

Standard Course Outline

Seminar in Human Resource Management

I. General Information

Course Number	HRM 652
Title	<u>Seminar in Human Resource Management</u>
Units	3
Prerequisite	Graduate business standing
Course Coordinator	Dr. Dana Sumpter
SCO Prepared by	Dr. Dana Sumpter
Date prepared/revised	January 2017

II. Catalog Description

Decisions and actions that impact management. Problems of productivity, employee commitment, employee development, employment law, and compensation. Staffing, training and development, performance appraisal, counseling, leadership and motivation, reward systems, participation and delegation, and discipline. Discussion, cases, simulations, and presentations. Letter grade only (A-F).

III. Curriculum Justifications

The Seminar in Human Resource Management core course provides students an overview of people-related and managerial functions of an organization, focusing on processes, practices, and systems which can effectuate the use of human resources and the employment experience. The course provides an important foundation for the study of business and people management that is based on an understanding of basic management functions (i.e. planning, organizing, leading, and controlling), along with guiding principles for decision-making. Students are also exposed to the human resource management fundamentals as practiced in modern organizational settings, with current topics, cases, and examples embedded in course discussion and case study assignment. Embedded in the specific subject matter of the course is an appreciation of the following CBA graduate learning goals:

- Critical Thinking (General)
- Interpersonal, Leadership, and Team Skills (General)
- Business Functions (Management-Specific)



- Domestic & Global Environment (Management-Specific).

IV. Course Objectives

Research demonstrates the critical role of human resources (HR) in creating a competitive advantage for organizations, given that other forms of capital (e.g. raw materials and technology) can be relatively inexpensive to acquire and can be copied. Thus, the strategic role of human resources (i.e., involving HR practitioners in key organizational decision) is increasingly important. Additionally, because HR management is becoming less of a functional responsibility and more the responsibility of managers, the theories and techniques taught in the course are applicable beyond the role of an HR department. The course approaches HR from a strategic perspective in defining how HR applies to all people managers.

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

Specific Learning goals for HRM 652: 1) Systematically examine and research HR problems which managers currently face. 2) Critically evaluate potential people-related solutions and their implications. Use research to enhance critical thinking skills. 3) Make logical and defensible recommendations that are consistent with the relevant facts. Effectively communicate recommendations both orally (e.g., presentations, class discussion) and in writing.

Assessment methodology: Instructors should use appropriate evaluation instruments to evaluate student learning outcomes, such as exam essays, assigned research papers, and class participation.

Interpersonal, Team, and Leadership Skills: *Students will be able to demonstrate interpersonal and leadership skills for working in a dynamic and diverse world, both independently and in a team environment.*

Specific Learning goals for HRM 652: 1) Effectively manage, participate in, and contribute to work teams through building good interpersonal relationships.

Assessment methodology: Instructors should use appropriate evaluation instruments to evaluate student learning outcomes, such as exam essays, peer evaluation feedback, and group work performance.

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.*

Specific Learning goals for HRM 652: 1) Be able to explain the role of HR management within the context of the broader organization, and discuss the rationale for people-oriented practices in organizations. 2) Understand the dimensions of the HR function, such as job analysis, recruiting, selection, compensation, training, and performance management. 3) Be able to argue or negotiate for the inclusion of HR-related issues and practices in strategy development in your own organization.

Method of assessment: Instructors should use appropriate evaluation instruments to evaluate student learning outcomes, such as exam essays, objective exam questions, written case assignments, and case study discussion participation.

Domestic & Global Environment: *Students will be able to demonstrate knowledge of today's domestic and global business environment (e.g., legal, regulatory, political, cultural, and economic).*

Specific Learning goals for HRM 652: 1) Discern between helpful and unhelpful employment-related decisions considering the impact of the legal, regulatory, political, cultural, global and economic environment on the HR field. 2) Identify 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).

Assessment methodology: Instructors should use appropriate evaluation instruments to evaluate student learning outcomes, such as exam essays, objective exam questions, written assignments, case study discussion participation, and class participation in exercises.

V. Outline of Subject Matter

The topic outline for the course is listed below. This is only an indication of possible subjects to be worked on the course of the semester. Subject matter and sequence of topics may vary depending on the instructor.

