

Southern Methodist University
5228 Tennyson Parkway, Plano TX 75024

COURSE SYLLABUS

Human Resource Management

LaShon Ross, Instructor

SUMMER Term 2013

“When planning for a year, plant corn. When planning for a decade, plant trees. When planning for a life, train and educate people.”

■ *Chinese Proverb*

Contact number, 972-571-6579

Course Information

Course Title: Human Resource Management

Class Meeting Time: Tuesday/Thursday 6:00 – 10:15 p.m.

Course Description: Human beings are complex, yet predictable. When we spend time assessing human resources within an organizational setting, we gain awareness for the importance of proper selection, training, engagement, and management of these resources relative to organizational success. This course will focus on recognizing and understanding how the application of knowledge-based and experiential techniques maximize opportunities for measurable and desirable outcomes. Class discussions and assignments will encompass multi-directional communication, benefits/compensation management, pluralism, training/professional development, succession planning, and multiple factors related to employee relations.

My Approach

I have consistently found that accountability, preparation, personal motivation, mutual respect, and honest, appropriate communication lead to useful results. This will be my approach in the classroom, as well as my expectation from students. Classes will serve as our labs for learning, discussing, and debating concepts. We will use the textbook, articles from various sources, legislative documents, and personal experiences to explore what leads to successful, positive experiences while managing human resources.

Required Textbook and Materials

Human Resource Management: Essential Perspectives (6th Ed.) – Robert Mathis and John Jackson, ISBN- **0538481706**

Course Objectives

1. Students will learn to assess needs and threats within multi-dimensional environments.
2. Students will explore the importance of managing competing priorities within rapidly changing, highly demanding environments.
3. Students will learn skills for reaching objective, defensible conclusions while involved in highly sensitive, complex, and emotional situations.
4. Students will analyze legislative documents to consider purpose, use of language, global impact, and cost/benefit.
5. Students will understand variables present when managing human resources and learn to manipulate them for the benefit of organizations and individuals.

Specific Course Learning Outcomes

1. Students will acquire techniques to assess themselves and their environments to be used when making decisions about interacting with/directing others.
2. Students will apply concepts learned when discussing topics during class, completing tests, and writing papers.
3. Students will identify the need for and challenges with legislation impacting employment law.

4. Students will acquire tools to navigate challenging environments without becoming overwhelmed or distracted from goals.
5. Students will use techniques to interact with others for the purpose of maximizing productivity and developing mutually beneficial relationships.
6. Students will apply techniques to engage and influence audiences to support their positions.

Weekly Assignments

	Assignment Due
Class 1	Introduction & Class Discussion
Class 2	Quiz & Class Discussion
Class 3	Class Discussion
Class 4	Quiz & Class Discussion
Class 5	Class Discussion
Class 6	Paper Due & Class Discussion
Class 7	Class Discussion
Class 8	Quiz & Class Discussion
Class 9	Presentations
Class 10	Presentations

EVALUATION GUIDELINES

1. Quiz grades – 30%

Each quiz will be based on content from the textbook and class hand-outs.

2. Paper – 20%

A paper will be written based on a movie which explores the following issues found within work environments:

- Challenges/opportunities from multiple origins
- Positive or negative consequences of individual actions/decisions
- Political, gender, and racial influences
- Variations of loyalty
- Risk factors
- Any other issues to be aware of while managing others or progressing through work environments

The paper must demonstrate understanding of the concepts mentioned and how they impact relationships, outcomes, organizational progress and/or stagnation. The paper is to be five (5) pages, typed and double-spaced, and is due when we meet for class 6.

Written Assignment Guidelines

	100-90	89-83	82- Below
Depth of Thought and Analysis 20%	Paper is constructed in a logical and coherent fashion. Conclusions flow from a well-executed plan, in	Topic is started clearly. Remarks show a degree of analysis. Some areas of the paper lack supporting and	Topic is vague and under developed. Paper lacks the level of effort for original

	succinct and meaningful statements.	rational support.	graduate work.
Synthesis and Congruency 20%	Paper is well integrated and flows as one complete narrative. Paper flows from general ideas to specific conclusions.	Sections of the paper connect, however, not all sections or paragraphs fall in a natural or logical order.	The paper appears to have no direction, with subtopics appearing disjointed.
Thoroughness 20%	The appropriate content is covered in depth without being redundant.	Essential material is not covered to the degree to explain the topic thoroughly.	Major sections are omitted, glossed over, or unnecessarily repeated.
Personalization 20%	Personal history is appropriately integrated into the narrative.	There is some attempt on the writer' part to utilize personal examples within the content.	Little to no personal history appears in the paper.
Clarity of Writing and Mechanics 20%	Writing is crisp, clear, and succinct. No spelling, grammar, or punctuation errors are made.	Unnecessary words and ambiguous statements are made. Meaning is unclear in parts of the paper. Some spelling and grammar errors are made.	It is hard to know what the writer is trying to express. Writing is convoluted. Misspelling words, incorrect grammar, and improper punctuation are frequent.

3. **Presentation – 20%**

During the last two (2) classes, students will make 10 – 15 minute presentations which must accomplish the following:

- Educate audience on the topic.
- Highlight various factors to be considered when developing conclusions.
- Demonstrate potential impact(s) of possible decisions.
- Establish basis for final decision.
- Demonstrate basis for the decision/recommendation as not only theoretical, but also consideration for practical application.
- Influence audience to either agree with decision or accept decision as appropriate.
- Demonstrate broad understanding of the topic by being prepared to answer various questions from the audience.

