



## **Business Administration Department**

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**HRPO 2301 – HUMAN RESOURCE MANAGEMENT**  
Spring 2011 - CRN: 72344  
Central Campus – CE J. Don Boney Bldg Room 205  
| 7:00 - 10:00 pm | Tuesdays  
3 credit hours (3 Lecture)-48 hours per semester-16 weeks

### **SCANS Competencies Included**

**INSTRUCTOR: Dr. R. Van Abbott**

#### **INSTRUCTOR CONTACT INFORMATION:**

**Phone: 713.718.6423    e-mail: *hrmprofessor@yahoo.com***

#### **OFFICE LOCATION AND HOURS**

Please feel free to contact me concerning any problems that students are experiencing in this course. Students do not need to wait until students have received a poor grade before asking for my assistance. Student performance in my class is very important to me. I am available to hear student concerns and just to discuss course topics. Office hours are upon request.

**FINAL EXAM: 5/10/2011**

#### **LAST DAY FOR ADMINISTRATIVE & STUDENT WITHDRAWALS:**

Thursday, **April 21, 2011** at 4:30 p.m. Verify in College Schedule Page.

#### **COURSE DESCRIPTION**

Behavioral and legal approaches to the management of human resources in organizations.

This class examines the nature of human resource planning, development, and utilization in modern organizations. The establishment and operation of a total human resource program is examined. Includes recruitment, selection, training and development, performance appraisal, reward systems, benefit programs, role of personnel department, and role of government.

## **INSTRUCTIONAL MATERIALS**

### **Required Textbook:**

**Managing Human Resources, 6<sup>th</sup> edition**, Luis R. Gomez-Mejia, David B. Balkin and Robert L. Cardy, Pearson-Prentice Hall, One Lake Street, Upper Saddle River, New Jersey 07458

**ISBN: 10: 0-13-609352-3**

## **COURSE PREREQUISITE**

NONE

## **INSTRUCTIONAL METHODS - (Face to Face)**

HRPO 2301 is a required course for certain Business Administration certificates and AAS degrees.

As an instructor, I want my students to be successful. I feel that it is my responsibility to provide students with knowledge concerning business, modeling good teaching strategies, and organizing and monitoring the field experience that allows students to connect the information that students learn in this course to the real world of education.

As a student wanting to learn about business, it is students responsibility to read the textbook, submit assignments on the due dates, study for the exams, participate in activities, and attend class.

## **INSTRUCTOR REQUIREMENTS**

### **As Instructor, it is my responsibility to:**

Provide the grading scale and detailed grading formula explaining how student grades are to be derived

- Facilitate an effective learning environment through class activities, discussions, and lectures
- Description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness and make up
- Provide the course outline and class calendar which will include a description of any special projects or assignments
- Arrange to meet with individual students before and after class as required

### **To be successful in this class, it is the students responsibility to:**

- Attend class and participate in class activities
- Read and comprehend the textbook
- Complete the required assignments and exams on time:
- Ask for help when there is a question or problem
- Complete the field study with a 70% passing score

## **PROGRAM/DISCIPLINE REQUIREMENTS**

Business Administration is determined to prepare students with the knowledge and skills needed to succeed in Today's dynamic work environment. Students in Introduction to Business must be able to budget their time and perform class-related activities as assigned on a weekly basis. Opportunities are provided for students to recognize the important role personal qualities play in the business environment and activities have been enhanced to help students develop the attitudes and interpersonal skills that are in demand by employers.

### **Degree Plan**

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

## **PROGRAM LEARNING OUTCOMES**

1. Identify essential management skills necessary for career success.
2. Describe the relationships of social responsibility, ethics, and law in business.
3. Examine the role of strategic human resource planning in support of organizational mission and objectives.
4. Describe the impact of corporate culture and atmosphere on employee behavior.

