

HR3460

HR3460 Management of Human Capital [Onsite]

Course Description:

This course focuses on the role of the human resources manager as a strategic member of the management team. Students will review the role of the human resource professional in defining workforce plans, recruiting goals, employee satisfaction programs, pay scales, performance appraisals and ethical processes within the organization.

Prerequisite(s) and/or Corequisite(s):

Prerequisites: MG3250 Trends in Leadership or equivalent

Credit hours: 4.5

Contact hours: 45 (45 Theory Hours)

Where Does This Course Belong?

This course is required for the School of Business bachelor's degree in Business Management program.

Course Summary

Major Instructional Areas

1. Introduction to HR Management
2. Strategic HR Management
3. Human Resource Planning
4. Employment Laws
5. Selecting the Right Job Candidates
6. Training and Developing Employees
7. Managing Employee Performance: Appraisal and Promotion
8. Rewarding Employees
9. Employment Ethics
10. Managing Global Human Resources

Detailed Topical Outline

1. Understanding human resource management (HRM)
 - 1.1. What is HRM?
 - 1.2. Why is human resources (HR) important to managers?
 - 1.3. Line managers' HR duties
 - 1.4. Human resource manager's duties
 - 1.5. New approaches to organizing HR
2. Strategic human resource management
 - 2.1. Trends shaping HRM
 - 2.2. High-performance work systems
 - 2.3. Human resource strategies and policies

3. Recruitment and placement
 - 3.1. Job analysis
 - 3.1.1. Basics of job analysis
 - 3.1.2. Uses of job analysis information
 - 3.1.3. Steps in job analysis
 - 3.1.4. Job analysis guidelines
 - 3.1.5. Collecting job analysis information
 - 3.2. Writing job descriptions
4. Equal Employment Opportunity
 - 4.1. Title VII of the 1964 Civil Rights Act
 - 4.2. Executive Orders
 - 4.3. Equal Pay Act of 1963
 - 4.4. Age Discrimination in Employment Act of 1967
 - 4.5. Vocational Rehabilitation Act of 1973
 - 4.6. Pregnancy Discrimination Act of 1978
 - 4.7. Equal Employment Opportunity 1990 - present
5. Recruitment and selection
 - 5.1. Planning and forecasting personnel needs
 - 5.1.1. Forecasting the supply of inside candidates
 - 5.1.2. Forecasting the supply of outside candidates
 - 5.2. Interviewing candidates
 - 5.2.1. Types of employment interviews
 - 5.2.2. Undermining interview usefulness
6. Employee satisfaction, training, and development

- 6.1. Purpose of employee orientation/onboarding
- 6.2. The orientation process
- 6.3. The training process
 - 6.3.1. Analyzing training needs
 - 6.3.2. Designing training programs
 - 6.3.3. Implementing training programs
- 6.4. Assessing employee satisfaction
- 7. Performance management and appraisal
 - 7.1. Defining employee goals and work standards
 - 7.2. Techniques for appraising performance
 - 7.3. Dealing with performance appraisal problems
 - 7.4. The appraisal interview
 - 7.5. Coaching, careers, and talent management
 - 7.5.1. Importance of coaching
 - 7.5.2. Career management basics
 - 7.5.3. Career management methods
- 8. Compensation
 - 8.1. Basic factors in determining pay rates
 - 8.1.1. Legal considerations in compensation
 - 8.1.2. Establishing pay rates
 - 8.1.3. Special topics in compensation
 - 8.2. Money and motivation
 - 8.2.1. Linking performance and pay
 - 8.2.2. Motivation and incentives

8.2.3 Employee incentives and the law

8.2.4 Individual employee incentive and recognition programs

9. Ethics, justice, and fair treatment in HRM

9.1. What is ethics?

9.2. Ethics and the law

9.3. Ethics, justice, and fair treatment

9.3.1. Employee rights

9.3.2. Ethical behavior at work

9.4. Fair and just disciplinary process

9.5. The labor movement

9.5.1. Why do workers organize?

9.5.2. Unions and the law

9.5.3. The collective bargaining process

Course Objectives

1. Analyze the role of the HR manager as a strategic partner in the organization.
2. Develop a strategic HR plan for an organization.
3. Determine the strategic HR requirements of a job and its specific duties.
4. Create a recruiting plan for an organization.
5. Assess employee satisfaction in the organization, and make recommendations to improve satisfaction.
6. Develop performance appraisal criteria for multiple positions in an organization.
7. Develop a pay plan for the organization's employees.
8. Apply employment discrimination and labor laws to deal effectively with employment issues on the job.

