INTRODUCTION AND LEARNING OBJECTIVES

Organizations must successfully manage their human resources to maximize competitiveness. Human Resource Management in its essence involves attracting, retaining, and motivating organizational talent. For HR practices to be effective they need to be related to the strategic direction of the business. This course will emphasize how HR practices can and should contribute to organizational goals and help to improve product and service quality and effectiveness. Upon completion of this course, students should be able to:

- Understand HR practices that support high-performance work systems;
- Discuss the various HR practices associated with business-level strategies;
- Discuss the major federal laws that require equal employment opportunity and the protections provided by each;
- Understand the different approaches to job design;
- Discuss the various sources from which job applicants can be drawn and their relative advantages and disadvantages;
- Discuss the common methods used in selecting human resources;
- Discuss how training can contributed to a company’s business strategy;
- Discuss the general purposes of performance management;
- Develop a successful mentoring program;
- Understand the relationship between job satisfaction and various forms of job withdrawal;
- Explain the importance of labor market and product market factors in compensation decisions;
- Understand pay programs which recognize employee contributions to organizational performance;
- Discuss the growth in benefit costs and the reasons for that growth;
- Understand the legal environment’s impact on labor relations;
- Discuss the ways organizations select, train, compensate, and reintegrate expatriate managers; and
- Explain the approaches to evaluating the effectiveness of HR practices.

Few if any of the students in this course may work in the HR function in their careers, but anyone with supervisory responsibilities will be implementing and impacting HR policies and practices, and everyone in the course will be impacted by HR policies and practices as an employee.

ONLINE FORMAT

This course is delivered entirely via Internet using USI Blackboard. Course materials will be generally accessed through Blackboard. The primary method of contact between the student and the instructor will be e-mail or Blackboard discussion boards. My goal will be to answer any e-mail or discussion posting within 24 hours; any anticipated deviation from this goal will be communicated via a Blackboard
Students should note that online courses are not necessarily less work than a traditionally-offered course. While you have the opportunity to ‘attend’ the course at 2pm or 2am, the course will have regular ‘mileposts’ such as exercises so as to help you progress through the course material. Planning and time management are essential for student success in distance learning courses.

The course will make regular use of Blackboard discussion boards so as to provide for ‘virtual class discussion.’ Each ‘forum’ within the discussion board will be initiated by the instructor, with students replying to the ‘thread’ and interacting with one another; students may also be assigned ‘moderator’ roles during the course, which will involve the responsibility of assisting the instructor in leading the discussion. Grading of the discussion board participation will be based on the quantity and quality of contributions to the thread (3 points: excellent; 2 points: good; 1 point: deficient; 0 points: no contribution). Minimum expectations would be for each student to post once to each thread and reply to one other student’s post in that thread. For these discussions to be effective it is critical that students post and reply in a timely manner; posting deadlines will be announced with each discussion board.

Students in MNGT 601 in previous semesters have emphasized the amount they have learned from their peers via in-class discussion. As one student put it, “even though it’s nicer to be sitting at home in my recliner with the laptop in my lap, nothing compares to the learning that takes place in the classroom, especially for this course.” We will try to replicate that rich classroom discussion via discussion boards to the greatest extent possible – it’s more work for you and much more work for the instructor, but it’s a critical part of the learning environment for MNGT 601.

**Technology Requirements**

Students must be familiar with Internet use and have reliable Internet access; students should also be familiar with Blackboard. In addition, make sure your anti-virus software is current – an assignment will be considered late if the instructor does not receive it by the assigned date and time, even if Blackboard automatically blocked that assignment due to a virus.

Note the [USI Distance Education Student Handbook](http://www.usi.edu/distance/students/student-handbook) and the USI Blackboard Online Help webpage [http://www.usi.edu/it/blackboard-online-help]; note in particular the browser compatibility requirements for Blackboard.

**READINGS**

Students should obtain the following book:


Note also the textbook website: [http://www.mhhe.com/noe8e](http://www.mhhe.com/noe8e).

