption that a certain amount of learning takes place in the classroom that does not lend itself to the usual grading formats. In-class activities fall into this category and will, therefore, be graded on a pass/fail basis. Quizzes will be graded using a traditional grading scale.

Active participation also includes thoughtful contributions to class discussion and case analyses. Contributing is defined as providing comments that demonstrate knowledge and integration of course material, as well as responses to and elaboration on the comments of other students. The criteria used for grading class contributions are provided on page 9 of this syllabus. You should regularly review those criteria to assess your contribution level and set goals for improvement.

- b. **Attendance.** Attendance is essential in order to achieve maximum learning. No absences are “excused” per se because your absence affects the learning of others. Your attendance will influence your participation grade.
- c. **Exercises/Cases.** A number of exercises and cases will be assigned throughout the semester and students are expected to complete these assignments for homework credit. **Assignments will be indicated on the session outlines posted on the course website.** When indicated, students are expected to turn in their answers to the case or exercise questions. These assignments must be typed. Your name, UCA ID#, Course Number, and Date should be included as a header. The primary goal of these assignments is to have something prepared to discuss during in class activities.

**Tentative Schedule\***

Week	Date	Topic	Text Chapter	Activities/Homework
1	1/14	Introduction to Course	NA	
	1/16	Introduction to Human Resource (HR) Management	1	
2	1/21	MLK Holiday (No Class on 1/21/2013)	NO Class	
	1/23	Employment Law (EEO and Workplace Safety)	2	
3	1/28	Employment Law (EEO and Workplace Safety)	2; 12	
	1/30	Strategic HR Management: HR Functions	3	<i>Case Analysis- Session Outline</i>
4	2/4	Strategic HR Management: Competitive Envir.	4	
	2/6	HR and Design: Case	Case	<i>Case Analysis - Weingarden</i>
5	2/11	<b>Case Analysis and Test Review</b>	Case	<i>Case Analysis - Weingarden</i>
	2/13	<b>Exam 1</b>	<b>1-4; 12</b>	
6	2/18	Collecting and Using Information: Part 1	5	<i>O*NET Activity</i>
	2/20	Collecting and Using Information: Part 2	5	
7	2/25	HR Planning and Workforce Design	6	
	2/27	HR Planning and Workforce Design	6	
8	3/4	Employee Recruitment: Methods	7	<i>Job Advertisement Exercise</i>
	3/6	Employee Selection: Predictors and Placement	7	<i>Worker Qualification Exercise</i>
9	3/11	Employee Training: Methods/Process	Readings	
	3/13	Employee Training: Diversity Management	8	
10	3/18	Spring Break- No Class	Have Fun!	Be Safe!
	3/20	Spring Break – No Class	Have Fun!	Be Safe!
11	3/25	Test Review and Project Feedback		<b><i>Bring Research to Class</i></b>
	3/27	<b>Exam 2</b>	<b>5 – 8 Readings</b>	
12	4/1	Performance Appraisal and Careers	10	
	4/3	Employee Compensation: The Fundamentals	9	<i>Benefit Preference Checklist</i>
13	4/8	Employee Compensation: Incentive Pay	9	
	4/10	Labor Relations and Other HR Goals	11	
14	4/15	Beyond Compensation and Benefits: Motivation	13	
	4/17	Beyond Compensation and Benefits: Motivation	13	
15	4/22	Course Wrap up and HPWP	Readings	
	4/24	<b>Exam 3</b>	<b>9 – 11; 13 Readings</b>	
16	4/29	<b>Final Project Due 11:00 am – COB Room 214</b>		HR Project Due

**\*NOTE 1:** At various times during the semester it may be necessary to make changes to the course schedule. Any such changes will be announced in class. **You are responsible for all announcements regardless of whether or not you are present in class.**

**\*NOTE 2:** The use of *Italics* in the Activities/Deliverables section above represents assignments that are described on the session outlines posted to the course Blackboard site. When specified, these assignments should be prepared as specified in the Exercise/Cases section of the syllabus above

## Evaluations:

Student evaluations of a course and its professor are a crucial element in helping faculty achieve excellence in the classroom and the institution in demonstrating that students are gaining knowledge. Students may evaluate courses they are taking starting on the Monday of the twelfth week of instruction, April 1<sup>st</sup>, through the end of finals week, May 5th, by logging in to myUCA and clicking on the Evals button on the top right.

