

MAN 4301: Human Resources Management

- Instructor:** Beth Livingston, beth.livingston@cba.ufl.edu
- Class time:** Tuesdays and Thursdays periods 3 and 4 (9:35-11:30AM)
- Class location:** Stuzin 104
- Office hours:** From 11:30-12:30 on Tuesdays and Thursdays

Required Texts and Readings:

1. Cañas, K. A. & Sondak, H. (2008). Opportunities and challenges of workplace diversity. Upper Saddle River, NJ: Pearson. ISBN: 9780131343061
 - a. ETextbook ISBN: 9780136126966 at <http://www.coursesmart.com/>
2. Dessler (2008). A framework for human resources management. ISBN: 9780136041535
 - a. ETextbook ISBN: 9780136041627 at <http://www.coursesmart.com/>
3. Paperback or electronic—it doesn't matter

Description and Purpose:

The purpose of this class is to introduce students to human resources management, and especially the importance of diversity in organizations to HR policies and practices. In the first half of the class, we'll focus on more basic human resource functions—including selection, recruitment, compensation and performance evaluation. In the second half of the class, you will learn about the law and diversity in organizations, including focusing on what the law implies, what realities exist within organizations concerning diversity, and how diversity affects you. Learning will be facilitated through the use of the textbook, cases and homework assignments, and videos, among other tools.

Student Learning Outcomes (from Academic Learning Compact for Management):

1. Understand the methods of recruiting.
2. Understand the basic concepts of evaluation and management of employees.
3. Understand basic principles of equal employment law.
4. Effectively produce, interpret and analyze written text messages.

My role as instructor is to facilitate your knowledge acquisition. You are expected to be active learners, able to demonstrate declarative knowledge of the material as well as critical thinking about issues covered in the course. I may not explicitly cover all the required reading, but you will need it as background for understanding and contributing to class discussions.

Grading:

1. Group Cases/Homework: 225 points (35%)
 - a. Includes brief case analyses & assignments
 - b. Between 3-4 pages each
 - c. See grading rubric at end of syllabus
 - d. Assignment packet available on E-learning

- e. Cases are available with the associated chapter in the Cañas and Sondak book
 - f. 15 cases/assignments worth 15 points each
 - g. To be completed within and submitted by your groups
 - h. Due dates are stated in the schedule
2. Participation: 75 points (12%)
- a. From group participation ratings (and in-class attendance/participation)
 - b. Ratings administered via confidential survey at end of semester
 - c. Double-checking discussion boards and chat transcripts
3. Exams 200 points (30%)
- a. Two exams
 - b. 15 T/F; 35 M/C
 - c. Questions will be application-based where possible
 - d. We will NOT have exam reviews, but I will release a list of things you will not be responsible for prior to each exam
 - e. Open-book, open-note online exams (held in class for live section students)
4. Final Project 150 points (23%)
- a. Individual Human Resources Analysis
 - i. Papers due April 21st, 2009
 - ii. See rubric at end of syllabus, and more information on e-learning

Total points: 650

Grading Scale:

Letter Grade	Point Spread	Percentage Spread
A	585-650	90%-100%
B+	559-584	86%-89.9%
B	520-558	80%-85.9%
C+	494-519	76%-79.9%
C	455-493	70%-75.9%

Course Requirements:

Please keep in mind that this is an upper-level undergraduate course. Therefore, while I require a considerable amount of writing and reading, it should come as a welcome and reasonable challenge. Lack of writing skills is one of the key complaints of employers recruiting graduates. This class may require a level and type of effort that you have not encountered in your other business courses, especially in terms of group work. The tradeoff, I hope, is that it will be a unique and rewarding learning experience.

Exams

The two examinations will cover all course material prior to that point, including lectures, discussion, exercises, videos and the textbook(s). There will be questions on the exam from the text that are not in the notes, and there may be things we discuss in class which are not written in the notes for which you will be responsible.

The examinations will consist of 15 true/false questions at 2 points apiece, and 35 multiple choice questions at 2 points apiece, for a total of 100 points. A few examples will be provided to you shortly before the first exam. **Exams 1 and 2 will be held during class time for in-class sections, and online students will take the exam online between 1 and 9PM on the same days (anytime during that window). You will have 90 minutes to complete each exam.**

Please make arrangements NOW to be able to complete the exam during that window (online students). The exams will be non-cumulative. There are **NO MAKE UP EXAMS**. If you have a **university excused** absence for that test date, however, you will be allowed to count one of your exams twice.

Exams will be open book and open note, but you must work alone, and the **exams will NOT be easy**. I WILL know if you have helped one another on the exam (we have many methods). **You will NOT receive a study guide**, as the exam is already open notes/open book. However, I will go over some sample questions and a brief outline of the important concepts as a review, and you can ask any questions you'd like on exam review day. You will NEED to study prior to each exam. Do not expect to receive a curve. While I do not mind curving an exam (or throwing a question out) if I deem the exam too difficult, you should not rely on a curve to meet your goal.