4. **Class Participation – 30%**

A portion of learning from this class will result from class discussion, debate, and questions that lead us to more in-depth exploration of topics. Effective communication is a key indicator for desirable outcomes in relationships and throughout organizations. Improvement of interpersonal skills, understanding ourselves, and understanding others occur through expanded knowledge and application of what we learn. It is expected that we will be engaged with one another and address sensitive topics with respect and consideration for dissenting opinions.

Evaluation of Class Participation & Reading Assignments

	Needs Improvement 80 - 83	Developing 84 - 89	Accomplished 90 - 93	Exemplary 94 - 100	Score
Preparation for class/class discussion/writing assignments	Does not ask questions or make comments that indicate familiarity with topics for class; turns in most writing assignments	Rarely asks questions or makes comments that indicate familiarity with the topics prepared for class; turns in all writing assignments	Occasionally asks questions or makes observations that reflect some knowledge or readings for class; turns in all writing assignments	Regularly asks questions or makes observations that indicate reflection, knowledge or readings for class; turn in all writing assignments	
Small group participation	Does not participate in small groups in class	Does not actively participate in small groups in class	Participates actively in small groups in class	Attends class regularly (no missed classes)	
Class absences	Misses class often	Misses no more than 2 classes w/o prior arrangement	Misses 1 class with prior arrangement	Attends class regularly (no missed classes)	

Grading Scale

93-100 = A Exceptional	A superior / outstanding performance. Has mastered the concepts and adds unique contributes to class discussions.
90-92 = A- Excellent	A very good / admirable performance. Displays understanding in all areas of the class, and contributes successfully to class discussions.
87-89 = B+ Outstanding	Above average performance. A few insignificant flaws may appear, but overall has great application of the field.
83-86 = B Good	A generally satisfactory, intellectually adequate performance. Few significant flaws in performance.
80-82 = B- Adequate	A barely satisfactory performance. Contributes little to class discussions and lacks a clear understanding of concepts.
77-79 = C+ Not sufficient	An unacceptable performance. Unable to engage in class discussions and has little comprehension of theories.

Institutional Policies

Honor Code

Students are reminded of the SMU Honor Code as referenced in the *Student Hand Book*. Intellectual integrity and academic honesty are both the foundations and the goals for this program. Please reference and review the university policies on the responsibilities, policies, and penalties regarding academic honesty found at:

http://www.smu.edu/studentlife/PCL_05_HC.asp

Notification of Absence Due to Religious Holy Day(s)

Students who will be absent from class for the observance of a religious holiday must notify the instructor in advance. Please refer to the Student Obligations section of the university catalog for more explanations. You are required to complete any assignments or take any examinations missed as a result of the absence within the time frame specified by your instructor.

Disability Accommodations

Students needing academic accommodations for disability must contact Ms. Rebecca Marin, Coordinator of Services for Students with Disabilities (214-768-4557) to verify the disability and establish eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements.

Add/Drop Policy

If you are unable to complete this course, you must officially withdraw by the university deadline; the last day to Add/Drop regular courses without a grade record or Billing. Withdrawing is a formal procedure which you must initiate; your instructor cannot do it for you.

SMU Emergency Preparedness

As part of the federal government response to the H1N1 (Swine Flu) virus, the Department of Health and Human Services issued a nationwide public health emergency preparedness declaration on April 26, 2009. The declaration was renewed on July 23, 2009 and is currently in force. For the semester ahead, there is concern that the level and intensity of flu cases could increase substantially.

- 1) For updates on the campus-wide status of flu conditions at SMU, please visit <http://www.smu.edu>.
 - 2) If flu conditions require cancellation of a class session or other changes for this course, an email will be sent to all class members.
 - 3) In the event of a major campus emergency at SMU, course requirements, deadlines, and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control.
- Optional (or you may want to include the information in the last two paragraphs)

Grade Of Incomplete

A student may receive a grade of I (Incomplete) if at least 50 percent of the course requirements have been completed with passing grades, but for some justifiable reason, acceptable to the instructor, the student has been unable to complete the full requirements of the course. At the time a grade of I is given, the instructor must stipulate in writing to the student and to the University registrar the requirements and completion date that are to be met and the grade that will be given if the requirements are not met by the completion date. The maximum period of time allowed to clear the Incomplete grade normally is 12 months. If the Incomplete grade is not cleared by the date set by the instructor or by the end of the 12-month Policies and Procedures 25 deadline, the grade of I will be changed to the grade provided by the instructor at the time the Incomplete grade was assigned or to a grade of F if no alternate grade was provided. The grade of I is not given in lieu of a grade of F or W, or other grade, each of which is prescribed for other specific circumstances.

If the student's work is incomplete, poor quality and not acceptable, a grade of F will be given. The grade of I does not authorize a student to attend the course during a later term. Graduation candidates must clear all Incomplete grades prior to the deadline in the

Official University Calendar, which may allow less time than 12 months. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of I to the grade indicated by the instructor at the time the grade of I was given.

For graduate students, a maximum of two (six hours) concurrently held grades of Incomplete in courses other than thesis is allowed. If this maximum is reached, the student will be allowed to take only one three-hour course per term until the Incomplete total is reduced. Students who accumulate a total of three grades of Incomplete in courses other than thesis will be put on probation and not allowed to enroll further until the total is reduced.