



TROY UNIVERSITY ATLANTIC REGION
COURSE SYLLABUS
HRM 6603 Human Resource Management
Term 1
August 13 through October 14, 2007
Hybrid Format

INSTRUCTOR/PROFESSOR:

Dr. Harold "Hal" Shoemaker

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IN-CLASS MEETING LOCATION, DATES & TIMES:

In-class meetings will be conducted at Ft. Monroe (Bldg. 82, Room 257) on Wednesday evenings from 5:15 p.m. to 10:15 p.m. on the following dates: August 15, August 29, September 12, September 26, and October 10.

ON-LINE MEETING DATES: The equivalent of 20 class-hours will be scheduled for on-line activities. The on-line sessions will be conducted for weeks 2, 4, 6, and 8. Activities for online sessions will be accomplished during the week specified. See "Schedule of Assignments" for specifics.

CONSULTATION HOURS:

Consultation times can be scheduled with the instructor on Wednesdays between 1 p.m. and 4 p.m. or Thursdays between 8 a.m. and 3 p.m. at the Norfolk Regional Office or any time via e-mail to hshoemaker@troy.edu.

CATALOG COURSE DESCRIPTION:

The study of the management of people at work with emphasis on recruiting, selecting, training, and evaluating personnel.

COURSE PURPOSE / OBJECTIVE:

To establish basic knowledge and practical familiarity with the major functional areas of human resource management, oriented toward strategic application. This is the initiating course in the field of human-resource management. For students pursuing the MSHRM degree, this course will provide an overview of the field and introduce the functional areas that must be mastered during the program. For all students, the course will provide familiarity with the principles and theories relevant to good human-resource practices in any job or career. It is recommended that this course precede all other HRM courses.

STUDENT OUTCOMES/ COURSE LEARNING OBJECTIVES:

On completion of the course, the student should be able to:

1. Describe the external and global environments relevant to human-resource management.
2. Describe and define the current field of human-resource management, including the roles played by members of the HRM function in organizational-strategy formulation.
3. List and describe equal-employment opportunity laws and other regulations affecting the field of human-resource management.
4. Describe the functions of job design and job analysis.
5. Explain work rules, policies, and procedures within a functioning organization, including grievance and progressive-discipline procedures and common union contract provisions.
6. Apply basic HR planning, staffing, training and development, performance management, compensation, health and safety, and employee and labor relations strategies to business objectives in an apt scenario.

REQUIRED TEXTBOOK(S) AND/OR OTHER MATERIALS:

Required:

Dessler, Gary (2004). *Human Resource Management (10th ed)*. Upper Saddle River, NJ: Prentice Hall.

Recommended reference:

American Psychological Association (2001). *Publication Manual of the American Psychological Association (5th Ed.)* Englewood Cliffs, NJ: Merrill.

Research Requirement:

Students will write a Review of Literature (see instructions in the Research section of the Blackboard site). Students should first review the textbook to determine a Human Resource Management topic upon which to write. Students will then submit the topic by email for approval by the second week of class. Students will then write a 12- to 15-page paper, including cover page, graphs, charts, and reference page, with a minimum of 15 citations from academic journals to be found in the periodicals section of the Troy Library. No citation should be older than 2002. The paper is to be written using APA style (see above under "Recommended reference"), double spaced, Times New Roman, 12-point font. Step-by-step instructions and a sample literature review will be provided on Blackboard. Please ask your instructor if you have any questions about how to proceed.

METHOD OF INSTRUCTION:

This course will be delivered using a hybrid-learning format. This means that while most of the 45 contact hours of the course schedule will be in-class sessions; there are scheduled online meetings, exercises, and/or discussions. *Five class sessions will be delivered using in-class sessions (Weeks 1, 3, 5, 7, and 9) . The in-class sessions will be delivered on August 15, August 29, September 12, September 26, and October 10) Four class sessions (Weeks 2, 4, 6, and 8) will be delivered over the Internet using the Blackboard system.* A Blackboard site has been created to help manage class activities and to promote interaction among students. Blackboard will be used to provide such things as class announcements, lecture slides, syllabi, case analysis questions, research paper examples, and interactive forums for on line class meetings/exercises/ and or discussions. Access procedures will be provided at the first class session. Please see schedule of readings and assignments at the end of the syllabus for further detail. For online class meetings, students are evaluated on the quantity (level of participation), quality (content) of participation, and the fulfillment of requirements and deadlines.

STUDENT COURSE REQUIREMENTS:

Participate in class discussions
Participate in on-line discussions
Write a Review of Literature (see Research Requirement)
Share two articles relevant to Human Resource Management (Week 6, using attachment in discussion board). These can be two of the articles used for your Review of Literature.
Take an in-class midterm examination (Week 5)
Take an in-class final examination (Week 9)

On Line Exercises: Please see "Schedule of readings and assignments" for details.