Copies of the text should be available for purchase in or via the Bookstore. Any other assigned readings will be available via Blackboard or the Rice Library online databases. Supplements to the course outline and reading assignments may be distributed during the session.
In addition to the required reading assignments, there will be three exams, a number of individual and group exercises, and a research paper. **Missed deliverables or examinations may not be made up, and will receive a score of zero.**

Grading will be determined on the basis of the following weights:

- Exams (3 @ 20% each) 60%
- Research paper 20%
- Case assignments and discussion board postings 20%

Exams will be posted to Blackboard during the week before their due date and are to be returned electronically (to dpartrid@eagles.usi.edu). Exam questions will involve an application of your knowledge and understanding of the course material. Rather than impose a time limit on the exam, each exam will have a page limit (with a font size and margin specification).

Students are reminded that under the credit hour system a traditional three-credit graduate course requires on average six to nine hours of outside preparation per week, in addition to the class meeting time (i.e., nine to twelve hours per week). In a summer graduate course that time commitment would be roughly doubled. **An online course may well require as much or even more of a time commitment than a traditional course** – if this time commitment will be difficult for you to meet you should consider taking this course in the fall semester when it will be offered as a traditional night course.

Research paper topics may be selected from any contemporary human resource management issue, given consultation with and approval by the instructor. Papers must be typed, double-spaced, 8-12 pages in length, and are due no later than June 24. Papers should clearly identify the issue and its significance to management, and consider potential managerial responses and their pros and cons. An appropriate number of outside references should be consulted. Papers that focus on a particular organization and go into some depth are **strongly preferred** to those that are less focused and more superficial (e.g., “Developing Team Leadership Skills at XYZ Company” vs. “Leadership in the 21st Century”). A good starting place for ideas would be recent issues of *HRMagazine* (which is available via the Rice Library online databases), published by the Society for Human Resource Management (see below).

Further details of these requirements and grading procedures will be discussed via Blackboard as is necessary.

**Student Rights and Responsibilities: Academic Misconduct**

Truth and honesty are necessary to a university community. Each student is expected to do his or her academic work without recourse to unauthorized means of any kind. Both students and faculty are expected to report violations to academic honesty. USI policies and regulations governing the conduct of students and the procedures for handling violations of these policies and regulations are found in the USI Bulletin and on the Dean of Students’ website ([http://www.usi.edu/deanofstudents/academic-dishonesty-policy-and-procedures](http://www.usi.edu/deanofstudents/academic-dishonesty-policy-and-procedures)).

Students are reminded of the College of Business expectations regarding the avoidance of plagiarism, which includes:

1. failing to cite quotations and borrowed ideas,
(2) failing to enclose borrowed language in quotation marks, and
(3) failing to put summaries and paraphrases in your own words.

(Source: Diana Hacker, A Pocket Style Manual 2e (Boston: Bedford/St. Martin’s, 1997), p. 92.) Students are specifically reminded that electronically copying text from a source document, such as a web page, and pasting that into one’s own document without putting the borrowed language in quotation marks is plagiarism, even if the source of that language is included in a reference list or an in-text citation.

Disability Support

If you have a disability that may require academic accommodations for this course, you can receive assistance through the USI Counseling Center (OC 1022, 812-464-1867, TDD 812-465-7072). Students who have or who receive an accommodation letter from the Counseling Center should bring that to my attention so as to discuss the provisions of those accommodations as early in the semester as possible.

SOCIETY FOR HUMAN RESOURCE MANAGEMENT (SHRM)

SHRM (http://www.shrm.org) is the leading voice of the human resource profession, representing the interests of more than 250,000 professional and student members from around the world. SHRM provides its membership with education and information services, conferences and seminars, government and media representation, online services and publications that equip HR professionals for their roles as leaders and decision makers within their organizations.

THE INSTRUCTOR

DANE M. PARTRIDGE -- Associate Professor of Management, Director of University Core Curriculum Assessment; B.A., Michigan State University; M.S., Cornell University; Ph.D., Cornell University. Dr. Partridge’s primary teaching and research interests involve human resource management and labor relations. His research has been published in the Journal of Collective Negotiations in the Public Sector, the Employee Responsibilities and Rights Journal, the Journal of Labor Research, the Denver University Law Review, and the Employee Relations Law Journal. Dr. Partridge has presented management development programs on topics including employee involvement in quality improvement and managing workforce diversity. Dr. Partridge has also taught at Virginia Tech, Radford University, and Roanoke College, and has received several awards for teaching excellence.

