



**HOUSTON COMMUNITY COLLEGE SYSTEM
Business Administration
HOUSTON, TEXAS**

**Human Resource
HRPO 2301-0002**

CREDITS: 3 (3 lecture)



STUDENT LEARNING OUTCOMES (CO)

**SECRETARY'S COMMISSION ON ACHIEVING NECESSARY SKILLS
SCANS COMPETENCIES INCORPORATED**

HOUSTON COMMUNITY COLLEGE

Business Administration Human Resources 2301-0002



Instructor: James LeJean' Battieste	CRN: 61509
Phone No: 323-610-0536 Email: james.battieste@hccs.edu	Time: Monday & Wednesday 11:15AM– 12:55 PM
Office Hours: By Appointment	Campus: Alief Campus

Final Exam:

Last Day for Admin. & Student Withdrawals:

Textbooks and Materials: *Managing Human Resources, Sixth Edition*,
ISBN-13: 978-0-13-609352-7

PREREQUISITE / COREQUISITE: None-

COURSE DESCRIPTION

Development of leadership skills and critical thinking strategies that promote employment readiness, retention, advancement, and promotion. *This course is designed to assist the student to perform successfully in college, and in the workplace. This course can be customized to the suit the needs of specific disciplines.*

END-OF-COURSE-OUTCOMES

Identify characteristics of employees who are qualified for employment and worthy of promotion and retention in the workforce; explain critical thinking strategies within the context of strong leadership; apply effective business communication skills; utilize data and information to make effective decisions; and identify roles and strategies used in group processes and team building.

STUDENT LEARNING OUTCOMES (CO)

1. Students will demonstrate how to operate systems, procedures, and practices related to Human Resource management.
2. Students will analyze employee performance, demonstrate the ability to evaluate employees and perform basic managerial duties.

COURSE OBJECTIVES

Upon completion of this course, the student will:

- Identify present and emerging strategic Human Resource challenges
- Develop work flow strategic and conducting Job Analysis
- Identify International HRM Challenges
- Identify effective communications techniques
- Recognize time management and prioritization techniques
- Demonstrate critical thinking strategies
- Describe roles, tasks, employment opportunities, and outlook for various workforce careers
- Identify educational requirements, and licensing for various occupations
- Enumerate various occupations involved in a given field (business, accounting, health, education, engineering, transportation, construction)
- Match personal interests and abilities with careers and majors
- Describe long term growth and opportunities for various careers

- Recognize common uses and applications of computers and software used in college and the workplace, including word processing, and spreadsheets
- Recognize common safety practices in laboratories, and the workplace
- Demonstrate familiarity with various career resource guides
- Describe effective job search and interviewing techniques

PLEASE READ IMPORTANT INFORMATION ON PAGE 2 COURSE POLICIES

ATTENDANCE

Students are expected to attend all classes in which they are enrolled regularly. Class attendance is the responsibility of the student. It is also the responsibility of the student to consult with the instructor regarding an absence from a class. Class attendance is checked regularly by the instructor. A student may miss **12.5% of total class hours**, which is a total of **5** classes. Reports of excessive absence will be sent to the Veterans Administration, Social Security Office, and other agencies responsible for aid to the student when appropriate. The student will be dropped after **5** absences unless the instructor is contacted and approves the absence. Consult the Student Handbook for more details or visit <http://www.hccs.edu/hccs/current-students/student-handbook>.

ACADEMIC HONESTY

Scholastic dishonesty is treated with the utmost seriousness by the instructor and the College. Academic dishonesty includes, but it is not limited to the willful attempt to misrepresent one's work, cheat, plagiarize, or impede other students' scholastic progress. Consult the Student Handbook for more details.

STUDENTS WITH DISABILITIES

Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Services Office at their respective college at the beginning of each semester. Faculty is authorized to provide only the accommodations requested by the Disability Support Services Office.