9. Manage ethical conflicts in an organization through discipline, grievance, and career management processes.

Learning Materials and References

Required Resources

Textbook Package	New to this Course	Carried over from Previous Course(s)	Required for Subsequent Course(s)
Dessler, G. (2011) <i>Human resource management. (12th ed). Upper Saddle River, NJ: Prentice Hall.</i>	■		■

Journal Articles from ITT Tech Virtual Library (accessed via Student Portal)

Becton, B. J., & Schraeder, M. (2009). Strategic human resources management. *Journal for Quality & Participation, 31(4), 11-18. Virtual Library>Periodicals>Business Source Premier*

Carless, S. A., Rasiah, J., & Irmer, B. E. (2009). Discrepancy between human resource research and practice: Comparison of industrial/organisational psychologists and human resource practitioners' beliefs. *Australian Psychologist, 44(2), 105-111. Virtual Library>Periodicals>Academic Search Elite*

Dunn, S., & Jasinski, D. (2009). The role of new hire orientation programs. *Journal of Employment Counseling, 46(3), 115-127. Virtual Library>Periodicals>Business Source Premier*

Elmer, V. (2011). Hiring without a net: Groupon's recruiter speaks. *Fortune, 164(2), 34. Virtual Library>Periodicals>Business Source Premier*

Hillstrom, L. C., & Hillstrom, K. (2002). Employee hiring. In Gale *Encyclopedia of Small Business (2nd ed). Virtual Library>Books>Gale Virtual Reference Library>Business*

Hirschman, C. (2007, March). Putting forecasting in focus. *HR Magazine, 44-49. Virtual Library>Periodicals>Business Source Premier*

Konrad, A., & Linnehan, F. (1995). Formulated HRM structures: Coordinating equal employment opportunity or concealing organizational practices? *Academy of Management Journal, 38(3), 787-820. Virtual Library>Periodicals>Business Source Premier*

Madlock, P. E. (2008). The link between leadership style, communicator competence, and employee satisfaction. *Journal of Business Communication, 45(1), 61-78*. **Virtual Library>Periodicals>Business Source Premier**

Odden, A. (2011). Manage "Human Capital" Strategically. (Cover story). *Phi Delta Kappan, 92(7), 8-12*. **Virtual Library>Periodicals>Academic Search Elite**

Renner, C., Rives, J., & Bowlin, W. F. (2002). The significance of gender in explaining senior executive pay variations: An exploratory study. *Journal of Managerial Issues, 14(3), 331-345*. **Virtual Library>Periodicals>Business Source Premier**

Smith, B. (1996). Current trends in performance appraisal: An examination of managerial practice. *SAM Advanced Management Journal, 61(3), 10-15*. **Virtual Library>Periodicals>Business Source Premier**

Von Der, E., Thomas, J., Desai, M., & Oforie-Brobby, K. (2010). New perspective on ethics safeguards: Where is the clout? *SAM Advanced Management Journal, 75(3), 4-51*. **Virtual Library>Periodicals>Business Source Premier**

Wallace, R. H. (2008, Winter). Why is it important to analyze and use business and human resources data? *New Directions for Institutional Research, 5-11*. **Virtual Library>Periodicals>Academic Search Elite**

Recommended Resources

Books, Professional Journals

- Journal of Employment Counseling: <http://www.employmentcounseling.org/Journal-of-Employment-Counseling.aspxh>
- SAM Advanced Management Journal: <http://www.cob.tamucc.edu/sam/>
- Academy of Management Journal: <http://www.aomonline.org/>

Professional Associations

- Society of Human Resource Management: www.shrm.org
- American Management Association: www.amanet.org
- National Management Association: www.nma1.org

ITT Tech Virtual Library (accessed via Student Portal)

Books> Books24x7

- Kusnet, D. (2008). *Love the work, hate the job: Why America's best workers are more unhappy than ever*. Hoboken, NJ: Wiley.
- Mercer. (2008). *Pay for results: Aligning executive compensation with business performance*. Hoboken, NJ: Wiley.

Information Search

Use the following keywords to search for additional online resources that may be used for supporting your work on the course assignments:

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- Human resource management
- Human resources
- Performance management
- Employee recruiting
- Employee retention

- Management styles
- Employee relations
- Labor relations
- Training
- Employee development
- Employee compensation

Course Plan

Suggested Learning Approach

In this course, you will be studying individually and within a group of your peers. As you work on the course deliverables, you are encouraged to share ideas with your peers and instructor, work collaboratively on projects and team assignments, raise critical questions, and provide constructive feedback.

