

**MANAGEMENT 453
HUMAN RESOURCE MANAGEMENT
FALL SEMESTER 2012**

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CLASS TIME: Tuesdays & Thursdays 11-12:15; Room: TH 120

OFFICE HOURS: After class on Tuesdays & Thursdays & by appointment

**COURSE
PREREQUISITES:** MGMT 340 (Introduction to Organizations)
MGMT 350 (Business and Its Environment)

REQUIRED MATERIALS: Textbook: **Fundamentals of Human Resource Management, by Noe, Hollenbeck, Gerhart, and Wright, 4th edition, 2011**, McGraw-Hill/Irwin, Inc. This is a paperback book. An e-book version is available for purchase (\$54.89) directly through McGraw-Hill/Irwin at the following website: www.mcgrawhillcreate.com/shop.

Web-based Simulation: **HRSim Selection** by Sturman and James. The simulation is published by Interpretive Simulations. You will purchase the simulation later in the course (\$5.00) via interpretive's website (www.interpretive.com).

COURSE DESCRIPTION: This course introduces students to the function in the company that is responsible for managing the human capital of the firm. The focus is on how companies can effectively manage their human resources in order to create a competitive advantage. Topics covered include: strategic human resource management, job analysis, recruitment, selection, performance appraisal, training, management development, career management, compensation systems, benefits, and retention. Cases, exercises, and a web-based simulation provide students with experience in applying human resource management concepts.

COURSE OBJECTIVES: The objectives of this course are to:

1. increase students' awareness of the activities associated with the HR function
2. introduce students to the laws and regulations influencing human resource activities
3. develop students' analytical skills through case analysis whereby students must diagnose situations and develop solutions to problems
4. introduce students to research in the field of HRM
5. provide students with experience in making human resource decisions through a web-based simulation

GRADE ALLOCATION: Grades will be earned on the basis of: two required exams, a simulation, group case analysis and presentation, group exercises and assignments, and in-class participation.

Exam 1	25 %
Exam 2	25 %
Selection Simulation	10 %
Group Exercises & Assignments	15 %
In-class Participation	15 %
Individual Project	10 %

Final grades will be based on:

90 – 100 %	= A
80 – 89 %	= B
70 – 79 %	= C
60 – 69 %	= D
0 – 59 %	= F

COURSE WEBSITE: A website for this course has been set up on blackboard. **If you do not use your UIC e-mail address regularly, you should change your e-mail address on blackboard (see “personal information” on blackboard). You must do this; I cannot change this for you (personal information).** Almost all course materials will be available on blackboard, including grades.

EXAMS (50% of grade): Exams will consist of approximately 25 multiple-choice and 25 true/false questions. Each question is worth 2 points for a total of 100 points possible. The exams will cover material discussed in class as well as material in the textbook that is not directly covered in class. Thus, it is **critical for students to read and study the textbook chapters** in addition to material covered in class. **Make up exams will only be given for university-approved reasons and must be arranged in advance.** Make-up exams will be in essay/short answer format. During the exam, a student cannot leave the classroom for any reason (such as to use the washroom). Cheating will be dealt with in accordance with university procedures.

SELECTION SIMULATION (10% of grade): The simulation and report will be completed by teams. See page 7 for the simulation evaluation criteria.

GROUP EXERCISES AND ASSIGNMENTS (15% of grade): Throughout the course there will be a number of in-class exercises and cases that will be completed by teams. In-class participation in discussions and exercises is a very important part of this class. Students are expected to read the assigned article or case before attending class. Articles and cases are posted on blackboard and should be printed and brought to class. Students will be assigned by the Professor to teams comprised of 4-5 members that they will remain in for the entire course. Each student will receive the same score as the team on the simulation, exercises, and cases, **unless the peer evaluation indicates that the student did not make significant contributions.** Thus, a student may receive a significantly lower score (including a zero) than other group members on exercises/cases/assignments completed by the group, depending on the peer evaluations. All students are required to complete two peer evaluations: one at midterm and one at the end of the semester. At any point during the course, individuals who are not doing their fair share of the group work will be removed from the group and will complete the assignments individually. Failure to complete the two peer evaluations on time will result in the reduction of points.

IN-CLASS PARTICIPATION (15% of grade): Participation points are allocated based on students' **positive contributions to class discussions.** **Scores are NOT based on attendance.** Students are encouraged to provide examples from their own work experiences that are relevant to the course. A student may lose in-class participation points for behavior that distracts from the learning environment in the classroom. Examples of inappropriate classroom behavior include: talking to your neighbor, laptop or cell phone use, reading material unrelated to the course during class, etc.