Assignments

There are 15 assignments that are to be completed within your groups. Thus, you will turn in **ONE** assignment per group, uploaded to the assignment turn in form in the Assignments folder. All of the assignments for the course will be available in the textbook (Cañas & Sondak) or in the materials available on Elearning ("Casebook"). I may also post additional articles to read on Elearning. Assignments are listed in the syllabus, so you may work ahead if you'd like. With that said, be warned that additional information that should be included in the assignments will often be covered during the class periods prior to the assignment's due date, so you would be well-served to make sure you attend.

All assignments are to be **posted to ELearning by 11:59pm (midnight)** on the day it is due. You must also turn in a **HARD COPY** of each assignment in that class period. I will not accept missed or late assignments. I will grant online students SOME grace period for assignments if prior approval is requested because I recognize the need for flexibility for some of these students.

In the past, some students have reported having problems with ELearning or other technical glitches that caused them to turn in an assignment late. You should attempt to submit your assignment at least one hour before the deadline so that you may resolve any technical problems in due time. Considering that most students have access to computers other than their own (i.e., roommates, business center at your apartment complex, on campus), there is little excuse for not turning in an assignment on time due to technical problems. In the event that ELearning is down at the last possible moment before the deadline, please e-mail your assignment to me at beth.livingston@cba.ufl.edu.

NOTE: I realize that this seems like a daunting task. But the material you cover in the assignments will be directly related to the exams, which serves as good review. Additionally, it helps you to hone your group participation skills and your writing skills. Likewise, you will be

able to spread group participation scores out over 15 smaller assignments rather than in one fell swoop. I feel it will be beneficial for you.

Participation

I want you all to participate in class, and I also want you all to participate in your groups. You have an opportunity to receive 75 total participation points. In essence, your participation grade will be composed solely of your group rating scores (based on how you participated in your groups). This reduces free-riding, because if you do not participate in your group, you will lose 75 of 650 points (12% of your grade) automatically. If you do not participate in your group or group assignments at ALL, I reserve the right to not grant you credit for any of your group assignments as well (225 points). So I would make sure you participate regularly.

I will also keep in mind how you interact with me and with others in class. If you are consistently rude, interrupting others, or making people uncomfortable, or if you regularly sleep, read the newspaper, etc., you will be penalized using these 75 points, even if your group ratings show you participated evenly in your groups.

When it comes to the discussions on diversity, please keep the following in mind. Many people are uncomfortable talking about issues related to diversity. People often hold strong opinions on the topic, and discussions can become fraught with emotions. I intend to be sensitive to students' feelings and ground our discussions in data. It is imperative that we all respect each other's right to our own opinion, but it is also important that we are open to evaluating our opinions in light of sound research and the perspectives of others. Remember also that, while you have a right to an opinion, the way that you voice it can impact others. Students are responsible for maintaining an atmosphere of respect and openness. Any personal information shared in the context of class discussions is confidential. No one should repeat it to others outside the class.

Although your personal values and experiences, or those of others in your social circle, may inform your beliefs, opinions hold little merit if they cannot be rationally defended after a broad and critical review of facts and the perspectives of others. You will **never** be penalized for having an opinion, even if it is different from my own. However, this is not a political debate class. Our purpose of building a factual knowledge base will not be served by discussions founded simply on opinions that take on the tenor of liberal/conservative debates typical of our political landscape. Please consult the **ground rules for difficult communication** at the end of this syllabus.

Attendance

This class cannot be a success if you are not here. Students with more than **three unexcused absences** will receive a failing grade for participation, regardless of contributions they make when they do attend class. You will be expected to contribute to class discussions, and these may be audiotaped for the benefit of the online students.

Late arrival to class is distracting and disrespectful. Please get here on time. If you know ahead of time that you will be tardy, please let me know so that I can be prepared.

Tentative Course Schedule

Date	Topic	Required Readings	Due
1-6	Introduction and syllabus/Intro to human resources management	Chapter 1 (Dessler)	Notice: We will start lectures on the first day of classes.
1-8	Law and Human resources management	Chapter 2 (Cañas)	
1-13	Law		
1-15	Job analysis/design	Chapter 3 (Dessler)	Assignment 1: Disparate Impact
1-20	Recruiting/hiring		Assignment 2: Job Analysis
1-22	Selection statistics	Chapter 4 (Dessler)	Assignment 3: Recruitment
1-27	Selection tools		
1-29	Socialization and commitment	Chapter 5 (Dessler)	Assignment 4: Interview questions
2-3	Separation and Turnover		Assignment 5: Orientation at USPS
2-5	Catch-up day		
2-10	EXAM 1		EXAM 1
2-12	Performance appraisal	Chapter 6 (Dessler)	Assignment 6: Nursing Turnover
2-17	Performance appraisal		
2-19	Compensation	Chapter 7 (Dessler)	Assignment 7: Performance Appraisal
2-24	Compensation II		Assignment 8: Job Evaluation and Pay Levels
2-26	Labor relations	Chapter 9 (Dessler)	Assignment 9: Compensation systems
3-3	Theories of diversity	Chapter 1 (Cañas)	
3-5	NO CLASS		
3-10	SPRING BREAK		
3-12	SPRING BREAK		
3-17	Gender	Chapter 3 (Cañas)	
3-19	EXAM 2		EXAM 2
3-24	Work-Family		Case 1: Essay—Off-Ramps and On-Ramps
3-26	Race/National Origin	Chapter 4 (Cañas)	
3-31	Race/National Origin	Chapter 4 (Cañas)	Case 2: Texaco A and B
4-2	Age	Chapter 5 (Cañas)	Case 3: Essay—It's Time to Retire Retirement
4-7	Religion	Chapter 6 (Cañas)	
4-9	Sexual Orientation	Chapter 7 (Cañas)	Case 4: Essay—Taking Religion to work
4-14	Disabilities	Chapter 8 (Cañas)	Case 5: Cracker Barrel
4-16	Weight and Appearance		Case 6: Eye of the Perfect Storm
4-21	Course Wrap Up		

