

Course Information

OBHR 3330-501

Introduction to Human Resource Management

Fall 2016

Professor Contact Information

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Course Pre-requisites, Co-requisites, and/or Other Restrictions

Prerequisite: OBHR 3310

Course Description

This course is an overview of human resource management. Students will learn theories and practices in many different "core" areas of human resource management including staffing, performance management, work and job design, training, compensation, and labor relations. The course also examines how the human resource function contributes to the company's business strategy and competitive advantage.

Student Learning Outcome

Upon successful completion of the course, students will have the ability to explain the various functions within Human Resource Management, how these functions interrelate, and be able to apply this knowledge in creating a comprehensive HR system to support a business

I know that many students in the class will not be going into human resource management but may simply desire an exposure to basic concepts and issues involved. The student destined for management success will know that the theories, practices, rules, and regulations presented in this course are vital to that same success. Other students are simply looking for another class to fill a slot.

The primary objectives of this course are therefore to provide all students with an appreciation and understanding of the basic functions of HRM and current HRM issues. After completion of this class, you should be able to:

- identify and articulate staffing strategies,
- conduct a job analysis,
- write job descriptions,
- determine staffing levels,
- choose appropriate methods of recruitment and selection
- conduct structured interviews,
- assess candidates,
- make hiring decisions,
- evaluate the validity and effectiveness of staffing systems.

Required Textbooks and Materials

Required text: ***Finding & Keeping The Best People***, Harvard Business Review

Suggested Course Materials

Two (2) scantrons: 882-E (half page green scantron)

Assignments & Academic Calendar

Course Schedule

<u>Tuesdays</u>	<u>Weekly Topics</u>	<u>Thursdays</u>
8/23/2016	Intro to Human Resource Management	8/25/2016
8/30/2016	Equal Opportunity and Fair Treatment	9/1/2016 (HBR #1 due)
9/6/2016	Personnel Planning, Jobs Analysis/Descriptions	9/8/2016 (HBR #2 due)
9/13/2016	Recruiting Job Candidates	9/15/2016 (HBR #3 due)
9/20/2016	Testing and Selecting Employees	9/22/2016 (HBR #4 due)
9/27/2016	Test #1 on Tuesday, 9/27	9/29/2016 Test Results on 9/29
10/4/2016	Orienting/Training/Developing New Employees	10/6/2016 (HBR #5 due)
10/11/2016	Compensating Employees	10/13/2016 (HBR #6 due)
10/18/2016	Appraising Employees	10/20/2016 (HBR #7 due)
10/25/2016	Labor Relations and Collective Bargaining	10/27/2016 (HBR #8 due)
11/1/2016	Managing Careers and Fair Treatment	11/3/2016 (HBR # 9 due)
11/8/2016	Protecting Safety and Health	11/10/2016 (HBR # 10 due)
11/15/2016	Conclusions	11/17/2016 (HBR # 11 due)
11/22/2016,	Fall Break	11/24/2016, Thanksgiving
11/29/2016	Test #2 on Tuesday, 11/29	12/1/2016 Test Results on 12/1

I reserve the right to alter any portion of the schedule or syllabus according to my best judgment.

Written Assignments

The *HBR 10 Best Practices* series is a wonderful resource. We will be using the *Finding & Keeping the Best People* edition. This contains 11 journal articles considered essential classics.

You will find below a list of 11 statements/questions. There is one for each of the 11 readings. You will need to turn in on the date indicated below, a two page paper (typed, double spaced, normal margins, and a #12 font) for each question indicated. You only need to do seven of them. This will allow you to miss four of the assignments without incurring a grade penalty. If you do more than seven, you will not receive extra credit.

Please note that during the review of the article in class, I will randomly choose students to summarize the article for us and help us in understanding what it is about. Note that you don't have to agree with everything presented in the article.

Please note that I will not accept late papers, regardless of the reason why they are late.

Paper #1 Due 9/1/2016 Making Differences Matter: A New Paradigm for Managing Diversity

Provide me with a brief synopsis (short cumulative review) of the article and then respond to this statement: *we have to quit worrying about these things. I'm not biased. It's just a fact that we are all different and have different work ethics.*

Paper #2 Due 9/8/2016 Winning the Race for Talent in Emerging Markets

Provide me with a brief synopsis (short cumulative review) of the article and then address this question: *is staffing vital to the long-term success of a business: why or why not?*

Paper #3 Due 9/15/2016 The Definitive Guide to Recruiting in Good Times and Bad

Provide me with a brief synopsis (short cumulative review) of the article and then address this issue: *it's always best for a company to promote from within when filling a position. Explain why or why not.*

Paper #4 Due 9/22/2016 The Risky Business of Hiring Stars

Provide me with a brief synopsis (short cumulative review) of the article and then address this issue: *what are the most important pieces of information found on a job application? What should you do with this information?*

Paper #5 Due 10/6/2016 Growing Talent as if Your Business Depended on It

Provide me with a brief synopsis (short cumulative review) of the article and then address this issue: *what can a potential employee learn about your business from the hiring process?*

Paper #6 Due 10/13/2016 How to Keep Your Top Talent

Provide me with a brief synopsis (short cumulative review) of the article and then address this issue: *so how should a manager deal with an employee whose performance is already very good so that they will continue to excel?*

Paper #7 Due 10/20/2016 Job Sculpting: The Art of Retaining Your Best People

Provide me with a brief synopsis (short cumulative review) of the article and then address this issue: *what is the best procedure for a performance review that can be leveraged into a job sculpting scenario?*

Paper #8 Due 10/27/2016 What it Means to Work Here

Provide me with a brief synopsis (short cumulative review) of the article and then address this issue: *labor relations is only about unions; I don't have to worry about it. Explain why this is or isn't true.*

