Course Goals

Learn valid principles and practices of human resource management, especially those pertaining to strategic HR management, employee selection, training and development, compensation, and employee relations. Understand how these apply to real work settings and how they can provide competitive advantage.

Course Requirements

Evaluation of student performance will involve the following:

- Weekly quizzes (10 @ 5%) 50%
- Research presentation 25%
- Participation 25%

Other Information

See p. 2 for the schedule, p. 3 for a list of key principles, p. 4 for details on course requirements, p. 5 for a sample presentation feedback form, pp. 6-7 for the attendance policy, and p. 8 for the policy on academic integrity.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Chapters</th>
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<tbody>
<tr>
<td>1 (2/7)</td>
<td>Course overview; HR functions</td>
<td>1</td>
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</tbody>
</table>
| 2 (2/14) | Strategic HR and the role of the legal environment  
 Quiz 1 over Chapter 2 and the 10 principles;  
 *Case 1: People Express Airlines* | 2        |
| 3 (2/21) | Planning and recruitment  
 Quiz 2 over Chapter 3; *Presentation 1: Recruitment* | 3        |
| 4 (2/28) | Employee selection I: Goals and issues  
 *Case 2: SG Cowen: New Recruits* | 4        |
| 5 (3/7) | Employee selection II: Tools  
 Quiz 3 over Chapter 4; *Presentation 2: Hiring* | 5        |
| 6 (3/14) | Training and development  
 Quiz 4 over Chapter 5 and the 10 principles;  
 *Case 3: Arrow Electronics* | 6        |
| 7 (3/21) | Performance management and appraisal.  
 Quiz 5 over Chapter 6;  
 *Presentation 3: Performance appraisals* | 7        |
| 8 (3/28) | NO CLASS: SPRING BREAK | 8        |
| 9 (4/4) | Compensation I: Designing a fair system  
 *Case 4: Executive Compensation at General Electric* | 9        |
| 10 (4/11) | Compensation II: Linking pay to performance, benefits  
 Quiz 6 over Chapter 7; *Presentation 4: Compensation* | 10       |
| 11 (4/18) | Ethics in human resource management  
 Quiz 7 over Chapter 8 and the 10 principles | 11       |
| 12 (4/25) | Managing labor relations  
 Quiz 8 over Chapter 9; *Case 5: Cirque du Soleil* | 12       |
| 13 (5/2) | Safety and health  
 Quiz 9 over Chapter 10; *Presentation 5: Employee Health* | 13       |
| 14 (5/9) | LAST DAY OF CLASS  
 Global HR  
 Quiz 10 over Module A and the 10 principles | 14       |
The 10 Core Principles of Effective Human Resource Management

1. Tie human resource practices to the company’s vision, mission, and strategy.

2. Be aware of the law.

3. Conduct a thorough job analysis.

4. Recruit and attract capable, motivated applicants.

5. Use valid methods to hire the most qualified and ethical people you can afford.

6. Use proven techniques to enhance the knowledge, skills, and motivation of employees who need help.

7. Evaluate employee performance accurately and fairly.

8. Reward goal attainment and performance, but do it carefully!

9. Treat employees well and you probably won’t have to deal with a union.

10. Weigh benefits and costs in deciding which specific HR methods to use in your company.
Notes on course requirements

- The purpose of the quizzes is to encourage students to study the book. This is essential to learning the material and applying it to cases and other class activities. Ten quizzes will be given but your average will be based on 8. Your lowest score will be dropped and you will not take a quiz on the night of your presentation. Four of the quizzes will also require you to list the 10 core principles. Quizzes will be given during the first 30 minutes of class.

- The research presentation will involve your team summarizing and discussing a recent (2007-2013) and relevant article. In addition to explaining the article, a major objective is to integrate the ideas and findings from the article with other class material (book, cases, etc.). The presentation will be 45-60 minutes long and may include slides, handouts, discussion, Q&A, and any other activities the team finds pertinent to thoroughly communicating the key points of the article and linking them to other class material. The sample feedback form on the next page identifies the criteria on which you will be assessed. You may choose an article from any of the following sources. NOTE: To encourage development of presentation skills, you are asked NOT to read (from slides, paper, note cards, etc.).

<table>
<thead>
<tr>
<th>Scientific Journals</th>
<th>Practitioner Journals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal of Applied Psychology</td>
<td>Harvard Business Review</td>
</tr>
<tr>
<td>Academy of Management Journal</td>
<td>Academy of Management Perspectives</td>
</tr>
<tr>
<td>Personnel Psychology</td>
<td>California Management Review</td>
</tr>
<tr>
<td>Journal of Management</td>
<td>Sloan Management Review</td>
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- The below scale will give you an idea about how I will approach the task of assigning participation grades.

A. Visible, thoughtful, and regular involvement in class discussion. You got involved, and not just for the purpose of hearing yourself speak. Class members seemed to pay attention to what you said, and your comments almost always were appropriate to the context.

B. Tending toward the quieter side, but active and alert enough in large and small group discussions that it was clear you were engaged in what was going on. Comments, though offered less often than by an “A,” almost always were appropriate to the context.

C. Dutifully present for class, but usually without indications of active participation. I couldn’t always tell if you were following what was going on in class, or your comments were often off the mark.

D/F Like a C, but with substantial unexplained absences that kept you from participating.

- Over the years, the meaning of grades has become distorted by grade inflation (the tendency of some teachers to give artificially high grades). This has led many students to consider anything less than an “A” as unsatisfactory. However, in this class, a “B” represents a good grade and “As” are reserved for truly extraordinary accomplishments.
SAMPLE FEEDBACK FORM FOR PRESENTATION ON AN HR TOPIC

________________________
Your Name

Following the team's presentation, answer the following questions as objectively and fairly as you can. Your responses will be kept strictly confidential and your numerical ratings will be averaged with those of the rest of the class. Your written comments will be provided to the team but your name will not. In addition to serving as feedback, your assessment will be used to help determine the grade for the group. **Part of your participation grade will be based on the quality of feedback you provide on this and other presentations.** Thanks for your input!

