HUMAN RESOURCES
BU 952GA
Course Syllabus
Fall 2005

Instructor: Dr. Martha Crumpacker
Office: Henderson Learning Resource Center, Room 310B
Phone: 785-670-1587
E-mail: martha.crumpacker@washburn.edu

Meeting Time: BU 952GA W 5:30 – 8:15 p.m., HLRC, Room 104
Office Hours:
Tuesday/Thursday 12:30 p.m. – 2:00 p.m.
Wednesday 3:30 – 5:30 p.m.
And, by appointment. These times are firm with the exception of occasional School of Business or University meetings.

Required Materials: Mello, Jeffrey A. STRATEGIC HUMAN RESOURCE MANAGEMENT, 2nd Ed., South-Western/Thomson Learning, 2006; and Harvard Business School cases
Optional Materials: No.
Prerequisites: BU 929 or consent and Admission to MBA Program. Students who do not meet course prerequisites are subject to administrative withdrawal from the course at any time.

Course Description:
This course will explore the roles of top management and line managers in shaping organizational success.

Course Objectives:

Expected Learner Outcomes
By the end of the course, you should be able to:

- Exhibit an understanding of the critical domains of human resource management and how it “fits” with other functional areas and corporate strategy.
- Discuss the general manager’s role as a human resource manager.
- Illustrate how human resource management functions and processes influence individual attitudes, behavior, and productivity as well as overall organizational performance.
- Identify how to manage people more effectively in a variety of organizational settings and situations.
- Exhibit proficiency in assessing the impact of an organization’s strategy on the design of appropriate HR philosophies and programs.
- Discuss techniques to recruit and retain talented, motivated employees in competitive labor markets.
- Contemplate cultural and international variations of human resource management that impact global competitiveness.
- Explain the role of human resource management in assisting an organization’s adaptation to change.
- Show a proficiency in field research through the investigation of a “cutting edge” human resource management topic.
- Apply the analytical skills needed to assess the impact that an organization’s human resource practices have on its performance and effectiveness.

The Expected Learner Outcomes listed above represent a general overview of the expected learner outcomes for the course, BU 952GA, Human Resources.
Specific objectives related to each chapter will be discussed in class as each chapter is assigned and presented. These objectives will clearly state what you will be expected to know and understand and what you should be able to do with that knowledge and understanding. The objectives will also specify the conditions under which you will be expected to show that knowledge and understanding (for example, with or without references, multiple choice or essay exam, case analysis, or team project). Finally, each of the specific objectives will state the criterion by which you will be assessed – in other words, the level of competency you must reach or surpass.

**Assessment of Learner Outcomes**

1. Quizzes designed to cover assigned readings.
2. Student presentations and class discussions of weekly assignments relating to the roles of top management and line managers in shaping organizational success.
3. Team assessment of individual accountability within the team, regarding team assignments.
4. Written and oral presentation of research project.

**Method of Instruction:**

This is a graduate level course. Students are expected to be actively engaged both in the acquisition of their knowledge, as well as their individual development within the course. As such, during classroom meetings, the instructor will assume a role of a facilitator to guide discussion of issues assigned. For students’ research projects and presentation of those projects, the instructor will serve as a resource person, as needed. Students will need to come to class prepared to present and discuss their assessment of the assigned readings and cases, based on substantive, thoughtful, and reflective analysis of the scheduled/assigned topics.

Our study of human resource management will revolve around two broad themes: (1) how to think systematically and strategically about managing an organization’s human assets, and (2) how the management of human assets can provide an organization with a distinct competitive advantage in the marketplace. As a course that takes a general management perspective toward the management of human resources, we will cover the main content areas of HR. We will not drill down to the “specialist” aspects of human resources, such as psychometric dimensions of test validation, the specifics of job evaluation methods, or the detailed aspects of job grading or classification, etc. Instead, we will explicitly adopt the perspective of the general manager and address human resource topics from a strategic perspective. Therefore, when we discuss topics such as selection, performance appraisal, and training and compensation, our perspective will be that of how choices in these areas relate to the firm’s strategic objectives and can impact company performance.

