

## **General Information**

### *Communications*

Office Telephone: 312.996.4481  
Home Telephone: 708.524.8414 (Please use discretion as to the hour you call.)  
E- Mail: pthomp1@uic.edu  
Office: UH 2220  
Office Hours: Tuesday: 9:30 – 10:45 and 1:15 – 1:45 and 4:30 – 5:30  
Thursday: 9:30 – 10:45 and 1:15 – 1:45

**NO APPOINTMENT NECESSARY — FIRST COME, FIRST SERVED**

Or by appointment. (This means: call the office—I might be there.)

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## **Course Description**

“Human resource management programs and policies. Staffing, training and development; historical evolution of personnel policies, modern labor force and technological trends; supervision, wage and salary administration, human resource research and utilization. Prerequisite(s): MGMT 541.”

Successfully meeting the competitive challenges of today’s global economy more and more require organizations to utilize employees for their knowledge and skills, and less for their compliance. Human resource systems that fail to attract, motivate and satisfy knowledgeable and skilled employees will hamper an organization’s ability to compete.

Because no two organizations are the same, there is no one best human resource system. Thus, it is important for the manager to facilitate the design of a system that enhances, rather than detracts from, their organization’s ability to execute its strategy.

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## **Required Texts**

**George Dreher and Thomas Dougherty *Human Resource Strategy*. 2011 (New York: McGraw Hill Irwin.) ISBN 0-256-21189-2.**

**Stella Nkomo, Myron Fottler, and Bruce McAfee *Human Resource Management Applications, 7th Ed.* 2011 (South-Western Cengage Learning) ISBN-13: 978-0-538-46807-7**

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## **Recommended Texts**

***The Elements of Reasoning. (6th Ed.)*. Munson, R. and Black, A. (Belmont, CA: Wadsworth Publishing Company) 2012. ISBN-13: 978-0-495-80918-0**

***The Elements of Style*. Strunk, W., & White, E. B. (New York: Macmillan Publishing Company) 1979.**

***A Manual for Writers. (6<sup>th</sup> Ed.)* Turabian, K. L. (Chicago: The University of Chicago Press) 1996.**

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### Course Objectives

At the end of the course, the diligent student should be able to:

- understand psychological implications of human resource policies
- evaluate the match between a given policy system and an organization's strategy
- assess the effectiveness of a human resource policy in a competitive environment
- identify the strengths and weaknesses of a given human resource policy
- design a basic human resource system

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### Course Requirements

There are 1,000 points in the course distributed as follows:

14 Cases @ 40	560
8 Exercises @15	120
1 Skill Builder @ 70	70
Term Project	<u>250</u>
Total	<u>1000</u>

The grades are based on the following distribution:

<u>Grade</u>	<u>Points</u>
A	900-1,000
B	800- 899
C	700- 769
D	600- 699

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### Term Project

Your term project (T107) may be either an individual effort or a group submission). Each individual in the group will receive the group grade.

The paper should be short: 10 pages MAXIMUM. Nonetheless, the paper must cover the subject matter—no more. Ten pages is a LIMIT, **not** a target!

## Cases

Write a one-page or shorter response for each case.

- Describe the problem (actual < expected)
- Identify the cause(s) of the problem
- SOLVE THE PROBLEM, i.e., recommend a solution USING CONCEPTS FROM THE TEXTBOOK.

Keep these guidelines in mind:

- **YOUR PURPOSE IS TO PERSUADE**
- **WRITE TO AN (IMAGINARY) BUSINESS AUDIENCE, SUCH AS AN HR DIRECTOR, BOARD OF DIRECTORS, COMPENSATION MANAGER, ETC.**
- **DO NOT WRITE TO AN AUDIENCE CONSISTING OF A PROFESSOR.**
- **DO NOT LECTURE OR OVER INFORM YOUR READER—KNOW YOUR AUDIENCE.**
- **DO NOT SUBMIT A PARAPHRASE OR EXPLANATION OF THE MATERIAL IN THE TEXTBOOK.**
- **USING A MEMORANDUM FORMAT IS HELPFUL—IT REMINDS YOU OF YOUR PURPOSE—TO PERSUADE YOUR READER TO ACCEPT YOUR RECOMMENDATION.**
- **USE HEADINGS FOR CLARITY AND EASE OF READING.**
- **EMPLOY CORRECT GRAMMAR AND USAGE (WRITE *PRECISELY*).**
- **KEEP YOUR PAPERS SHORT.**

Your purpose is to persuade the reader to accept your diagnosis and adopt your proposed treatment of the problem. This is important, keep it in mind! Your purpose is NOT to impress the professor with how much you know.

The use of headings is encouraged because headings help to organize a paper.

For help with organizing your paper and with English usage, grammar, spelling or punctuation, I encourage you to visit the Writing Center in 105 Grant Hall. It's free and they are good! Don't wait until the end of the semester when they are busy.

Papers that have more than a few errors of English usage, grammar, spelling or punctuation will be returned ungraded. You will have one week to resubmit the paper.

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|---|--------------------------------|
| • DO NOT PUT YOUR NAME ON THE PAPER     | • DO NOT INCLUDE A COVER PAGE. |
| • PUT YOUR STUDENT ID NUMBER INSTEAD.   | • MAXIMUM LENGTH: 1 PAGE       |
| • <u>LABEL</u> YOUR PAPER UNAMBIGUOUSLY | •                              |

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## Schedule

Topics will be discussed according to the schedule (below). The chapter numbers refer to Dreher and Dougherty. Written cases from Nkomo and exercises to be submitted for credit are indicated in **boldface type**. If there is time, we will discuss the Incidents and Exercises in Nkomo, indicated by a letter and a number (e.g., I19).