## **STUDENT LEARNING OUTCOMES**

Upon completion of this course, the student should be able to:

1. Describe and explain the development of human resources management.
2. Evaluate current methods of job analysis, recruitment, selection, training/development, performance appraisal, promotion, and separation.
3. Discuss management's ethical, socially responsible, and legally required actions.
4. Assess methods of compensation and benefits planning.
5. Examine the role of strategic human resources planning in support of organizational mission and objectives.

## **Academic Discipline/CTE Program Learning Outcomes**

1. Identify essential management skills necessary for career success.
2. Describe the relationships of social responsibility, ethics, and law in business.
3. Construct a business plan.
4. Examine the role of strategic human resource planning in support of organizational mission and objectives.
5. Describe the impact of corporate culture and atmosphere on employee behavior.

## **Course Student Learning Outcomes (SLO): 4 to 7**

1. Describe and explain the development of human resources management
2. Evaluate current methods of job analysis, recruitment, selection, training/development, performance appraisal, promotion, and separation
3. Discuss management's ethical, socially responsible, and legally required actions.
4. Assess methods of compensation and benefits planning.
5. Examine the role of strategic human resource planning in support of organizational mission and objectives.

## Learning Objectives

- 1.1 Describe and explain the development of human resources management
- 1.2 Evaluate current methods of job analysis, recruitment, selection, training/development, performance appraisal, promotion, and separation
- 1.3 Discuss management's ethical, socially responsible, and legally required actions.
- 1.4 Assess methods of compensation and benefits planning.
- 1.5 Examine the role of strategic human resource planning in support of organizational mission and objectives.

## 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 following skills will be developed in the course:**

- Using Resources: Identify; Plan, and Manage
- Developing Interpersonal Skills: Collaborate, Negotiate and Lead
- Applying Technology: Select, Apply and Enhance
- Understanding Systems: Connect, Support and Improve
- Acquiring Information: Evaluate, Communicate and Apply

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

**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.

**Thinking Skills:** Creative thinking, decision-making, and problem solving, seeing things in the minds 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.

**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.

## 16 WEEKS TENTATIVE COURSE CALENDAR

### HRPO 2301

#### Weekly Activity Schedule

#### **WEEKLY SCHEDULE OF ASSIGNMENTS**

WEEK	TEXTBOOK CHAPTERS	
1 (1/18-1/23)	Chapter 1	Meeting Present and Emerging Strategic Human Resource Challenges.
2 (1/24-1/30)	Chapter 2	Managing Work Flows and Conducting Job Analysis
3 (1/31-2/6)	Chapter 3  Chapter 4	Understanding Equal Opportunity and the Legal Environment  Managing Diversity
4 (2/7-2/13)	Chapter 5	Recruiting and Selecting Employees
5 (2/14-2/20)	Chapter 6	Managing Employee Separations, Downsizing, and Outplacement
6 (2/21 – 2/27)	Chapter 7  Chapter 8	Appraising and Managing Performance  Training the Workforce
7 (2/28-3/6)	Chapter 9	Developing Careers
8(3/7-3/13)		<b>MIDTERM (3/7-3/13) NO MAKEUP TESTS WILL BE GIVEN</b>
9 (3/14-3/20)		<b>SPRINGBREAK</b>
10 (3/21-3/27)	Chapter 10	Managing Compensation
10 (3/28-4/3)	Chapter 11	Rewarding Performance
11 (4/4 – 4/10)	Chapter 12  Chapter 13	Designing and Administering Benefits  Developing Employee Relations
12 (4/11-4/17)	Chapter 14	Respecting Employee Rights and Managing Discipline  <b>Human Resource Management Project Due (4/17)</b>

13	Chapter 15	Working with Organized Labor
	Chapter 16	Managing Workplace Safety and Health
(4/18-4/24)	Chapter 17	International HRM Challenge
14 (4/25-5/1)		<b>Presentation of HRM Project - Time Limit (5-7 minutes per student)</b>
15 (5/2-5/4)		<b>REVIEW FOR FINAL</b>
16 (5/5 – 5/9)		<b>FINAL EXAM – NO MAKEUP FINALS WILL BE GIVEN</b>

## The HR Management Project

### Human Resource Management Project

You are to develop a complete Job Analysis, Job Description and Compensation Plan for a domestic engineer (housewife/househusband). Refer to pages 70 & 71 of your text for the layout. Once you have completed the job description you must develop a comprehensive plan that includes the following.