**Topic Outline:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics to Be Discussed</th>
<th>Reading Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>W 08-24</td>
<td>Introduction/Overview</td>
<td>Chapters 1 &amp; 2</td>
</tr>
<tr>
<td>2</td>
<td>W 08-30</td>
<td>Tower Building Exercise</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>W 09-07</td>
<td>An Investment Perspective &amp; Challenges</td>
<td>Chapters 3 &amp; 4</td>
</tr>
<tr>
<td>4</td>
<td>W 09-14</td>
<td>Strategic management &amp; The Evolving Role of HRM</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>W 09-21</td>
<td>Human Resource Planning Design and Redesign of Work Systems</td>
<td>Chapters 5 &amp; 6</td>
</tr>
</tbody>
</table>
Attendance:

Attendance is required and is a consideration in computing the grade for class participation. You must be present in class to participate. Absences from class cannot be made up with regard to class participation.

Disclaimer:

The purpose of this syllabus is to give you some idea of the direction the course will take, the topics to be covered, the requirements for successful completion of the course, and the assessment of learner outcomes. However, this syllabus is not intended to be a legal contract. The professor reserves the right to make changes to this syllabus (i.e., scheduled times within the syllabus, assignments, exams, point values, etc.) throughout the semester as deemed necessary. Any changes will be announced in class; therefore, regular class attendance is advised.

Homework:

Assigned readings and all assignments listed in the syllabus and given in class are to be considered homework; and, as such, elements to be completed in meeting the course requirements.

Guidelines for Written Work

All written work must be typed, double-spaced, and carefully proofread. Original work will be the only basis for grading. Rewrites and/or extra work will not improve grades. Papers will be graded not only on substantive content, but also on spelling, grammar, and presentation. In general, papers with more than three errors (misspelled...
words, fragments, grammatical errors, etc.) per page will automatically receive a one letter grade penalty. Late papers will not be accepted. Any paper submitted after its due date will not be graded and will receive an automatic zero, regardless of quality.

In this class, as well as your other classes, you should always keep at least one or more back-up copies and a hard copy of any work in progress and of any submitted work. It is unacceptable to blame the failure to submit a paper on time to technology problems. If you wait until just prior to class to print your paper and are unable to print it for any reason, you assume the consequences of the late paper policy stated above.

All written work must conform to the specifications listed below. Points will be deducted for violations of the specifications to which all written work must conform.

- Papers must have a title page which includes the name or names of the author(s), the title of the assignment, semester, course, section number, and professor’s name.
- Papers must have a table of contents.
- Papers should be stapled, with no cover sheet, paper clips, or binders.
- Papers must be double-spaced, using a 12-point font and one-inch margins on all four sides. Pages must be numbered.
- All sources of information must be referenced in a “List of References” at the end of the paper. References are to be listed alphabetically, beginning with the last name of the author. Any citations to references should be designated throughout the text by enclosing the authors’ names and the year of the reference in parentheses.
  For example: Several studies (Smith, 2000; Jones, 1977) support this conclusion.
- Any citations to the source of a direct quotation must have a page number reference.
  For example: Smith argued that “the validity of Jones’ study is subject to question.” (Smith, 1997: 56)

If you have any questions on the use of proper citation form, refer to the Academy of Management Journal, v42, n.1, pp. 12-123, or to the APA Style Guide.

- Papers are due at the beginning of the class on the date assigned; otherwise, the paper is considered late.

Class Participation:

Class participation does not mean class attendance. Participation implies active contribution to class discussion. You cannot participate if you are not present in class. Each student is expected to come to each class prepared to interact with his/her colleagues and the professor evidencing a thorough reading of the material assigned and some thought as to the issues raised within the readings. It is critical that students take full advantage, through discussion, of one another’s experiences and knowledge. For many of you, work experiences have provided you numerous examples of successful and unsuccessful management of human resources. To meet the course objectives, you must explore how, why, and under what circumstances various approaches work or fail in actual practice.