Use the following advice to receive maximum learning benefits from your participation in this course:

DO	DON'T
<ul style="list-style-type: none">▪ Do take a proactive learning approach.▪ Do share your thoughts on critical issues and potential problem solutions.▪ Do plan your course work in advance.▪ Do explore a variety of learning resources in addition to the textbook.▪ Do offer relevant examples from your experience.▪ Do make an effort to understand different points of view.▪ Do connect concepts explored in this course to real-life professional situations and your own experiences.	<ul style="list-style-type: none">▪ Don't assume there is only one correct answer to a question.▪ Don't be afraid to share your perspective on the issues analyzed in the course.▪ Don't be negative about the points of view that are different from yours.▪ Don't underestimate the impact of collaboration on your learning.▪ Don't limit your course experience to reading the textbook.▪ Don't postpone your work on the course deliverables - work on small assignment components every day.

Course Outline

Unit 1: INTRODUCTION TO HUMAN RESOURCE MANAGEMENT

Upon completion of this unit, students are expected to:

Out-of-class work:

9 hours

- Explain Human Resources and how it relates to the management process.
- Demonstrate with examples why human resource management is important to all managers.
- Describe each of the important trends influencing human resource management.

READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> • Dessler, Chapter 1 • Odden, A. (2011). Manage "human capital" strategically. <i>Phi Delta Kappan</i>, 92(7), 8-12. ITT Tech Virtual Library>Periodicals>Academic Search Elite • Carless, S. A., Rasiah, J., & Irmer, B. E. (2009). Discrepancy between human resource research and practice: Comparison of industrial / organisational psychologists and human resource practitioners' beliefs. <i>Australian Psychologist</i>, 44(2), 105-111. ITT Tech Virtual Library>Periodicals>Academic Search Elite 	Journal	Unit 1 Journal 1: Jack Nelson's Problem	0.5%
	Discussion	Unit 1 Discussion 1: Carter Cleaning	1%

Unit 2: STRATEGIC HUMAN RESOURCE MANAGEMENT

**Out-of-class
work:**

Upon completion of this unit, students are expected to:

9 hours

- Summarize why strategic planning is important to all managers.
- Illustrate with examples each of the seven steps in the strategic planning process.
- Assess which metrics are essential for identifying and creating high-performance human resource policies and practices.
- Describe strategic human resource management
- Give an example of strategic human resource management in practice.

READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> • Dessler, Chapter 3 • Becton, B. J., & Schraeder, M. (2009). Strategic human resources management. <i>Journal for Quality & Participation, 31(4), 11-18.</i> <i>ITT Tech Virtual Library>Periodicals>Business Source Premier</i> • Wallace, R. H. (2008, Winter). Why is it important to analyze and use business and human resources data? <i>New Directions for Institutional Research, 5-11.</i> <i>ITT Tech Virtual</i> 	Journal	Unit 2 Journal 1: The High-Performance Work System	0.5%
	Discussion	Unit 2 Discussion 1: Career Goals Outline	1%
	Quiz	Unit 2 Quiz 1	5%

Library>Periodicals> Business Source Premier			
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Unit 3: HUMAN RESOURCE PLANNING

Upon completion of this unit, students are expected to:

Out-of-class work:

- Identify the basic steps in the management planning process.
- Describe the main contents of a typical business plan.
- Describe job analysis, including what it is, and how it is used.
- Analyze at least three methods of collecting job analysis information: interviews, questionnaires, and observations.
- Develop job descriptions using the Internet and traditional methods.

9 hours

READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
Dessler, Chapter 3, pp. 73-77, p. 98; Chapter 4	Journal	Unit 3 Journal 1: The Job Description	0.5%
	Discussion	Unit 3 Discussion 1: Job Analysis	1%

Unit 4: EMPLOYMENT LAWS

Upon completion of this unit, students are expected to:

Out-of-class work:

- Summarize the importance of and list the basic features of Title VII of the 1964