For questions, contact Dr. Becky Hauri at 713-718-7909. Also, visit the ADA web site at: <http://www.hccs.edu/students/disability/index.htm>

CELL PHONES

All cell phones must be muted, set to vibrate, or turned off during class. Cell phone activity during class is deemed disruptive to the academic process and will not be tolerated. If you need to make or receive an emergency call, please leave the classroom. A calculator if the course allows the use of a calculator during class, lab projects, and exams, the student is responsible to bring his/her calculator. Cell phones are not calculators, and are not allowed to be used for that purpose during class, tests, or exams.

STUDENT ID

Students are required to obtain a Student ID. For additional information, consult the Student Handbook.

Parking Rules and Regulations:

Students are required to follow HCC's regulations regarding parking and permits. For additional information, visit <http://www.hccs.edu/hccs/about-hcc/police/parking/parking-rules-and-regulations>.

BOOKS, TOOLS AND SUPPLIES

Students are required to purchase and bring to class the required textbooks, tools, notebooks, supplies, and writing instruments as required by the instructor.

DRESS CODE

Dress code must be appropriate for the class. Students must dress in a way that clothing and accessories do not compromise their safety, and the safety of others. Proper foot wear is required in all laboratories. Absolutely no sandals or other footwear that exposes the feet will be allowed.

CLASSROOM & LABORATORY CONDUCT

Proper behavior is expected in all classes and laboratories. Foul language and horseplay are not allowed. Making or receiving cell phone calls during class are not allowed. Sleeping in class is not allowed.

COURSE WITHDRAWAL

A student may drop a course or withdraw from the college by following the procedure outlined by the Campus Director. Should circumstances prevent a student from appearing in person to withdraw, withdrawal may be completed by writing to the Registrar's Office. A drop or withdrawal request will not be accepted by telephone. A student, who ceases to attend a class without officially dropping or withdrawing, will be given a grade of "F" for non-attendance. A semester-hour student who fails to attend classes by the twelfth class day of a regular term will be administratively withdrawn from the class roll. Students who officially withdraw from a course during the first twelve days of a regular term will not receive a grade and the course will not appear in their permanent records.

If you plan on withdrawing from your class, you **MUST** contact a counselor or your professor prior to withdrawing (dropping) the class and this must be done **PRIOR** to the withdrawal deadline to receive a "W" on your transcript. ****Final withdrawal deadlines vary each semester and/or depending on class length, please visit the online registration calendars, HCC schedule of classes and catalog, any HCC Registration Office, or any HCC counselor to determine class withdrawal deadlines. *Remember to allow a 24-hour response time when communicating via email and/or telephone with a professor and/or counselor. Do not submit a request to discuss withdrawal options less than a day before the deadline.*** If you do not withdraw before the deadline, you will receive the grade that you are making in the class as your final grade.

NEW REPEAT COURSE POLICY

Students who repeat a course for a third or more times may soon face significant tuition/fee increases at HCC and other Texas public colleges and universities. Please ask your instructor / counselor about opportunities for tutoring / other assistance prior to considering course withdrawal or if you are not receiving passing grades.

NOTES TO ALL STUDENTS

Job Connections Online Placement Services: <http://jobs.hccs.edu/>.

(1) Be sure to check out "HCCS Job Placement"—"Job Connections". This is a very important resource to help you get a job, change job, find new position, etc. Call _____ for further details (note there are Job Placement departments at all "six" HCCS colleges!). (2) Be sure to get to a counselor at early part of each semester to check on filing for a certificate or degree plan; if you need specifics from Business Technology, please see the "Chair" of the program (phone: 713 718-7807 or 7808). (3) Feel free to talk with me or any Business Technology full-time instructor about specifics in the Business Technology Department.

DEGREE PLAN:

Students are encouraged to file a degree plan with a Counselor or the Business Technology Department for the certificate and/or degree plan. Please ask your instructor for Degree Plan information or contact the Business Technology Department at 713-718-7808 for information about filing a degree plan

Student Evaluation

HCCS Grading System

The Houston Community College grading system will be used to evaluate students' performance in this course.