METHOD OF EVALUATION:

The student's overall performance will be established by their completion of all Student Course Requirements listed above. Grades for the semester will be based on the following criteria:

Mid-term Examination	20%
Final Examination	20%
Term Project (Review of Literature)	20%
Presentation of Articles	10%
Class Participation	10%
On-line Participation	20%

ASSIGNMENT OF GRADES:

Final letter grades are then calculated on the following basis:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	<60%

ATTENDANCE POLICY:

Attendance is mandatory. No automatic cuts are authorized. Excessive absences will be reported to appropriate VA and military officials. Arrangements for excused absences must be made PRIOR to the absence.

MAKE-UP WORK POLICY:

All classes missed must be made up, regardless of whether the absences were excused or unexcused. Make-up assignments will be given by the instructor on an individual basis.

SCHEDULE OF READINGS AND ASSIGNMENTS:

CLASS MEETING	TOPICS	ASSIGNMENTS
Week 1, (August 15)	The Manager's Role of Human Resource Management; Equal Opportunity and the Law	Read Chapters 1 & 2 in Text. Be prepared to discuss topics.
Week 2 On-line Session	Strategic Human Resource Management and the HR Scorecard; Recruitment and Placement	Read Chapters 3 & 4 and answer discussion questions posted on the Blackboard Discussion Board and questions at the end of the cases: <i>Siemens Builds a Strategy-Oriented HR System</i> and <i>Tropical Storm Charley</i> . Answers to case questions will be submitted to the Digital Drop Box on the Blackboard website accompanied by a notification e-mail to hshoemaker@troy.edu . This type of submission will apply to all cases assigned.
Week 3 (August 29)	Personnel Planning and Recruiting and Employee Testing and Selection	Read Chapters 5 & 6 in text. Be prepared to discuss topics. Develop topic for Review of Literature.
Week 4 On-line Session	Interviewing Candidates and Training and Development	Read Chapters 7 & 8 and answer discussion questions posted on the Blackboard Discussion Board and questions at the end of the cases: <i>The Out of Control Interview</i> and <i>Reinventing the Wheel at Apex Door Company</i> .
Week 5 (September 12)	In-class Midterm exam. Performance Management and Appraisal	Review the first 8 chapters and prepare for the midterm exam. Read Chapter 9 for discussion in class after midterm exam.
Week 6 On-line Session	Managing Careers and Establishing Strategic Pay Plans	Submit two articles as attachments on the Blackboard Discussion Board under the Forums Article One and Article two. Read Chapters 10 & 11 and answer discussion questions posted on the Blackboard Discussion Board and questions

		at the end of the cases: <i>The Mentor Relationship Turns Upside Down</i> and <i>Salary Inequities at Acme Manufacturing</i> .
Week 7 (September 26)	Pay for Performance and Financial Incentives and Benefits and Services	Read Chapters 12 & 13 for discussion in class.
Week 8 On-line Session	Ethics, Justice and Fair Treatment in HR Management, Labor Relations and Collective Bargaining, and Employee Safety and Health	Read Chapters 14, 15, & 16 and answer discussion questions posed on the Blackboard Discussion Board and questions at the end of the cases: <i>My Best Salesman</i> , <i>Disciplinary Action</i> , and <i>Carter Cleaning Company</i> . Papers are due by midnight, October 5.
Week 9 (October 3)	Managing Global Human Resources and Final Exam	Review Chapters 9 through 16 (Questions will also be selected from Chapter 17) for final exam and be prepared to discuss Chapter 17.

ON-LINE EXPECTATIONS AND GRADING:

Online discussion questions and cases will be evaluated based on the following criteria:

Summary of On-line Activities

Week	Readings	Activities
2	Chapters 3 & 4	Discussion Questions and Cases due Wednesday, August 22 nd by midnight.
4	Chapters 7 & 8	Discussion Questions and Cases due Wednesday, September 5 th by midnight.
6	Chapters 10 & 11	Discussion Questions, Cases, and Articles are due Wednesday, September 19 th by midnight.
8	Chapter 14, 15, & 16	Discussion Questions, Cases, and Papers are due Wednesday, October 3 rd by midnight.

SPECIAL NOTICE TO STUDENTS:

- NO handouts will be provided in class. All class lecture notes and powerpoints will be available on Blackboard.
- ALL emails must have HRM 6603 Ft. Monroe in the Subject line or they will be deleted and not opened. This is especially important because I will be teaching another section of this class at a different location.

COURSE TECHNOLOGY:

Email and Internet Access: All students are required to have email accounts and Internet access for this course. The Troy University Web based email account will be used.