9 hours

<p>Civil Rights Act and at least five other equal employment laws, including articulation of the basic provisions of ADEA, ADA, and FMLA.</p> <ul style="list-style-type: none"> • Identify how to avoid and deal with accusations of sexual harassment at work. • Describe adverse impact and explain how it is proved. • Assess specific discriminatory personnel management practices in recruitment, selection, promotion, transfer, layoffs, and benefits. • Define diversity management. • Outline the steps to institutionalize a diversity management program. 			
<p>READING ASSIGNMENT</p>	<p>GRADED ACTIVITIES / DELIVERABLES</p>		
	<p>Grading Category</p>	<p>Activity/Deliverable Title</p>	<p>Grade Allocation (% of all graded work)</p>
<ul style="list-style-type: none"> • Dessler, Chapter 2 • Konrad, A., & Linnehan, F. (1995). Formulized HRM structures: Coordinating equal employment opportunity or concealing organizational practices? <i>Academy of Management Journal</i>, 38(3), 787-820. ITT Tech Virtual Library>Periodicals> Business Source Premier 	<p>Journal</p>	<p>Unit 4 Journal 1: A Question of Discrimination</p>	<p>0.5%</p>
	<p>Discussion</p>	<p>Unit 4 Discussion 1: Identifying Sexual Harassment</p>	<p>1%</p>

Unit 5: PERSONNEL PLANNING AND RECRUITMENT

Upon completion of this unit, students are expected to:

**Out-of-class
work:**

9 hours

- List the steps in the recruitment and selection process.
- Explain the main techniques used in employment planning and forecasting.
- Develop a strategy to recruit a more diverse workforce.
- Prepare testing guidelines.
- Compare eight tests you could use for employee selection.
- Recall the key points of background investigations.

READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> • Dessler, Chapters 5-6 • Hirschman, C. (2007, March). Putting forecasting in focus, <i>HR Magazine</i>, 44-49. <i>ITT Tech Virtual Library>Periodicals>Business Source Premier</i> • Elmer, V. (2011). Hiring without a net: Groupon's recruiter speaks. <i>Fortune</i>, 164(2), 34. <i>ITT Tech Virtual Library>Periodicals>Business Source Premier</i> 	Journal	Unit 5 Journal 1: Honesty Testing at Carter Cleaning Company	0.5%
	Discussion	Unit 5 Discussion 1: New Recruitment Process	1%
	Quiz	Unit 5 Quiz 2	5%

Unit 6: SELECTING THE RIGHT JOB CANDIDATES

Upon completion of this unit, students are expected to:

**Out-of-class
work:**

- Evaluate the main types of selection interviews.
- Define a structured situational interview.
- Construct several examples of situational questions, behavioral questions, and background questions that provide structure.
- Develop guidelines for interviewees.

9 hours

READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> • Dessler, Chapter 7 • Hillstrom, L. C., Hillstrom, K. (2002). Employee Hiring. In Gale, <i>Encyclopedia of Small Business (2nd ed.)</i>, 388-391. <i>ITT Tech Virtual Library>Books>Gale Virtual Reference Library</i> 	Journal	Unit 6 Journal 1: The Better Interview	0.5%
	Discussion	Unit 6 Discussion 1: Interview Formats and Structures	1%

Unit 7: TRAINING AND DEVELOPING EMPLOYEES

Upon completion of this unit, students are expected to:

**Out-of-class
work:**

- Summarize the purpose and process of employee orientation.
- Describe each of the four steps in the training process.

9 hours

<ul style="list-style-type: none"> Distinguish between problems you can fix with training and those you cannot. Evaluate the importance of the eight steps in leading organizational change. 			
<p style="text-align: center;">READING ASSIGNMENT</p>	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> Dessler, Chapter 8 Dunn, S., & Jasinski, D. (2009). The role of new hire orientation programs. <i>Journal of Employment Counseling, 46(3), 115-127.</i> <i>ITT Tech Virtual Library>Periodicals>Business Source Premier</i> 	Journal	Unit 7 Journal 1: The New Training Program	0.5%
	Discussion	Unit 7 Discussion 1: Orientation Programs	1%
	Exam	Midterm Exam	10%

Unit 8: MANAGING EMPLOYEE PERFORMANCE APPRAISAL AND PROMOTION

Upon completion of this unit, students are expected to:

**Out-of-class
work:**

9 hours

- Define performance management.
- Discuss how performance management differs from performance appraisal.
- Develop at least four performance appraisal tools.
- Explain problems to avoid in appraising performance.
- Discuss the pros and cons of using different raters to appraise a person's performance.
- Compare the role of coaching and mentoring in performance.
- Define talent management.
- Give an example of an actual talent management system.