Grade	Score
A-Excellent	90-100
B-Good	80-89
C-Fair	70-79
D-Passing	60-69
F-Failure	0-59

Departmental Grading System

The following departmental grading system will be used to evaluate students' performances in this course:

Textbook Exercises :	
Chapter Discussion Questions	35%
Attendance	35%
Team Exercises – Case Studies	30%

LATE ASSIGNMENTS:

Students are expected to adhere to the weekly schedule of assignments printed in the course syllabus. Work submitted later than the due date will be counted if it is submitted by the next class period, but the grade will be lowered by one letter grade (at the discretion of instructor). The only exception is if the student is absent the day that the work is due; in that case, the assignment is due the next class period. If the student has exceeded five absences, no work will be accepted late and the excessive absences will result in the student being dropped.

MAKE-UP TEST POLICY: CHECK WITH YOUR INSTRUCTOR FOR MAKING UP A TEST.

Human Resources

Fall 2010

WEEKLY SCHEDULE OF ASSIGNMENTS

WEEK	TEXTBOOK CHAPTERS	
	August 30	Introductions, Syllabus, Forms, Assign Team members
	Sept 1	Chapter 1 Introduction.
	Sept. 6	Holiday
	Sept. 8	Chapter 1 Discussion Questions, Team Case Studies.
	Sept. 13	Chapter 2 Managing Work Flows and Conducting Job Analysis
	Sept. 15	Chapter 2 Discussion Questions, Team Case Studies
	Sept. 20	Chapter 3 Understanding Equal Opportunity and the Legal Environment
	Sept. 22	Chapter 3 Discussion Questions, Team Case Studies
	Sept. 27	Chapter 4 Managing Diversity
	Sept. 29	Chapter 4 Discussion Questions, Team Case Studies
	Oct. 4	Chapter 5 Recruiting and Selecting Employees
	Oct. 6	Chapter 5 Discussion Questions, Team Case Studies
	Oct. 11	Chapter 6 Managing Employee Separations, Downsizing, and Outplacement
	Oct. 13	Chapter 6 Discussion Questions, Team Case Studies
	Oct. 18	Chapter 7 Appraising and Managing Performance
	Oct. 20	Chapter 7 Discussion Questions, Team Case Studies
	Oct. 25	Chapter 8 Training the Workforce
	Oct. 27	Chapter 8 Discussion Questions, Team Case Studies
	Nov. 1	Chapter 9 Developing Careers
	Nov. 3	Chapter 9 Discussion Questions, Team Case Studies
	Nov. 8	Chapter 10&11 Managing Compensation/Rewarding Performance
	Nov. 10	Chapter 10&11 Discussion Questions, Team Case Studies
	Nov. 15	Chapter 12 Designing and Administering Benefits
	Nov. 17	Chapter 12 Discussion Questions, Team Case Studies
	Nov. 22	Chapter 13&14 Developing Employee Relations/Respecting Employee Rights and Managing Discipline
	Nov. 24	Holiday
	Nov. 29	Chapter 13&14 Discussion Questions, Team Case Studies
	Dec. 1	Chapter 15 Working with Organized Labor
	Dec. 6	Chapter 15 Discussion Questions, Team Case Studies
	Dec. 8	Chapter 16 Managing Workplace Safety and Health
	Dec. 13	Chapter 17 International HRM Challenge
	Dec. 15	Chapter 17 Discussion Questions, Team Case Studies

SCANS:

The Secretary's Commission on Achieving Necessary Skills (SCANS) from the U.S. Department of Labor was asked to examine the demands of the workplace and whether our young people are capable of meeting those demands. Specifically, the Commission was directed to advise the Secretary on the level of skills required to enter employment. In carrying out this charge, the Commission was asked to do the following:

Define the skills needed for employment,

- Propose acceptable levels of proficiency,
- Suggest effective ways to assess proficiency, and

Develop a dissemination strategy for the nation's schools, businesses, and homes.

