



## The Human Resources Function

### I. General Information

<b>Course Number</b>	HRM 361
<b>Title</b>	The Human Resource Function
<b>Units</b>	3
<b>Prerequisites</b>	None
<b>Course Coordinator</b>	Dr. Judy Strauss
<b>SCO Prepared by</b>	Judy Strauss
<b>Date prepared/revised</b>	October 2012

### II. Catalog Description

Overview of human resource functions designed to attract, motivate, develop and retain employees. Planning, job analysis, recruitment, selection, placement, appraisal, compensation and benefit administration, training and development, communications, labor management relations and the international environment. Discussion, cases and student presentations. Letter grade only (A-F).

### III. Curriculum Justifications

The course is designed to introduce students to the typical human resource functional areas (e.g., performance appraisal, job analysis, staffing, training and development, and compensation). An additional goal is to help students view the field of HR as a complex system of choices. These choices affect the employees in the firm and the broader society. Additionally, these choices are affected by the broader environment (e.g., diversity, economics, organizational strategy, the legal realm, the global environment including international HRM, and social issues). This course is aligned with the general CBA learning goals of critical thinking, communications, and ethics, and the management-specific learning goal of business functions.

### IV. Course Objectives

**Critical thinking:** *Students will be able to demonstrate conceptual learning, critical thinking, and problem-solving skills.*



Students will be able to identify and use sources of information in HRM decision-making and problem solving.

**Ethics:** *Students will be able to demonstrate awareness of ethical, social responsibility, and citizenship issues and the ability to apply them in decision making in the local, regional, and global communities.*

Students will demonstrate knowledge of the impact of the legal, regulatory, political, cultural, global and economic environment on the HR field. They will demonstrate basic knowledge of employment law. Students will understand the importance of diversity and the business case for the fair treatment of all people, regardless of protected class status (e.g., race, religion, sex, age, etc.).

**Communication Skills:** *Students will be able to demonstrate effective oral and written communication skills in English.*

As future HR professionals, students will need to develop effective oral communication skills (e.g., interviewing skills, feedback skills). Students will also need effective written communication skills for HR practices (e.g., developing job analyses, interview questionnaires and performance rating systems).

**Business Functions:** *Students will demonstrate understanding of all business functions, practices and related theories and be able to integrate this functional knowledge in order to address business problems.*

Students will develop an understanding and overview of the HRM function from both managerial and HR staff perspectives. They will be able to perform basic tasks of functional HRM.

## V. Outline of Subject Matter

The topic outline for the course may include the following:

- HR Strategy and HR Planning
- Employment Law (EEO and Legal Framework)
- Diversity in the Workplace
- Job Analysis and Design
- Staffing (Recruitment, Selection, and Retention)
- Training and Talent Management
- Performance Management
- Rewards and Compensation
- Benefits Administration
- Health and Safety/Risk Management
- Employee Rights and Responsibilities
- Union-Management Relations
- International Human Resources

## VI. Methods of Instruction

- a) Instructors should use appropriate instruction methods that are consistent with the course description stated in Section II, appropriate for the undergraduate level, and serve the course objectives listed in Section IV of this SCO.
- b) Examples of instructional methods for the course can include lecture, role play, guest speakers, videos, case analyses, small group discussion, presentations, and problem-solving exercises (e.g., create a job analysis).
- c) Instructors should use appropriate textbooks that are consistent with the course description stated in Section II, appropriate for the undergraduate level, and serve the course objectives listed in Section IV of this SCO. (See the University Policy PS 79-08 on the Choice of Textbooks). The following text is suggested:
  - Human Resources Management (Mathis and Jackson)Current versions of this or similar texts are recommended. Instructors may use a custom book. Additional readings and cases may be selected.

## **VII. Instructional Policy Requirements**

- a) Instructional policies should be consistent with the course description stated in Section II, and should serve the course objectives listed in section IV of this SCO.
- b) Instructors should enforce policies regarding to plagiarism, withdrawal, absences, etc., that are consistent with the University policies published in the CSULB Catalog. It is expected that every course will follow University policies on Attendance, Course Syllabi, Final Course Grades, Grading Procedures, Final Assessments, and Withdrawals. If some or all sections of the course are to be taught, in part or entirely, by distance learning in the future, the course must follow the provisions of PS 03-11, Academic Technology and the Mode of Instruction.
- c) All sections of the course will have a syllabus that includes the information required by the syllabus policy adopted by the Academic Senate. Instructors will include information on how students may make up work for excused absences. When class participation is a required part of the course, syllabi will include information on how participation is assessed.
- d) Students with disabilities are responsible for notifying their instructor as early as possible of their needs for an accommodation of a verified disability. A student with a disability is urged to consult with Disabled Student Services as soon as possible in order to identify possible accommodations to enhance academic success.