A significant portion of your grade will be determined by projects you will be doing in small groups. There are three reasons for this. First, the nature and scope of the assignments will mandate a volume of work that would be excessive for you to complete on your own. Second, the assignments require a fair amount of analysis of both existing research and your own original findings. Consequently, outcomes can be enhanced when multiple perspectives and interpretations are heard and incorporated. Finally, working in groups is reflective of the “real world” where increasing emphasis is being placed on project management teams.

Group or team work in both classroom and real-world settings involves being able to work effectively with others in
managing group processes and dynamics. While it may be easy for an individual to perform very little work in a group setting and take advantage of the diligence of colleagues, there are penalties for such lack of performance in an actual business or corporate environment; especially in a “pay for performance” environment. Consequently, group members will be required to evaluate one another’s contributions to the team project.

Examinations:

Objective assessment of substantive content will occur in the form of quizzes throughout the semester. Other grades will be earned as described in this syllabus and as described in the “Grading” section below.

Grading:

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>quizzes</td>
<td>100</td>
</tr>
<tr>
<td>participation in class discussions</td>
<td>100</td>
</tr>
<tr>
<td>small group assigned readings/research/cases</td>
<td>200</td>
</tr>
<tr>
<td>small group research project</td>
<td>200</td>
</tr>
<tr>
<td>group presentation of research project</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total Points Possible</strong></td>
<td><strong>700</strong></td>
</tr>
</tbody>
</table>

Grading Policy:

Grading is based on a straight percentage of total points possible as follows:

- A 700 - 630
- B 629 – 560
- C 559 – 490
- D 489 – 420
- F Below 420

Make-up Policy:

Requests for make-up work should be made only in extreme circumstances. If the professor grants a make-up request for a quiz, it must be made up before the next class following the class missed.

Prerequisites:

“It is the responsibility of the student to meet all prerequisite requirements for courses in which the student is enrolled. A student failing to meet prerequisite requirements is subject to administrative withdrawal from the course at any time.”

Academic Misconduct Policy:

All students are expected to conduct themselves appropriately and ethically in their academic work. Inappropriate and unethical behavior includes (but is not limited to) giving or receiving unauthorized aid on examinations or in the preparation of papers or other assignments, or knowingly misrepresenting the source of academic work. Washburn University’s Academic Impropriety Policy describes academically unethical behavior in greater detail and explains the actions that may be taken when such behavior occurs. For a complete copy of the Academic Impropriety Policy, contact the office of the Vice President for Academic Affairs, Morgan 262, or go on-line to: www.washburn.edu/admin/fac-handbook/FHSEC7.htm#VIII

Students with Disabilities:

The Student Services/Services for Students With Disabilities Office (SSWDO) is responsible for assisting in arranging accommodations and for identifying resources on campus for persons with disabilities. Qualified students
with disabilities must register with the office to be eligible for services. SSWDO MUST have documentation on file in order to provide services. Accommodations may include in-class note takers, test readers and/or scribes, adaptive computer technology, brailled materials. New requests for accommodations should be submitted two months or more prior to the date services should begin; however, contact SSWDO office as soon as a need may arise.

Location: Student Services, Morgan Hall Room 150
Phone: 785-670-1629 or TDD 785-670-1025

Students may voluntarily identify themselves to the instructor for a referral to SSWDO.

Withdrawal Policy:

Students may withdraw from courses through the second week of class with no recorded grade. From the third through the eleventh week a “W” is recorded for any dropped course. Beginning with the start of the twelfth week, there are NO withdrawals, and a grade will be assigned for the course.

Official E-Mail Address:

Your Washburn University e-mail address will be the official address used by the University for relaying important messages regarding academic and financial information. It may also be used by your instructors to provide specific course information. E-mail messages sent to your Washburn University e-mail address will be considered your official notification for important information. If you prefer to use an alternate e-mail address at which to receive these official University notices, you can access your MyWashburn e-mail account, choose the "Options" tab, and select "Auto Forward" to complete the process to forward your e-mail.

Grade Appeal Procedure:

The Washburn University grade appeal procedure can be found on page 58 of the Washburn University 2005-2006 Catalog.