INDIVIDUAL PROJECT (10% of grade): On specific dates (see Schedule) each student is to bring a **(1) job description, (2) job advertisement, (3) job application, (4) their resume, and (5) performance appraisal form to class.** The job description, job advertisement, and job application should be for the same job with the same company. This could be a job that you currently hold, have held recently, or would like to pursue following graduation. However, it may be a job that a relative or friend holds. **It is important that you are able to have access to all three documents from a company. Thus, you should gather them now rather than waiting until they are needed in class and finding out that they are not available.** The **performance appraisal form** but does not need to be from the same company as the other three documents.

For your individual project, you should include each document followed by a critique. The critique should use the course terminology and specify strengths and weaknesses, including the changes you would make to improve the document (i.e., job application form). You should turn in the following: cover page with your name; job description; critique of the job description; job advertisement; critique of the job advertisement; job application; critique of the job application; your original resume; your revised resume; performance appraisal form; critique of the performance appraisal form. Each critique should be typed and ½ page or less.

EXPECTATIONS: All students are expected to **check their e-mail at least once per day** throughout the semester in order to receive announcements regarding the course. **Students are expected to respond to all e-mails from me and your group members within 24 hours.** Individuals who are not doing their fair share of the group work, will be removed from the group

and will complete assignments individually. Plagiarism will not be tolerated and will be dealt with according to University Disciplinary Procedures.

GUEST SPEAKERS: There will be one or two guest speakers throughout the semester. These are individuals who have extensive experience working in various human resource management positions. Guest speakers will spend about 1 hour with the class. It is important that you gather information about the speaker's company and be prepared to ask the speaker questions regarding HR practices.

Accommodations for Students with Disabilities

Concerning disabled students, 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/oa/disability_resources/index.html. Students requesting accommodation must provide a letter outlining the specific accommodations requested for the course. This letter is developed by the DRC in coordination with the student and is presented to me by the student prior to the start of the semester.

Academic Integrity and Student Honor Code

The course and its associated coursework are being administered according to the policies of the University of Illinois at Chicago (UIC) College of Business Administration Honor Code. All students are expected to respect and to uphold the code. See the UIC Student Handbook. <http://www.uic.edu/cba/ugrad/Documents/CBAHonorCodestudentresponsibility.pdf>

DATE	TOPIC	ASSIGNMENT
Tues., Aug. 28	Course Introduction	None
Thur., Aug. 30	Managing Human Resources	Form teams
Tues., Sept. 4	Managing Human Resources	Chapter 1
Thurs., Sept. 6	Managing Human Resources	Chapter 1
Tues., Sept. 11	Creating & Maintaining High-Performance Organizations	Chapter 16
Thur., Sept. 13	Trends in HRM	Chapter 2
Tues., Sept. 18	Organizational Culture & HRM	
Thur., Sept. 20	Organizational Culture & HRM	
Tues., Sept. 25	Guest Speaker	
Thur., Sept. 27	EEO & Safety	Chapter 3
Tues., Oct. 2	EEO, Affirmative Action, & Safety	Chapter 3
Thur., Oct. 4	Sexual Harassment	Chapter 3
Tues., Oct. 9	Job Analysis	Chapter 4 BRING A JOB DESCRIPTION WITH YOU TO CLASS

DATE	TOPIC	ASSIGNMENT
Thur., Oct. 11	Job Design & Planning	Chapters 4 & 5 (pgs.124-135)
Tues., Oct. 16	EXAM 1	<u>Chapters 1, 16, 2, 3, 4, 5 (pgs 124-135)</u> <u>Peer evaluation #1 due in class</u>
Thur., Oct. 18	Selection Simulation: Required Class	Bring a copy of the simulation workbook with you to class. Read it prior to today's class. Planning stage for the simulation
Tues., Oct. 23	Selection Simulation: Required Class	<u>Come to class early! Simulation Day!</u> Each team needs two laptops that have access to UIC wireless.
Thur., Oct. 25	Selection Simulation: Required Class	Complete simulation report in your team
Tues., Oct. 30	Recruitment	Chapter 5 (pgs. 136-156) BRING A JOB ADVERTISEMENT WITH YOU TO CLASS
Thur., Nov. 1	Selection	Chapter 6 BRING A JOB APPLICATION AND YOUR UPDATED RESUME WITH YOU TO CLASS
Tues., Nov. 6	Selection	Chapter 6 <u>Simulation report due at the start of class</u>
Thur., Nov. 8	Developing Employees for Future Success	Chapter 9
Tues., Nov. 13	Developing Employees for Future Success	Chapter 9