Paper #9 Due 11/3/2016 Off-Roads and On-Ramps: Keeping Talented Women on the Road to Success

Provide me with a brief synopsis (short cumulative review) of the article and then address this issue: *when women take off work to have a baby, their skills naturally and significantly erode. That's not my problem, it's their issue to deal with.*

Paper #10 Due 11/10/2016 Lets hear it for B Players

Provide me with a brief synopsis (short cumulative review) of the article and then address this issue: *if they can't take the stress of being an A-player: then get rid of them. I don't want them.*

Paper #11 Due 11/17/2016 Mentoring Millennials

Provide me with a brief synopsis (short cumulative review) of the article and then address this issue: *we are all the same under the skin. I don't need to adapt any new practices to deal with millennials or anyone else.*

Grading Policy

Final Grade Calculation will be as follows (percent of total points):

97 and above	A+	Grade evaluation mix	
93 – 96.99	A		
90 – 92.99	A-		
87 – 89.99	B+		
83 – 86.99	B		
80 – 82.99	B-	Test 1	32%
77 – 79.99	C+	Test 2	32%
73 – 76.99	C	7 daily HBR papers (3% each)	21%
70 – 72.99	C-	attendance (15 random days, 1% each day)	15%
67 – 69.99	D+		
63 – 66.99	D		
60 – 62.99	D-		
anything below 60%, is a grade of F			

Course & Instructor Policies

If you wish to do well in this class:

- attend class regularly, this should be taken for granted
- take good notes (I don't supply copies if you are not here), do well on exams
- arrive on time, don't suggest a time to leave
- try to not get up in the middle of a lecture and walk out, be courteous to everyone
- do your own work, no side conversations, turn off all electronics
- On scantron graded exams, the machine will count any answer wrong if it perceives that two or more answers were given. Therefore, completely erase answers that you change.
- It is important that you attend class regularly. You are responsible for all material presented in class and all material present in the assigned readings from the textbooks. You will not do well in the class if your attendance is poor. I encourage everyone to exchange contact information with at least two other classmates so that you are able to obtain lecture notes and other course information should you miss a class. It is your responsibility to stay current with the class.

Excused absences include and are limited to: absences for deaths in one's immediate family, medical problems, formal UTD athletic and scholastic events, religious holidays, and jury duty. You will receive an excused absence if you supply **proof of the excuse** and **if I am advised by e-mail no later than the day of class**. I reserve the right to decide if an absence is excused in all other cases. I do not consider studying for an exam, working on a project, attending a club meeting, attending a review session for another class, picking up people at the airport, resting because you are tired, or attending a party among other reasons to be excused absences. The roster will be checked on random days by passing around a sign in sheet.

- If you do not sign in, you will not be counted as present in class. I will not honor appeals that are submitted after the fact.
- If you choose to show up for class, sign in, and then leave before class finishes: it will be noted and the attendance grade will be adjusted accordingly.
- If you choose to show up late in the class period (after the sign in sheet has finished circulating); you will not receive credit for the attendance.

Regarding the use of grades for attendance: Due to the difficulty regulating a University wide attendance policy, the University gives professors the authority to set their own attendance rules. There is a positive correlation between attendance and course performance in this class. I therefore choose to enforce an attendance policy by choosing 15 random days to check the roster. By the time you have reached junior and senior level courses at UTD, my assumption is that you have acquired the skills and habits that you will need for your post-undergraduate career; whether it be work, grad school, medical school, or anything else. Responsibility, punctuality, and attendance are part of that required skill set. I understand that at lower levels, teachers often feel the need to lower expectations assuming that students will acquire the necessary skills at some later point in their academic careers. I don't

personally believe in such a policy of “social promotion” nor do I wish to assume that you will acquire skills and knowledge at a later date or somewhere else. I therefore choose to enforce the attendance policy as stated in the syllabus.

Regarding the “curving” or “rounding up” of grades: It is my practice as I will state many times in class that I do not round or curve grades before transitioning a numeric grade to a letter grade. For example as presented in the syllabus, I use greater than or equal to a grade of 93 as the transition from a grade of A- to a grade of A. I can understand the disappointment inherent in missing a grade transition by what seems to the person earning the grade to be a small amount. However, if I round up every grade of 92.5 to a grade of A; then the grade transition point becomes 92.5 instead of the 93 that I announced. Students with a 92.4 (and much lower as evidenced by the emails I receive) would then wish to have their grade curved. I prefer to keep things straightforward and fair by announcing a grade boundary and then following it. The process is then more objective and does not allow space for subjective grade adjustments which are almost always unfair to someone. Not everyone earns a grade of “A”. Everyone that does earn one, will receive one. Everyone receives the grade they earn. That is the essence of fairness. If at any point during or after the semester you should feel inclined to ask about further grade “rounding” or “curving”; you will be referred to the syllabus.

We will respect all opinions and cultures in class: Students will be expected to be open minded and respectful of the opinions and customs of others. By the same token, this class will not be a forum for any student to personally attempt to advance any cultural, religious, or political viewpoint beyond the scope of the material considered pertinent to the course.

UT-Dallas Policy on Cheating: Students are expected to be above reproach in all scholastic activities. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the University. “Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.” (Regents’ Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22). Since scholastic dishonesty harms the individual, all students, and the integrity of the University, all policies on scholastic dishonesty will be strictly enforced. You may be asked to verify your identification during examinations. Failure to do so will result in a grade of zero for the examination. It is required that you bring a picture ID to class to verify your identification.

Off-campus Instruction and Course Activities

None

Comet Creed

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

“As a Comet, I pledge honesty, integrity, and service in all that I do.”

UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University’s policies and procedures segment of the course syllabus.

Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.