Topics
Overview of HRM
Strategic HRM
Job analysis and job design
Legal environment and employment law
Planning and recruitment
Selection and placement
Training and development
Performance management
Separation and retention
Diversity and global HRM
Compensation and rewards
Additional topics which can be included at the discretion of the instructor: Advanced team and teamwork skills, cross-cultural management, expatriates, career management, coaching, giving feedback, listening skills, information technology and HR, labor relations and unions, labor negotiations, recent California employment law updates, organizational development, benefits, organizational design and analysis, motivation, power, trust, leadership, interpersonal and communication skills, managing innovation.



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 graduate level, and serve the course objectives listed in Section IV of this SCO.

Examples of instruction methods for the course include:

- Class lecture and discussion, with stories and examples elicited from both the instructor and the students
 - Case analyses, including both breakout small group discussions and debrief with the entire class
 - Individual and team written assignments, with mandated research to inform the content of these papers
 - Simulations and exercises
 - Debate project on current HR issues (e.g. weighing pros and cons of issues such as telecommuting, CEO pay caps, employee monitoring), including a live presentation in debate format
 - Individual, short (1-2 minute) presentations to exemplify current HR-related issues in the media which are relevant to course material
- b) Instructors should use appropriate textbooks that are consistent with the course description stated in Section II, appropriate for the graduate level, and serve the course objectives listed in Section IV of this SCO.
- A recommended textbook: Noe, R. A., Hollenbeck, J. R., Gerhart, B., & Wright, P. M. (2015) ***Fundamentals of Human Resource Management, 6th Edition***
 - This or the most recent edition can be used. A comparable HR overview textbook commiserate with graduate level instruction can also be used.
- Additional readings and cases may be selected. Assigned readings which have been used as of 2012 include:
 - Brett, J. B. K. and Kern, C.(2006). Managing multicultural teams. *Harvard Business Review*, 84, 11.
 - Singh (2008) “Job Analysis for a Changing Workplace” *Human Resource Management Review*
 - Peirce, Smolinski, & Rosen (1998) “Why Sexual Harassment Complaints Fall on Deaf Ears” *Academy of Management Executive*
 - Ryan & Tippins (2004) “Attracting and Selecting: What Psychological Research Tells Us” *Human Resource Management*
 - Pearce (2009) “Understanding Cultures” Chapter 8 in *Organizational Behavior: Real Research for Real Managers*
 - Jayne & Dipboye (2004) “Leveraging Diversity to Improve Business Performance: Research Findings and Recommendations for Organizations” *Human Resource Management*
 - Longenecker, Sims, & Gioia (1987) “Behind the Mask: The Politics of Employee Appraisal” *Academy of Management Executive*
 - Kraiger, McLinden, & Casper (2004) “Collaborative Planning for Training



Impact”

Human Resource Management

- Allen, Bryant, & Vardaman (2010) “Retaining Talent: Replacing Misconceptions with Evidence-Based Strategies” *Academy of Management Perspectives*
- Kerr (1975/1995) “On the Folly of Rewarding A, While Hoping for B” *Academy of Management Executive*

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) It will be assumed that the students will adhere to the tenets of *academic integrity* as articulated in [Dean’s Letter on Academic Integrity](#) throughout this course. Instructors should enforce policies regarding to plagiarism, withdrawal, absences, etc., that are consistent with the University policies published in the CSULB Catalog, and following University policies on [Attendance](#), [Course Syllabi](#), [Final Course Grades](#), [Grading Procedures](#), [Final Assessments](#), and [Withdrawals](#).
- 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) It is expected that all students attend classes regularly and are responsible for all materials covered in class, regardless of their attendance. The students are expected to comply with the universally accepted norms of considerate and courteous behavior. Make-up exams are strongly discouraged and will only be given with documented proof of an excused absence. Acceptability of the excuse will be determined based on the appropriateness of documentation. The student should give earliest possible notification of an anticipated excused absence, and can refer to [the specific university policy](#) on these issues.
- e) Occasionally adjustments in the course assignments become necessary. The students should be notified in advance about changes. Whenever possible, they should be consulted in advance about any changes.
- f) Students with Disabilities: 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.