DATE	TOPIC	ASSIGNMENT
Thur., Nov. 15	Performance Appraisal	Chapter 8
Tues., Nov. 20	Performance Appraisal	Chapter 8 BRING A COMPANY'S PERFORMANCE APPRAISAL FORM WITH YOU TO CLASS
Thurs., Nov. 22	THANKSGIVING	
Tues., Nov. 27	Compensation	Chapter 11 Designing a Pay Structure Case
Thur., Nov. 29	Compensation	Chapter 11
Tues., Dec. 4	Separating & Retaining Employees	Chapter 10 Individual Project Due
Thur., Dec. 6	Separating & Retaining Employees	Chapter 10 <u>Peer Evaluation Form Due</u> (failure to turn in the peer evaluation will result in a 5 point deduction)
Exam II: MONDAY, December 10, 10:30 a.m.	<u>EXAM II</u>	<u>Covers Chapters 5 (pgs 136-156), 6, 8, 9, 10, 11</u>

Note: **This syllabus provides a general plan for the course; deviations may be necessary.**

SELECTION SIMULATION

An on-line simulation will be used to reinforce course material and to provide you with experience in managing a selection system. The simulation involves a private group of hotels and franchises in the downtown areas of major U.S. cities. Your team must design a new staffing strategy for the hotel chain. The current system is costly and inefficient. Your specific goals are to hire three employees who are outstanding performers through a process that is not too costly for the company.

The simulation consists of two phases: planning and implementation

PHASE ONE: PLANNING

1. Your **TEAM LEADER** will register for the simulation: www.interpretive.com
2. Download and read the student manual by October 18th.
3. During class you will meet with your group and discuss your overall strategy, goals, and approaches to the situation. Discuss ideas for how you can improve the staffing process at Juniper.
4. Determine the rationale for your staffing strategy and create a diagram that depicts your staffing plan.

• NOTE: Up to this point, you are not reviewing any candidate files, and you are only using the simulation website for reviewing the manual, job description, previous approach, and options and costs.

PHASE TWO: IMPLEMENTATION

5. Now you are ready to implement the system...
6. During class the “team leader” should log in to the simulation website, click “Selection Budget”, and enter the numbers that were chosen by the group during the planning phase of the project.
7. Once all projected costs are entered, and are verified to be accurate, click the button to “Finalize Budget and start the simulation.”
8. As you review candidates, make notes about your evaluation criteria – what are you looking for? Why? Are you evaluating candidates by committee or individually? Why? Be clear about the criteria that you are using to make decisions. You will need to include this information in your final report.
9. Once you have agreed on your top 3 choices, select the “Make Offer” button for each candidate.

FINAL REPORT ON THE SELECTION SIMULATION

In your final report respond to the following questions:

1. Provide the diagram from phase 2 (the **actual** decision process implemented and the cost for each hurdle as well as the overall cost of your selection system).
2. Who did you hire and how did they perform in terms of their performance ratings?
3. Discuss at least four major strengths of your selection system. Cite recent articles in your response.
4. Discuss at least four major weaknesses of your selection system. Cite recent articles in your response.
5. If you could make any changes to your recruitment and selection system, what would be four **key/critical changes that you think would have the greatest impact in improving the system?** Be specific. Note that you should think beyond the selection tools used in the simulation. Think

about what information was missing from the process that would have helped you make better selection decisions. Examine and cite recent articles on selection.

When responding to questions 3, 4, and 5, you must read and cite as least 4 articles from one or more of the following journals: HR Magazine, Journal of Applied Psychology, Personnel Psychology, Workforce, Wall Street Journal, Academy of Management Perspectives, Fortune, International Journal of Human Resource Management, Journal of Management, International Human Resource Management, Harvard Business Review. Other journals must be approved in advance.

Due date: in class on Tuesday, November 6th

Maximum length: 4 single spaced pages (does not include the diagram from question #1); you must include references

GRADING

The grade you receive on the simulation is based equally on your team's performance on the simulation (50%) and the quality of your written final report (50%).

1. Your Team's Performance on the Simulation is based on the performance ratings of the 3 hires (higher performance ratings are better) (weighted at 70%) and cost of your system (lower overall cost is better) (weighted at 30%).
2. FINAL REPORT: Quality of responses to questions 1-5. The evaluation is based on the quality of writing, quality of sources, comprehensiveness of answers, and integration of information from outside sources with responses.