FINAL PAPER DUE 4-26 via E-learning

ASSIGNMENT RUBRIC

TRADITIONAL HR ASSIGNMENTS

You may respond to these assignments by enumerating the questions at the end of the cases (listing your answers by number). However, your responses for each question must be well-written and organized.

Point distribution	Content
80% (12 points)	Answered questions thoroughly using text or class information where appropriate <ul style="list-style-type: none">▪ Demonstrates knowledge of concept or topic▪ Answers all components of question clearly and concisely (e.g., no BSing!)
20% (3 points)	Grammar, spelling, presentation <ul style="list-style-type: none">▪ Professional format (e.g., typed; memo with enumerated questions)▪ No comma splices or misused words (e.g., their and there)

CASES/ESSAYS

You may respond to these assignments by enumerating the questions at the end of the cases (listing your answers by number). However, your responses for each question must be well-written and organized.

Point distribution	Content
60% (9 points)	Answered questions thoroughly using text or class information where appropriate <ul style="list-style-type: none">▪ Demonstrates knowledge of concept or topic▪ Answers all components of all questions clearly and concisely (e.g., no BSing!)
20% (3 points)	Gives original insights and extensions <ul style="list-style-type: none">▪ Demonstrates deeper understanding of concepts▪ Brings up intriguing points or extensions to the concepts brought up in the piece
20% (3 points)	Grammar, spelling, presentation <ul style="list-style-type: none">▪ Professional format (e.g., typed; memo with enumerated questions)▪ No comma splices or misused words (e.g., their and there)

INDIVIDUAL HUMAN RESOURCES PROJECT (adapted from John Kammeyer-Mueller, UF)

Descriptions of this project will be available on ELearning. **Papers must be typed, double-spaced, one-inch margins, and 12 pitch font.** They will also be evaluated on the extent to

which they are clearly organized, with no grammatical or spelling errors. In writing your paper, make sure to make specific references to the readings and their content (**and to appropriately reference work**). I especially reward critical thinking, deep thought, application of course materials to the “real world”, and integration of outside SCHOLARLY research. You must upload the paper to **E-Learning by 11:59pm on April 26th, 2008**.

WEBSITE INFORMATION

ELearning Details:

You will submit assignments via the ELearning course management system. Create a shortcut (link or favorite) in your browser that will take you directly to the ELearning login site.

- <http://lss.at.ufl.edu>
- Select ELearning login on the left menu
- Log in using your Gatorlink username and password.
- You will see a list of all ELearning courses for which you are registered in the current term.
- Choose this course from the list of courses.

You must be registered for the course and section to enter! (Note: Sometimes the registrar’s enrollment data is late arriving; so if you are denied access initially, try again in 24 hours.)

IMPORTANT: Be sure you have completed the browser and JAVA check provided on the ELearning login page. ELearning will not operate correctly if your browser/java do not meet requirements! Also make sure that pop-ups are enabled for your browser when in ELearning. Otherwise, pages in ELearning will not load properly.

Letters of Recommendation

I care about your future and am more than willing to provide letters of recommendation to students who have demonstrated a strong work ethic throughout the class. If you request a recommendation, I will be forthright with regard to how strongly positive a recommendation I am willing to provide based on your performance in class. If you think you may want a letter of recommendation from me, please make sure you complete all of your assignments, get a good grade, and participate OFTEN in class.

Ten Ground Rules for Difficult Dialogues

1. If someone pushes a “hot button” of yours, it’s okay to let the group know what it is and how it makes you feel
2. Be as open and honest as you feel you can be. Try to move outside your comfort zone.
3. Respect each person’s right to be heard.
4. Realize that we are all teachers and learners
5. Be an active participant. Remember that we participate in different ways.
6. Listen even when you do not want to listen
7. Do not judge another person’s feelings.
8. Do not judge another person’s feelings
9. Focus on the behavior rather than the person.
10. Do not ask people to be spokespersons for their groups.