## Policies and Procedures:

**Attendance and Drop policies:** Please refer to the UCA student handbook for important deadlines regarding attendance and appropriate drop dates.

**Assignment Submission:** Missed deadlines are looked upon with **great** disfavor. Assignments submitted late without prior approval will not be accepted. If accepted a grading penalty will be applied.

**Makeup Exams:** Makeup exams will only be allowed when arrangements have been made *prior* to the regularly scheduled exam date. If you have any special needs with regards to taking the exams, please see me *immediately*.

**Classroom Policies:** You are expected to be professional and civil at all times in class. To create a learning conducive environment, appropriate conduct is required. This includes placing cell phones on vibrate or turning them off altogether. You are expected to refrain from disruptive behaviors (e.g., sleeping, inappropriate use of computers, etc.) when class is in session.

## Academic Integrity Statement:

The University of Central Arkansas affirms its commitment to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Students in this course are subject to the provisions of the university's Academic Integrity Policy, approved by the Board of Trustees as Board Policy No. 709 on February 10, 2010, and published in the Student Handbook. Penalties for academic misconduct in this course may include a failing grade on an assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate. Continued enrollment in this course affirms a student's acceptance of this university policy.

## Disabilities Act Statement:

The University of Central Arkansas adheres to the requirements of the Americans with Disabilities Act. If you need an accommodation under this Act due to a disability, please contact the UCA Office of Disability Services, 450-3613.

## Sexual Harassment and Academic Policies:

All students are required to familiarize themselves with the UCA policy on sexual harassment and on academic policies. These policies are printed in the Student Handbook.

## Other Required Materials/Competencies/Resources:

1. **Writing Style and The UCA Writing Center.** While the substance of what is communicated in written work is of the greatest importance in determining a grade, writing style and presentation are important as well. Poor grammar, typographical errors, unruly paragraphs, and other distractions all detract from the quality of a paper. Grades will reflect these issues so please make sure to proofread your project reports several times before handing it in. The first draft of a paper is rarely the best draft. Give yourself the benefit of revisions.

The Writing Center (109 Thompson Hall, 450-5123) is available to assist you with all aspects of your writing and can proof your paper. Take advantage of their resources!

2. **Other Student Concerns.** Students who are concerned about their class performance should contact me as soon as those concerns arise. I will work with you to improve your grade where possible, but you must take the initiative to do so. If you have concerns about a specific grade, you may submit an appeal. Appeals must be in writing and must contain (a) a clear identification of what you are appealing and (b) an explanation of why you think the assigned grade does not reflect the quality of your performance including support for that position. Appeals must be received within one week of when the work is returned to you. All such appeals will be carefully considered and you will receive a written response within one week of when the appeal was received. I reserve the right to re-examine the entire assignment or exam.
3. **Team Work.** Working in groups can be beneficial, fun, and rewarding, but also very frustrating at times. Learning to work effectively as a team member is a valuable skill, as you will be a part of teams throughout your career. In organizations, you will frequently be evaluated solely on the team's output irrespective of individual contributions. Here we can afford to be more equitable. Peer evaluations will be obtained in which you will be asked to evaluate each group member's contribution to the project. The specific grades individuals earn will be determined (partially) by those peer ratings. The Professor will determine the grade for your group as a whole and will use the peer ratings to adjust individual grades accordingly.

Additionally, students will work in teams for in-class assignments. Group work is important in that it allows each member to learn from others, learn to work with others and develop communication skills, which are some of the most important ingredients to success in business and life in general.