1. The recruitment process for the position.
  - a. How and where you will recruit for the position.
  - b. What assessments you will utilize.
  - c. A list of the questions that will be asked in the interview.
2. How will you appraise and manage the employee's performance.
3. Describe the type of training and development program that will be implemented for this position.
4. Detail compensation, performance reward and benefits for the position.
5. Describe you will manage employee separation in the event the person hired does not work out.

You must be as detailed as possible. The project should be 4 to 5 pages in length. Ariel, double spaced, 12 Font. **LATE ASSIGNMENT WILL NOT BE ACCEPTED.**

### STUDENT ASSIGNMENTS

Assignments have been developed that will enhance student learning. To better understand a topic, students will be given assignments on key information that students will need to remember for student success in student reaching student goals.

**Late Assignments:** Students are expected to adhere to the weekly schedule of assignments printed in the course syllabus. **Late assignments will not be accepted**

### Make-U Test Policy

Students are expected to adhere to the weekly schedule printed in the course syllabus. **No make-up tests will be given.**

## Virtual Career Center

The Virtual Career Center assist HCC Students and Alumni with career planning, assessments, job search and soft-skills training. Orientations and registration are available at all Southwest College Campuses.

<http://www.hccs.edu/hccs/current-students/career-planning-and-resources/southwest-college>

## GRADING

### HCCS Grading System

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

<b>A = 100- 90</b>	<b>4 points per semester hour</b>
<b>B = 89 - 80</b>	<b>3 points per semester hour</b>
<b>C = 79 - 70</b>	<b>2 points per semester hour</b>
<b>D = 69 - 60</b>	<b>1 point per semester hour</b>
<b>59 and below = F</b>	<b>0 points per semester hour</b>
<b>IP (In Progress)</b>	<b>0 points per semester hour</b>
<b>W(Withdrawn)</b>	<b>0 points per semester hour</b>
<b>I (Incomplete)</b>	<b>0 points per semester hour</b>
<b>AUD (Audit)</b>	<b>0 points per semester hour</b>

IP (In Progress) is given only in certain developmental courses. The student must re-enroll to receive credit. COM (Completed) is given in non-credit and continuing education courses. To compute grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grades "IP," "COM" and "I" do not affect GPA.

See "Health Science Program/Discipline Requirements" for grading scale.

### Student Evaluation

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

<b>Course Grade Weighted Averages</b>	
<b>First Examination – Chapters 1-6</b>	<b>20%</b>
<b>Midterm Examination – Chapters 7-12</b>	<b>20%</b>
<b>Final Examination - Chapters 13-17</b>	<b>20%</b>
<b>Human Resource Management Project</b>	<b>20%</b>
<b>HRM PowerPoint Presentation</b>	<b>15%</b>
<b>Class Attendance/Participation</b>	<b>5%</b>
<b>Total</b>	<b>100%</b>



## **STUDENT INFORMATION**

A student handbook is available on the College website: <http://www.hccs.edu>. Look under the student subheading to get detailed information concerning students attending Houston Community College System (HCCS). Data such as withdrawal policies, refund policies, incomplete, late assignments, make-ups, extra credit, grading system, attendance requirements, and other details are included in the student handbook.

### **Blackboard Student User ID**

Your Blackboard login user ID will be your HCC User ID (sometimes referred to as the W Number). All HCC students have a unique User ID. If you do not know your User ID you can look it up by visiting the HCC home page:

- From [www.hccs.edu](http://www.hccs.edu), under the column CONNECT , click on the Student System Sign-In link
- Then click on Retrieve User ID and follow the instructions.