### ACADEMIC HONESTY

You are expected to abide by the CBA Student Code of Ethics. In keeping with CBA policy, evidence of academic dishonesty will automatically result in a failing grade for the course and disciplinary review by the University. Academic dishonesty includes, but is not limited to: cheating, plagiarism, falsification of information, examination by proxy, bribery, and non-original works. Plagiarism is such a serious offense that it is grounds for expulsion from the University and can mar your academic transcripts as well as reduce prospects for hiring and

graduate program admission. To update yourself on the honor code for the college as well as your rights and responsibilities as a student, please review the CBA Honor Code/Student Rights and Responsibilities at:

<http://www.uic.edu/cba/ugrad/Documents/CBAHonorCodestudentresponsibility.pdf>

**STUDENTS WITH DISABILITIES**The University of Illinois at Chicago is committed to maintaining a barrier-free environment so that individuals with disabilities can fully access programs, courses, services, and activities at UIC. Students with disabilities who require accommodations for full access and participation in UIC Programs must be registered with the Disability Resource Center (DRC). Please contact DRC at (312) 413-2183 (voice) or (312) 413-0123 (TDD). More information may also be found at the DRC Website located at

[http://www.uic.edu/depts/oaa/disability\\_resources/index.html](http://www.uic.edu/depts/oaa/disability_resources/index.html).

Students requesting accommodation must provide a Letter of Accommodation (LOA) outlining the specific accommodations requested for the course. This letter is developed by the DRC in coordination with the student and delivered by the DRC or student prior to the start of the semester.

<b><u>Class Nº</u></b>	<b><u>Date</u></b>	<b><u>Readings: Dreher &amp; Dougherty</u></b>	<b><u>Cases, Exercises, Incidents &amp; Skill Builders</u></b>
1.	28 August	Ch. 1 Effective Management of People	C1 New Director
2.	4 September	Ch. 2 Ability, Motivation, & Opportunity.	<b>C66 Rewarding Volunteers</b>
3.	11 September	Ch. 3 Staffing, Rewards, & Development	<b>C51 Career Development at Electronics Applications</b>
4.	18 September	Ch. 4 Compensation & Rewards	<b>C65 Overpaid Bank Tellers; <u>AND</u> C67 Evaluating Non-Traditional Incentive Systems: Howe 2 Ski: or C76 Managing Non-Monetary Compensation</b>  <b>S75 Wage Structure</b>
5.	25 September	Ch. 5 Staffing	<b>C 103 Nigerian Candidate C44 Selecting from Imperfect Applicants</b>  <b>E56 On the Job Training E30 Job Description</b>
6.	2 October	Ch. 6 Career & Employee Development	<b>C105 Innocent Abroad C53 Mentoring Problem at Walnut Insurance E55 Design and Evaluation of Training Programs</b>
7.	9 October	Ch. 7 Performance Management	<b>C13 Blowing the Whistle: Accounting Practices at Glenfair Electronics</b>  <b>E64 Ethical Performance Appraisal</b>
8.	16 October	Ch. 8 Strategy and Performance	<b>C2 HR Function</b>  <b>E6 Turnover Costs; <u>AND</u> E29 Outsourcing The H R Function</b>
9.	23 October		EXPERIENTIAL EXERCISES IN CLASS.
10.	30 October	Ch. 9 Competitive Advantage	<b>C26 Strategic Human Resource Management</b>  <b>E40 Effective Selection</b>
11.	6 November	Ch. 10 Labor Markets	<b>C34 RV Surveyors; or C35 Recruiting Through the Internet <u>AND</u> C36 Recruiting Seniors; or C37 Selecting Patient Escorts</b>
12.	13 November	Ch. 11 Equal Opportunity & Labor Relations	<b>C38 Adverse Impact; or C12 80% Rule; or C11 Investigating a Case of Sexual Harassment</b>  <b>E18 What is Sexual Harassment?</b>
13.	20 November	Designing H R Systems	<b>Illustration: Designing Systems</b>  <b>In class presentation.</b>
14.	27 November	Designing H R Systems	<b>Illustration: Designing Systems</b>  <b>In class presentation.</b>
15.	4 December	Designing H R Systems	<b>Illustration: Designing Systems</b>  <b>In class presentation.</b>

Please indicate the truth of the following statements, using the scale below.

*To a Very Little Extent* 1 2 3 4 5 6 7 *To a Very Great Extent*

- |    |   |   |   |   |   |   |   |   |
|----|---|---|---|---|---|---|---|---|
| 1. | The average human being has an inherent dislike of work and will avoid it if they can.  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1. | Because of this human characteristic of dislike of work, most people must be coerced, controlled, directed, threatened with punishment to get them to put forth adequate effort toward the achievement of organizational objectives.            | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. | The average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition, wants security above all.   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. | The expenditure of physical and mental effort in work is as natural as play or rest.  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. | External control and the threat of punishment are not the only means for bringing about effort toward organizational objectives. People will exercise self-direction and self-control in the service of objectives to which they are committed. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. | Commitment to objectives is a function of the rewards associated with their achievement.  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. | The average human being learns, under proper conditions, not only to accept but to seek responsibility.   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7. | The capacity to exercise a relatively high degree of imagination, ingenuity, and creativity in the solution of organizational problems is widely, not narrowly, distributed in the population.  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8. | Under conditions of modern industrial life, the intellectual potentialities of the average human being are only partially utilized.   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Source: McGregor, D. *The Human Side of Enterprise*. New York: McGraw-Hill Book Company, 1960.