### CRITERIA FOR EVALUATING CONTRIBUTION TO CLASS DISCUSSIONS:

The criteria for grading contributions to class discussions are provided in the continuum shown below. Remember that consistent, high quality contributions are required for high grades. A student who either misses several classes or is a non-participant in several sessions should not expect to compensate by heavily contributing to one or two sessions. To demonstrate a pattern of contributing, you should begin NOW!

**Definition** - The contribution of comments that demonstrate knowledge, application, or integration of course material, respectful responses to and elaboration on the comments of others, and refraining from discussions that are not directly relevant.

Grade	Description
A	Consistent (90% of class sessions) high quality contributions (given the above definition). Responds to other students as well as the instructor. Volunteers illustrations from his or her own experiences about the subjects under discussion. Basis of contributions reflect being well prepared prior to class and active listening during class.
B	Sometimes contributes but not always of the same quality as described above for the grade of "A" or occasional (50% of class sessions) contributions of the same quality as described above for the grade of "A."
C	Contributes once in a while but not always of the same quality as described above for the grade of "A."
D	Does not take part in class discussion unless specifically asked to do so.
F	Takes no part in classroom discussion.

Towards the end of the semester, you will be asked to evaluate your level of class contribution. There is no specific form for this self-evaluation, you just need to indicate the grade you think you should receive for contributions to class discussions and provide a sentence or two supporting that evaluation. This self-assessment can be emailed to the professor or written / printed out and submitted in class.

## DESCRIPTION OF INDIVIDUAL PROJECT

The purpose of this assignment is to provide students with the opportunity to apply the critical content learned through the class to an actual business.

**Option 1:** With this option, students will evaluate or respond to an event covered in an article published in *Business Week*, *Forbes*, *Fortune*, *HR Magazine*, or *Fast Company* or another approved outlet. Issues related to human resources are in the news on a regular basis and include topics such as discrimination, employee training, labor negotiations, workplace safety, workplace violence, motivation and job performance, and salary and benefits information. Each student will identify a current event which relates to a human resource topic, respond to that event, and create a best-practices guide that could be used for a training/teaching seminar based on information covered in the event and the HR class.

Student responses should focus on answering the following questions: What should managers be doing in light of this event/article? What is the significance of this event/article from a human resource perspective? How can human resource management “best practices” be used to effectively respond to this situation. Responses should begin with a brief description of the article/event, followed by the student’s perspective on the event within the context of human resources. The primary focus of this assignment should be a critical evaluation of a serious human resource issue - not a simple article summary. You should close with a section of no fewer than 4 specific, tangible recommendations for change (the level of specificity should be operational goals and guides for how to implement the recommendations).

**Option 2:** With this option, students will identify an established company (or start-up) and provide a thorough critique of their operations from a *human resource perspective*. My suggestion is that you use the human resource management model presented and discussed on the first days of class, and you tie in as many concepts, issues, and ideas from the course as you find appropriate. Your critique should begin with a brief history of the enterprise including its founding, ownership structure, products/service mix, etc. This history should be two pages or less. The body of the paper should follow and this should be the actual critique/evaluation – this section should focus on the relevant human resource factors, issues, and principles we cover during the semester. You should close with a section of no fewer than 4 specific, tangible recommendations for change (the level of specificity should be operational goals and guides for how to appropriately implement the recommendations).

**Deliverables for Option 1 and Option 2:** The deliverables for this assignment include a paper (10 - 12 pages double spaced, 12 point Times New Roman font, 1 inch margins on all four sides). A printed copy of this paper is due at the beginning of class on 4/29/2013. Late assignments will not be accepted, so please plan accordingly. This project is worth 22.5% of your final grade.

Include your name, UCA ID#, Course Number, Assignment Title, and Date on a cover page. In addition, include your UCA ID# and page # in the header of each page. Assignments will be graded based on clarity; assignment completeness; spelling, grammar, punctuation; and professionalism.

## Accreditation & Assurance of Learning

### Learning Goal(s) Assessed in this Class

There is no formal assessment activity scheduled in this class.

There is formal assessment activity scheduled in this class.

### Learning Goals:

N/A

### Learning Objective:

N/A

### Measure:

N/A

### Benchmark:

N/A