Or use the direct link to access the Student Sign In page:

<https://hccsaweb.hccs.edu:8080/psp/csprd/?cmd=login&languageCd=ENG>

The default student password is distance. Students will then be prompted to change their password after their first login. Please visit the DE Technical Support website if you need additional assistance with your login.

### **HCC Course Withdrawal Policy**

The State of Texas imposes penalties on students who drop courses excessively. Students are limited to no more than SIX total course withdrawals throughout their educational career at a Texas public college or university.

To help you avoid having to drop/withdraw from any class, contact your DE professor regarding your academic performance. You may also want to contact your DE counselor to learn about helpful HCC resources (e.g. online tutoring, child care, financial aid, job placement, etc.). HCC has instituted an Early Alert process by which your professor will alert you and Distance Education (DE) counselors that you might fail a class because of excessive absences and/or poor academic performance.

**In order to withdraw from your DE class, you MUST first contact your DE professor, PRIOR to the withdrawal deadline to receive a W on your transcript.**

After the withdrawal deadline has passed, you will receive the grade that you would have earned. Zeros averaged in for required coursework not submitted will lower your semester average significantly, most likely resulting in a failing grade of an F . It is the responsibility of the student to withdraw from the class; however, your professor reserves the right to withdraw you without your request due to excessive absences. If you do not feel comfortable contacting your professor to withdraw, you may contact a DE counselor.

## **SPRING Final Withdrawal Deadlines:**

- **REGULAR SPRING COURSES: April 21st at 4:30 pm**
- **SPRING *SECOND START* COURSES: April 21st at 4:30 pm**

Classes of other duration (mini-term, flex-entry, 8-weeks, etc.) may have different final withdrawal deadlines. Please contact the HCC Registrar's Office at 713.718.8500 to determine mini-term class withdrawal deadlines.

## **Student Services**

### **DISTANCE EDUCATION ADVISING AND COUNSELING SERVICES**

Much DE student information can be found on the DE Student Services website: [de.hccs.edu](http://de.hccs.edu). Advising or counseling can be accomplished through our online request form [AskDECounseling](#). Counselors and Student Services Associates (SSA) can assist students with admissions, registration, entrance testing requirements, degree planning, transfer issues, and career counseling. In-person, confidential sessions, can also be scheduled to provide brief counseling and community referrals to address personal concerns impacting academic success.

### **INTERNATIONAL STUDENTS**

International Students are restricted to **ONLY ONE** online/distance education class per semester. Please contact the International Student Office at 713-718-8520 if you have additional questions about your visa status.

### **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 appropriate HCC Disability Support Service (DSS) Counselor at the beginning of each semester. Faculty is authorized to provide only the accommodations requested by the Disability Support Services Office.

Students who are requesting special testing accommodations must first contact the appropriate (most convenient) DSS office for assistance:

### **Disability Support Services Offices:**

System: 713.718.5165

Central: 713.718.6164 **[Also for Deaf and Hard of Hearing Services and Students Outside of the HCC District service areas.]**

Northwest: 713.718.5422

Northeast: 713.718.8420

Southeast: 713.718.7218

Southwest: 713.718.7909

After student accommodation letters have been approved by the DSS office and submitted to DE Counseling for processing, students will receive an email confirmation informing them of the Instructional Support Specialist assigned to their professor.

## **NOTICE FOR STUDENTS OUTSIDE OF HCC SERVICE AREA**

Students who live or work outside the HCC service area and cannot take paper exams at one of our HCC testing locations **MUST** make arrangements for a proctor. Please see the DE Student Services Additional Resources webpage for more information.