COURSE OUTLINE, TENTATIVE SCHEDULE, AND READING ASSIGNMENTS

Human Resource Management: Gaining a Competitive Advantage (5/15, 5/16)
- Zappos Faces Competitive Challenges (individual report, due Friday, 5/17 1159p)
- Skill Shortages Make It Difficult to Fill Positions and Customer Orders
- “Why We Hate HR,” Fast Company, August 2005.

I. THE HUMAN RESOURCE ENVIRONMENT
   a. Strategic Human Resource Management (5/17, 5/20)
      - Self-Assessment Exercise (modified) (individual report, due Monday, 5/20 800a)
      - Strategy and HRM at Delta Airlines
      - Home Depot’s Bumpy Road to Equality
      - Brown v. Board of Education: A Bittersweet Birthday
      - Company Fails Fair-Employment Test
II. ACQUISITION AND PREPARATION OF HUMAN RESOURCES
      ▪ Experienced Workers: Past Practices Put a Premium on Seniority
      ▪ Diversity Planning at Colorado Aerospace (team report, due Friday, 5/31 1159p)
   b. Selection and Placement (5/30, 5/31)
      ▪ Who Is Screening the Screeners?
      ▪ Kinaxis Chooses Sales Reps with Personality
      ▪ Hiring a Store Director at Bag Grocers, Inc. (team report, due Friday, 6/7 1159p)
   c. Training (6/3, 6/4)
      ▪ Growth Through Acquisition Helps Farmers’ Competitive Position
      ▪ Learning Isn’t Perishable at Wegmans Food Markets
      ▪ How Nick’s Pizza Delivers Training Results

III. ASSESSMENT AND DEVELOPMENT OF HUMAN RESOURCES
   a. Performance Management (6/5, 6/6)
      ▪ Lions ... Tigers ... and Bears ... and Performance Management
      ▪ Appraisals Matter at Meadow Hills Veterinary Center
      ▪ A Morale Problem at Stellar Systems, Inc. (team report, due Friday, 6/14 1159p)
   b. Employee Development (6/7, 6/10)
      ▪ It’s Not Leadership Development as Usual at Qualcomm
   c. Employee Separation and Retention (6/11, 6/12)
      ▪ Home Depot: A Fixer Upper
      ▪ Identifying Problems and Reducing Turnover: The Exit Survey
      ▪ We Don’t Want to Get Involved (or Do We?)
      ▪ The Aftermath of a Layoff

IV. COMPENSATION OF HUMAN RESOURCES
   a. Pay Structure Decisions (6/13, 6/14)
      ▪ Changing Compensation to Support Changes in Corporate Strategy
   b. Recognizing Employee Contributions with Pay (6/17, 6/18)
      ▪ Paying for Good Employee Relations
      ▪ Employees Own Bob’s Red Mill
      ▪ A Compensation Dilemma at Textron, Inc. (team report, due Friday, 6/21 1159p)
   c. Employee Benefits (6/19, 6/20)
      ▪ Companies Learn That It Pays to Keep Employees Fit
      ▪ Smokers Now Face Another Risk from Their Habit: It Could Cost Them a Shot at a Job
      ▪ To Leave or Not to Leave

Research Paper due Monday, 6/24 800a
V. SPECIAL TOPICS
      ▪ How Nissan Laps Detroit
      ▪ Boeing’s Labour Problem: Moving Factories to Flee Unions
      ▪ Republic Gets Serious
      ▪ Are Labor Unions Becoming Extinct?
   b. Managing Human Resources Globally (6/25, 6/26)
      ▪ Terrorism and Global Human Resource Management
      ▪ The Toyota Way to No. 1
   c. Strategically Managing the HR Function (6/27)
      ▪ Transforming the Business and HR at Xerox
      ▪ Saving Starbucks’ Soul
      ▪ Employees Make a Difference at Amy’s Ice Creams

⇒ FINAL EXAM due Friday, 6/28 1159p