SCANS research verifies that what we call *workplace know-how* defines effective job performance today. This know-how has two elements: *competencies* and a *foundation*. This report identifies five competencies and a three-part foundation of skills and personal qualities that lie at the heart of job performance. These eight requirements are essential preparation for all students, whether they go directly to work or plan further education. Thus, the competencies and the foundation should be taught and understood in an integrated fashion that reflects the workplace *contexts* in which they are applied.

The five SCANS workplace competencies identified by the Commission are the following:

1. Resources—an ability to identify, organize, and allocate time, money, materials, space, and people. Much of what you do in the classroom can help students develop competency with resources. Emphasize planning skills in relation to preparing, working, and completing assignments.
2. Interpersonal—Skills to participate as a member of a team, teach others, serve customers, exercise leadership, negotiate, and work with others possessing diverse backgrounds. Cooperative/collaborative learning activities are an effective way to teach interpersonal skills. In discussions after group activities, emphasize interpersonal lessons and challenges of the activities.
3. Information—An ability to acquire, organize, evaluate, interpret, and communicate information along with using computers to process information. Competency with information is basic to any classroom. Emphasize those efforts to master information skills prepare students for future employment.
4. Systems—an understanding of social, organizational, and technological systems; an ability to monitor and correct performance; a competence in the design and improvement of systems. Look for opportunities for students to use critical thinking skills to identify and analyze systems in their school, community, nation, and world.
5. Technology—the knowledge and skill to select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot software and hardware. Although there are many forms of technology that can be used in your class, computers create real interest and opportunities for your students. Encourage your students to make computers an important part of their education, whether the computers are used in self-paced learning or in group projects.

The three SCANS foundation skills identified by the Commission are the following:

1. Basic Skills—Reading, writing, mathematics, listening, and speaking. Classroom activities can develop and reinforce all these basic skills. Teaching these skills in the classroom can provide cross-curricular opportunities.
2. Thinking Skills—Creative thinking, decision making, and problem solving, seeing things in the mind's eye, knowing how to learn, and reasoning. During their careers, students will need this foundation to adapt to a rapidly changing society. Helping students to think critically becomes very important so that they may adjust to change. Seek opportunities for students to stretch their minds, find new answers, ask hard questions, and lay foundations for lifelong learning.
3. Personal Qualities—Responsibility, self-esteem, sociability, self-management, and integrity. Throughout their lives, your students will need to get along with others: with classmates, friends and family, customers,

and coworkers. Look for chances to reinforce good personal qualities. And remember the power of teaching by example.

SCANS workplace competencies and foundation skills have been integrated into *Microsoft Office 2000: Introductory Course*. The grid on the following page correlates Step-by-Step exercises, projects, applications, and jobs in the text with specific SCANS competencies and skills. There are also a number of student activity worksheets for SCANS in this folder (see the **SCANS Worksheets** file).



**HOUSTON COMMUNITY COLLEGE SYSTEM
BUSINESS TECHNOLOGY DEPARTMENT**

Student Questionnaire

Name:	Last Name	First Name	MI	Social Security #
Address:	Street	Apt. #	Home Telephone	
City	State	Zip Code	Cell Telephone #	
E-mail address:				
Educational Plan				
Have you determined your major? _____ Yes No _____				
Have you filed a degree plan? _____ Yes No _____ (If no, please see your instructor or Business Technology Department Chair)				
Graduation Target Date: _____ (Must apply for graduation via the counselor's office in order to receive your certificate or degree)				
Employment History				
Are you currently employed? _____ Yes No _____				
Is your employment _____ Part-time? or Full-time? _____				
If you are employed, please complete the following:				
Employer _____				
Address _____				
City _____ St _____ Zip _____ Phone# _____				
Comments:				

If you have any questions, please call 713-718-7808, or Fax 713-718-6774 between 8:00 a.m. – 5:00 p.m.

HCC seeks to provide equal educational opportunities without regard to race, color, religion, national origin, sex, age, or disability.

Willie T. Caldwell, Department Chair
10141 Cash Road, N109, Stafford Texas 77477