## **VIRTUAL CLASSROOM CONDUCT**

As with on-campus classes, all students in HCC Distance Education courses are required to follow all HCC Policies & Procedures, the Student Code of Conduct, the Student Handbook, and relevant sections of the Texas Education Code when interacting and communicating in a virtual classroom with faculty and fellow students. Students who violate these policies and guidelines will be subject to disciplinary action that could include denial of access to course-related email, discussion groups, and chat rooms or being removed from the class.

**USE OF CAMERAS OR RECORDING DEVICES:** Use of recording devices, including camera phones and tape recorders, is prohibited in classrooms, laboratories, faculty offices, and other locations where instruction, tutoring, or testing occurs. Students with disabilities who need to use a recording device as a reasonable accommodation should contact the **Office for Students with Disabilities** for information regarding reasonable accommodations.

**GRADE APPEAL, REFUNDS, DISCIPLINE ISSUES and SEXUAL HARASSMENT POLICY:** Refer to the Student Handbook, Catalog and Schedule.

**ACTIVITIES:** You have the opportunity to enhance your personal and intellectual growth by participating in a variety of activities. Those activities can be located in the Student Handbook or through the HCCS Web resources at: [www.hccs.edu/handbookHome2.html](http://www.hccs.edu/handbookHome2.html)

## **HCC ATTENDANCE POLICY**

### **Class Attendance**

As stated in the HCC Catalog, all students are expected to attend classes regularly. Students in DE courses must log in to their Blackboard class or they will be counted as absent. Just like an on-campus class, your regular participation is required.

Although it is the responsibility of the student to drop a course for non-attendance, the instructor also has the authority to block a student from accessing Blackboard, and/or to drop a student for excessive absences or failure to participate regularly. DE students who do not log in to their Blackboard class before the Official Day of Record will be **AUTOMATICALLY** dropped for non-attendance. Completing the DE online orientation does not count as attendance.

### **Early Alert**

HCC has instituted an Early Alert process by which your professor may alert you and DE counselors that you might fail a class because of excessive absences and/or poor academic performance.

## ONLINE TUTORING

HCC provides free online tutoring in writing, math, science, and other subjects. How to access AskOnline: Click on the Ask Online button in the upper right corner of the Blackboard course listings page. This directs students to the HCC AskOnline Tutoring site: <http://hccs.askonline.net/>. Use your student ID or HCC e-mail address to create an account. Instructions, including a 5-minute video, are provided to make you familiar with the capabilities of this service.

## ACADEMIC DISHONESTY

You are expected to be familiar with the College's Policy on Academic Honesty, found in the catalog and student handbook. Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by College System officials against a student accused of scholastic dishonesty. Scholastic dishonesty: includes, but is not limited to, cheating on a test, plagiarism, and collusion.

**Cheating** on a test includes:

- Copying from another student's test paper;
- Using materials not authorized by the person giving the test;
- Collaborating with another student during a test without authorization;
- Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of a test that has not been administered;
- Bribing another person to obtain a test that is to be administered.

**Plagiarism** means the appropriation of another's work and the unacknowledged incorporation of that work in one's own written work offered for credit.

**Collusion** means the unauthorized collaboration with another person in preparing written work offered for credit. Possible punishments for academic dishonesty may include a grade of 0 or F in the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the College System. (See the Student Handbook).

Academic dishonesty can result in a grade of **F** or **0** for the particular test or assignment involved, dropped, and/or expelled from HCCS. Please refer to the HCCS Distance Education Student Handbook-(for further information regarding Academic Dishonesty refer to [http://distance.hccs.edu/de-counseling/DE\\_student\\_handbook.htm](http://distance.hccs.edu/de-counseling/DE_student_handbook.htm)).