READING ASSIGNMENT	GRADED ACTIVITIES/DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> • Dessler, Chapters 9-10 • Smith, B. (1996). Current trends in performance appraisal: An examination of managerial practice. <i>SAM Advanced Management Journal</i>, 61(3), 10-15. ITT Tech Virtual Library>Periodicals> Business Source Premier 	Journal	Unit 8 Journal 1: The Mentor Relationship Turns Upside Down	0.5%
	Discussion	Unit 8 Discussion 1: The Performance Appraisal	1%

Unit 9: REWARDING EMPLOYEES

Upon completion of this unit, students are expected to:

**Out-of-class
work:**

9 hours

- Describe how to price managerial and professional jobs.
- Differentiate between competency-based and traditional pay plans.
- Evaluate the importance today of broadbanding, comparable worth, and board oversight of executive pay.
- Discuss the main incentives for individual employees.
- Analyze the main incentives for managers and executives.
- Design effective incentive plans.
- Outline the main employees' services benefits.
- Define each of the main pay for time not worked benefits.
- Describe factors contributing to employee satisfaction.
- Outline ways to measure employee satisfaction.

READING ASSIGNMENT	GRADED ACTIVITIES/DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> • Dessler, Chapters 11-13 • Madlock, P. E. (2008). The link between leadership style, communicator competence, and employee satisfaction. <i>Journal of Business Communication</i>, 45(1), 61-78. <i>ITT Tech Virtual Library>Periodicals></i> 	Journal	Unit 9 Journal 1: The New Compensation Plan	0.5%
	Discussion	Unit 9 Discussion 1: The New Pay Plan	1%
	Quiz	Unit 9 Quiz 3	5%

<p>Business Source Premier</p> <ul style="list-style-type: none"> • Renner, C., Rives, J., & Bowlin, W. F. (2002). The significance of gender in explaining senior executive pay variations: An exploratory study. <i>Journal of Managerial Issues, 14(3), 331-345. ITT Tech Virtual Library>Periodicals> Business Source Premier</i> 			
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Unit 10: EMPLOYMENT ETHICS

Upon completion of this unit, students are expected to:

**Out-of-class
work:**

9 hours

- Identify important factors that shape ethical behavior at work.
- Relate at least four specific ways in which HR management can influence ethical behavior at work.
- Outline at least four important factors in managing dismissals effectively.
- Generate examples of what to expect during the union drive and election.
- Illustrate with examples bargaining that is not in good faith.
- Develop a grievance procedure.

READING ASSIGNMENT	GRADED ACTIVITIES/DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> • Dessler, Chapters 14-15 • Von Der, E., Thomas, J., Desai, M., & Oforie-Brobbeey, K. (2010). New perspective on ethics safeguards: Where is the clout? <i>SAM Advanced Management Journal</i>, 75(3), 4-51. <i>ITT Tech Virtual Library>Periodicals> Business Source Premier</i> 	Journal	Unit 10 Journal: The Hotel Paris's New Labor Relations Practices	0.5%
	Discussion	Unit 10 Discussion: Guaranteeing Fair Treatment	1%
	Research Paper	Unit 10 Research Paper: Employment Law (PORTFOLIO)	20%

Out-of-class work:			
9 hours			
GRADED ACTIVITIES/DELIVERABLES			
READING ASSIGNMENT	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
None	Presentation	Unit 11 Final Project Presentation	20%
	Exam	Final Exam	20%

Evaluation and Grading

Note: Your instructor may add a few learning activities that will change the grade allocation for each assignment in a category. The overall category percentages will not change.

Evaluation Criteria

The graded assignments will be evaluated using the following weighted categories:

Category	Weight
Journal	5%
Discussion	10%
Presentation	20%
Research Paper	20%
Quiz	15%
Exam	30%
TOTAL	100%

Grade Conversion

The final grades will be calculated from the percentages earned in the course, as follows:

Grade	Percentage	Credit
A	90-100%	4.0
B+	85-89%	3.5
B	80-84%	3.0
C+	75-79%	2.5
C	70-74%	2.0
D+	65-69%	1.5

D	60-64%	1.0
F	<60%	0.0

Academic Integrity

All students must comply with the policies that regulate all forms of academic dishonesty, or academic misconduct, including plagiarism, self-plagiarism, fabrication, deception, cheating, and sabotage. For more information on the academic honesty policies, refer to the Student Handbook and the Course Catalog.