Email: All official University communications with TROY students will be sent through the Trojan (TROY) e-mail address assigned to them. All official information, including but not limited to student billing, faculty-student communications, registration changes, and financial aid information, sent to students' assigned Trojan e-mail addresses will constitute official notice. The University accepts no responsibility for any forwarding of e-mail that students may choose to undertake from their official Trojan e-mail accounts. The University is only responsible for ensuring that official e-mail is sent out to those student e-mail accounts that are maintained by the University. All students are responsible for monitoring their Trojan e-mail accounts frequently. Students can access their e-mail by visiting www.troy.edu and selecting the Trojan E-Mail link.

Blackboard: This course will be conducted using Blackboard courseware. All registered students automatically have access to Blackboard. You can link to Blackboard through the Troy University Web page at www.troy.edu. Your user name is your Web Express user name and your password is the last four of your Social Security number. ***When registering on-line through Web Express, please enter your email address. This will allow me to communicate with you prior to the first class date.***

PowerPoint: Students will be required to prepare presentations using PowerPoint during the course.

Downloading Class Assignments: After the first week students will be required to download materials from Blackboard.

AMERICANS WITH DISABILITIES ACT (ADA):

Any student whose disabilities fall within the ADA must inform the instructor at the beginning of the term of any special needs or equipment necessary to accomplish the requirements of the course.

ADDITIONAL SERVICES: Students who have or may be dealing with a disability or learning difficulty should speak with the Office of Student Services, 451-8202; or they can get additional policy details about disability services, documentation requirements, accommodations, etc. at the TROY -- Atlantic Region website.

INCOMPLETES:

A grade of "I" is not automatically assigned, but rather must be requested by the student by submitting to the instructor the "Petition for and Work to Remove an Incomplete Grade" form. An "I" can never be used in lieu of an "F," nor can an "I" be assigned because of excessive absences, with the exception that the student will make up the work by repeating all or part of the class in some subsequent term. No "Incomplete" may exceed nine weeks from the date it is assigned. Failure to clear the incomplete within the specified time period will result in the assignment of a grade of "F" for the course.

STANDARDS OF CONDUCT:

By their enrollment, students are responsible for following the Troy University "Standards of Conduct" as they apply in the Troy University-Atlantic Region. Students may be disciplined up to and including suspension and expulsion for the commission of offenses in described on pages 34-35 of the Graduate Bulletin. As a reminder to Troy graduate students, the "Standards of Conduct" regards dishonesty as an offense, which includes cheating and plagiarism. Students should carefully study the definitions of cheating and plagiarism:

1. Cheating includes:

- a) Copying, or relying upon, another student's answers or submitting another student's work as one's own, while completing any class assignment, study group assignment, or during in-class or take-home examinations.
- b) Providing one's own answers to another student while completing any class assignment, study group assignment (except where approved by the instructor due to the nature of the assignment itself), or during in-class or take-home examinations.
- c) Using notes, books, or any other unauthorized aids during an examination; or holding an unauthorized discussion of answers during in-class examinations.

2. Plagiarism is submitting a paper, other required student course requirement in which the language, ideas, or thoughts are identical to published or unpublished material from another source, including material found on the Internet, without correctly giving credit to that source. A good rule of thumb for correctly crediting a source is found in the citation below:

"Quotation marks should be used to indicate the exact words of another. Summarizing a passage or rearranging the order of a sentence and changing some of the words is paraphrasing. Each time a source is paraphrased a credit for the source needs to be included in the text. ... The key element of this principle is that an author does not present the work of another as if it were his or her own work. This can extend to ideas as well as written words." (*Publication Manual of the American Psychological Association*, 2001, p.349)

While computers and the Internet allow students to cut and paste work from other material, new software is making it easier for universities detect plagiarism. Instructors may screen electronic versions of student assignments using the detection software. If more than 40% of a paper or other course requirement is determined to be used from another source without appropriate citation, the student will receive a grade of "F" on the assignment. To avoid the pitfalls of plagiarism, students are strongly encouraged to review information on it available through Troy University Writing Center resources (<http://www.troy.edu/writingcenter/>) at the Purdue University Online Writing Lab.

STUDENT ORIENTATION AND COURSE PREREQUISITE SKILL REQUIREMENTS:

1. New students are required to complete an "in person" orientation conducted by the Atlantic Region. Additional information can be found in the "on-line" orientation session found at <http://ar.troy.edu/studentorient/Orientation.htm>. It reinforces material presented during the formal orientation session and provides new students with essential information needed in the pursuit of his/her graduate education.
2. All students should ensure that they have developed certain prerequisite skills prior to beginning courses. These skills include demonstrating writing proficiency in term papers, preparing PowerPoint slides for class presentations, using SPSS and Excel for statistical analysis, and conducting academic research through the TROY library system. The links at the bottom of the Atlantic Region Orientation page contain tutorials in each of these skills that will assist students in developing the skills required for graduate course work.