# The HR Management Project

## Instructions

Students shall use the outlines described in their textbook to construct an ongoing HR Management Project. Although the project is not due until the week before the day of the final examination, it is strongly recommended that students complete the three Sections of the project as the topics are addressed by the textbook. The sections are:

1. Job Analysis (based on Chapter 2). A job analysis is the systematic process of collecting information used to make decisions about jobs. Job analysis identifies the tasks, duties and responsibilities of a particular job (Gomez-Mejia, Balkin & Cardy 2010, p. 62).
2. Job Description and Specification (based on Chapter 2). A job description is a written document that identifies, defines and describes a job in terms of its duties, responsibilities, working conditions and specifications. Job Specification refers to the knowledge, skills and abilities (KSA's) an individual needs to perform a job satisfactorily (Gomez-Mejia, Balkin & Cardy 2010, pgs. 64 and 69).
3. Compensation Plan. (Chapter 10). Students will specify a pay range and develop a pay adjustment matrix and explain how the pay plan meets EEO guidelines, avoids "pay compression" and provides for an "equitable" compensation.

These sections are based on a series of interviews the student must conduct with someone working in the "real world." This real world person must not be a relative of the student.

Rules for correct grammar, syntax, spelling, capitalization, and punctuation must be observed. Papers must be the sole work of the student (without outside writing or editing assistance).

Students may think of themselves as an HR management consultants. Their task is to analyze, describe and compensate a "real world" job.

### **Interview with Business Professional (Use as a Basis for your HR Project)**

Name of person interviewed:<sup>1</sup>

Title:

Business/organization name:

Type business/organization: (service, manufacturing, etc.)

Size and nature of staff (no. of employees, generalist or specialist, areas)

Date of interview:

Location:

Notes for job analysis, job description, and compensation plan.



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1. Although it is considered impolite to discuss salary issues (and it is not recommended that you broach the subject during the interview), it should be possible to identify the "job category" of the person whom you are interviewing. After making this identification, go to [www.salary.com](http://www.salary.com), put in job title and area then view the "basic report." The basic report is based on national data. It contains the 25<sup>th</sup> %ile, the Median and the 75<sup>th</sup> %ile of the inputted job description. Use a minimum of three ranks to construct a "Traditional

Pay Structure” using a bar (or “bubble”) chart similar to the one on the last few pages of Chapter 12 of your textbook.

### **Project Presentation (15%)**

Students will be provided with projection equipment affording them the opportunity to deliver a PowerPoint presentation of approximately 5 minutes/student explaining the results of their HR Project. Other students in the audience should be prepared to ask relevant questions. Note: the class is 3 hours long. In order for all students to get a chance to present, please limit your presentation to around 5 minutes/student.



### **Class Participation (5%)**

Class participation enhances the learning experience and demonstrates to the Instructor your interest in the course and the extent to which you comprehend the subject matter. In any class there is generally a continuum from those who continually participate in constructive ways to those who never say a word or who participate non-constructively. Prepare the assigned readings, exercises, and cases for each class so that you may contribute to class or group discussion. Arriving late to class, leaving early, or missing classes will not be considered evidence of satisfactory “*Class Participation*” and will negatively impact your Class Participation score.