In answering the questions below, please use this scale:

<table>
<thead>
<tr>
<th>Scale</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>strongly disagree</td>
</tr>
<tr>
<td>2</td>
<td>disagree</td>
</tr>
<tr>
<td>3</td>
<td>slightly disagree</td>
</tr>
<tr>
<td>4</td>
<td>neither agree nor disagree</td>
</tr>
<tr>
<td>5</td>
<td>slightly agree</td>
</tr>
<tr>
<td>6</td>
<td>agree</td>
</tr>
<tr>
<td>7</td>
<td>strongly agree</td>
</tr>
</tbody>
</table>

Put the number that best represents your judgment in the blank space that precedes each question.

_______ The team provided a clear, understandable summary of the article.

_______ The team used effective methods to help us understand and appreciate the importance of the ideas.

_______ The team effectively integrated points from the article to material from the textbook. That is, they supplied links or bridges from the article to the ideas discussed in the book.

_______ The team integrated points from the article to other class material (e.g., cases, class discussion).

_______ The presentation held my interest – it was not boring.

_______ This was a good choice of articles for the topic.

_______ Team members did not read (e.g., from slides, paper, note cards)

In the space below (continuing on the back), provide comments that you believe should be considered in arriving at an accurate, fair score for this team. Be sure to discuss what the team did well and areas that could have used improvement. Please write legibly and in complete sentences.
Student Class Attendance and Excused Absences (from the current Faculty Handbook)

By action of the University faculty, the responsibility for defining attendance expectations is left to the individual faculty member, subject to the guidelines given below . . .

In inclement weather, when classes have not been cancelled, students should notify their faculty promptly if they are unable to attend class, as described in the policies on *Holding Classes and Inclement Weather*.

It is the policy of the University of Delaware not to cancel classes on religious holidays. However, students and faculty are encouraged to exercise their own judgment pertaining to their attendance on these days. In addition, faculty are encouraged not to schedule examinations or require the submission of special assignments on the following days: the evening before as well as the first two days of Rosh Hashanah and Yom Kippur in the fall term, Good Friday and the evenings before and the first two days of Passover in the spring semester. To facilitate planning for the potentially large number of absences on these days the University shall include the dates of these holidays in the academic calendar. Adjacent to each of these dates the academic calendar will include a reminder to consult the University policy on excused absences.

Absences on religious holidays listed in University calendars are recognized as excused absences. Nevertheless, students are urged to remind the instructor of their intention to be absent on a particular upcoming holiday. Absences on religious holidays not listed in University calendars, as well as absences due to athletic participation or other extracurricular activities in which students are official representatives of the University, shall be recognized as excused absences when the student informs the instructor in writing during the first two weeks of the semester of these planned absences for the semester. Absences due to similar events which could not have been anticipated earlier in the semester will be recognized as excused absences upon advance notification of the instructor by an appropriate faculty adviser or athletic coach.

Absences due to serious illness or death within a student's family, or other serious family emergency, are recognized as excused absences. To validate such absences, the student should present evidence to the *Office of Graduate and Professional Education (OGPE)*. The contact person in that office is Assistant Provost Mary Martin (email: marym@udel.edu; phone: 831-8916). OGPE will then provide a letter of verification to all of the student’s instructors for the term.

Absences due to serious personal illness (e.g., hospitalization, surgery, or protracted medical illness or convalescence) shall also be recognized as excused absences. To validate such absences, the student should present evidence of the illness to the OGP. Supportive evidence will be provided on the student’s request by the Student Health Service. Students who experience long-term absences of a week or more should consult with the OGPE; in such cases, it may be possible to negotiate with faculty for the opportunity to take an incomplete grade, or a withdrawal may be more prudent. The OGPE will give guidance in these matters.

For relatively minor, short-term illnesses of students (e.g., colds and flu, where attendance in class is undesirable) or their immediate family, the University system depends upon reasonable
communication between students and faculty. If possible, students should report such illnesses before the affected class.

Absence due to short-term military duty in the National Guard or active reserve is recognized as an excused absence. To validate such an absence, the student should present evidence to the OGPE. The Office will then provide a letter of verification to all of the student's instructors for the term.

Students are not to be penalized if absent from an examination, lecture, laboratory, or other activity because of an excused absence. However, students are fully responsible for all material presented during their absence, and faculty are encouraged to provide opportunities, when feasible, for students to make up examinations and other work missed because of an excused absence.
Academic Integrity and Student Dishonesty (excerpted from the Faculty Handbook)

Academic integrity is a fundamental responsibility of all members of the University community. Faculty and students of the University are expected to be honest and forthright in their academic endeavors. To falsify the results of one's research, to steal the words or ideas of another, to cheat on an examination or to allow another to commit an act of academic dishonesty corrupts the essential process by which knowledge is advanced.

It is the official policy of the University of Delaware that all acts or attempted acts of alleged student academic dishonesty be reported to the Office of Judicial Affairs. At the faculty member's discretion and with the concurrence of the student or students involved, some cases, though reported to the Office of Judicial Affairs, may be resolved within the confines of the course. All others will be adjudicated within the university judicial system.

It is essential that every faculty member make it clear to students that academic dishonesty will not be tolerated. A brief discussion at the beginning of each term should affirm the importance of academic integrity and indicate that the instructor is aware of the problems of academic dishonesty and is sensitive to it, is willing to clarify as carefully as possible what constitutes plagiarism, and will take action not only to prevent cheating but to bring charges against students suspected of violations.