LIBRARY SUPPORT:

For online journals and e-books go to <http://ar.troy.edu/>; select "Library"; then "AR Library," and finally "Click Here for Online Databases". At this point, you should use the pull down menu in the center to access online library resources. Once you select a database, you will be asked to login using your last name (all lower case) and your 7-digit student number.

Susan W Cornett
Atlantic Region Librarian
Bateman Library, 42 Ash Avenue, LAFB
swcornett@troy.edu
757-865-7880 (voice mail)
757-865-3295 (fax)
888-241-0277 (toll free)

The Troy University Atlantic Region Library is located at Herbert H. Bateman Memorial Library, 42 Ash Ave., Langley Air Force Base, VA 23665.

TELEPHONE: Circulation Desk: (757) 764-2906; DSN: (88) 574-2906

HOURS: Monday - Thursday 10:00 a.m. to 8:00 p.m.; Friday - Sunday 12:00 p.m. to 5:00 p.m.
Closed Holidays.

Appendix A

Each weekly discussion will be graded. Based on the percentage you assign for the on-line discussion, a grading rubric is available below. The following grading rubric is based on the University of Illinois guidance for on-line courses:

In this course 10 percent of a participant's final grade is based on participation in class discussions and 20 percent is based on participation in the online discussion questions and cases.
A-LEVEL PARTICIPATION: Score recorded in grade book will be at 100%, weighted to 30%. This includes both in-class and on-line assignments <ul style="list-style-type: none">• The participant consistently posted insightful comments and questions that prompted on-topic discussion.• The participant consistently helped clarify or synthesize other group members' ideas.• If disagreeing with another group members' ideas, the participant stated his or her disagreement or objections clearly, yet politely.
B-LEVEL PARTICIPATION: Score recorded in grade book will be at 90%, weighted to 27% <ul style="list-style-type: none">• The participant was notably lacking in one or two of the items listed for A-level participation.• The participant consistently had to be prompted or coaxed to participate.• The participant usually, but not always, expressed herself or himself clearly.
C-LEVEL PARTICIPATION: Score recorded in grade book will be 80%, weighted to 24% <ul style="list-style-type: none">• The participant was consistently lacking in two or more of the items listed for A-level participation.• The participant was extremely reluctant to participate, even when prompted.• The participant rarely expressed himself or herself clearly.
D-LEVEL PARTICIPATION: Score recorded in grade book will be 70%, weighted to 21% <ul style="list-style-type: none">• The participant frequently attempted (success is irrelevant) to draw the discussion off-topic, even if the participant's participation otherwise conforms to a higher level on the rubric.
F-LEVEL PARTICIPATION: Score recorded in grade book will be 60%, weighted to 18% <ul style="list-style-type: none">• The participant was rude or abusive to other course participants. The participant consistently failed or refused to participate at all, even when specifically prompted or questioned, even if the participant's participation otherwise conforms to a higher level on the rubric.
If the student does not attend class or does not take part in the discussion and case studies for that week, the student will be assigned 0%.

Appendix B

Student Tips for Improving On-line Discussions

1. Students should be furnished some guidelines for Blackboard discussion board postings. Some tips are:
 - a. Create your response as a Word document first and run spell check before pasting or uploading to the discussion site.
 - b. Keep postings brief and to the point (Specify a given number of words such as 250 words or less – unless otherwise stated). Short paragraphs are preferable to long ones.
 - c. Comments should add to the general knowledge of the issue and should not be limited to agreement or disagreement with others.
 - d. Incorporate references from the readings, web sites or other scholarly references in your replies; base your discussion points on substance, not opinions.
 - e. Stick to the subject of a particular thread in the discussion.
 - f. If responding to another message, quote the passage you're responding to or briefly summarize the message. Do not copy the entire message to which you are responding, unless it is very short. Detail specifically why you agree or disagree.

2. Students should also be furnished guidelines for chat room activities. Some tips are:
 - a. Read the instructions for each session in advance.
 - b. Use the chat to voice what you have read and the ideas you have formulated from your reading.
 - c. Listen to your peers and learn from their thoughts
 - d. Look at your comments and ask the following questions:
 - 1) Do my answers clearly reflect ideas I read about in the weekly reading?
 - 2) If someone else was reading the transcript would it be clear to them that I am expressing ideas I read about rather than my opinion?
 - 3) Did I answer the questions specifically or were my responses off track?