### Internet Homework Assignments

<b>Ch</b>	<b>Question</b>	<b>URL</b>
<b>1</b>	None	None
<b>2</b>	As a newly hired HR manager for a medical clinic with 20 physicians and 100 employees, you want to identify and develop some HR metrics. Using the metrics discussed at <a href="http://www.saratogainstitute.com">www.saratogainstitute.com</a> and other Web sources that you find, identify five specific metrics and discuss why those measures could be useful.	<a href="http://www.saratogainstitute.com">www.saratogainstitute.com</a>
<b>3</b>	As the HR manager, you have been asked to provide the senior management team with turnover costs for one high-turnover position. Using <a href="http://www.talentkeepers.com">www.talentkeepers.com</a> and <a href="http://www.keepemployees.com">www.keepemployees.com</a> , calculate turnover and analyze the variables involved. Also identify any other data that might be relevant. The position is: Machine Operator Number of employees: 250 Number of turnovers: 85 Average wage: \$11.50/hour Cost of benefits: 38% of payroll	<a href="http://www.keepemployees.com">www.keepemployees.com</a>
<b>4</b>	Use the text and the U.S. Department of Justice Web site ( <a href="http://www.usdoj.gov/crt/ada/">www.usdoj.gov/crt/ada/</a> ) to identify what is reasonable accommodation and how it is determined.	<a href="http://www.usdoj.gov/crt/ada/">U.S. Department of Justice</a>
<b>5</b>	You need to convince upper management of the usefulness of a company-wide diversity program. How will you define diversity and what arguments can be made for doing so? Use the Web site <a href="http://www.diversityworld.com">http://www.diversityworld.com</a> and the article "Workforce Diversity" on the site to gather the necessary information.	<a href="http://www.diversityworld.com">http://www.diversityworld.com</a>
<b>6</b>	As an HR specialist, you have been asked to develop job descriptions for a computer support specialist who assists with LAN/WAN networks. Using O*Net ( <a href="http://online.onetcenter.org">http://online.onetcenter.org</a> ), job boards, and other Web-based resources, locate the details needed and prepare a job description using the format shown in Figure 6-11.	<a href="http://online.onetcenter.org">O*Net</a>
<b>7</b>	Go to <a href="http://www.recruitusa.com">www.recruitusa.com</a> and other sites to get ideas on evaluating recruiting efforts and then prepare a report for review.	<a href="http://www.recruitusa.com">www.recruitusa.com</a>
<b>8</b>	Your Accounting Manager has decided that using a behavioral interview to select accountants will solve many hiring problems. What can you tell him? Check <a href="http://www.job-interview.net">www.job-interview.net</a> and other sources to gather information.	<a href="http://www.job-interview.net">www.job-interview.net</a>
<b>9</b>	Develop a briefing for division managers that shows the advantages and disadvantages of e-learning. Use Web sources, including the following Web site:	<a href="http://www.e-learninghub.com">www.e-learninghub.com</a>
<b>10</b>	What two roles can be played by a company Web site with a careers section? Go to Hewlett-Packard's Web site, <a href="http://www.jobshp.com">www.jobshp.com</a> , as well as those of other firms, for examples.	<a href="http://www.jobshp.com">www.jobshp.com</a>

### *Internet Homework Assignments*

11	Review the performance appraisal process and appraisal form used by a current or former employer, and compare them with those provided by other students. Also review other appraisal forms by going to <i>www.shrm.org/HRtools</i> and looking under sample HR forms—employee relations. Then, develop a report suggesting changes to make the performance appraisal form and process you reviewed more effective.	<a href="http://www.shrm.org/HRtools">www.shrm.org/HRtools</a>
12	You are the HR Director for an insurance company with regional offices in several states. For each office, you want to be sure that the administrative assistants reporting to the Regional Manager are paid appropriately. Go to <i>www.Salary.com</i> to find geographic pay survey data for this job in Hartford, Connecticut; Atlanta, Georgia; Omaha, Nebraska; and Phoenix, Arizona. Then, recommend pay ranges; identify the low, median, and high of each pay range. To present the data, list the offices in order from lowest median pay to highest median pay.	<a href="http://www.Salary.com">www.Salary.com</a>
13	Suppose you have been asked to lead a task force to evaluate the sales incentive plans at your firm. The task force is to develop a list of strategies and issues to be evaluated. Using information from <i>www.alexandergroupinc.com/selfassessments/selfassessment.htm</i> and various other Web sites, identify and develop preliminary material for the task force.	<a href="http://www.alexandergroupinc.com/selfassessments/selfassessment.htm">www.alexandergroupinc.com/selfassessments/selfassessment.htm</a>
14	Assume that as an HR staff member, you have been asked to research consumer-driven health plans because your employer is considering implementing one. Go to a leading benefits information resource, Employee Benefit News, at <i>www.benefitnews.com</i> , and identify the elements of a successful CDH and some examples of firms with them.	<a href="http://www.benefitnews.com">Employee Benefit News</a>
15	As the HR manager of a distribution and warehouse firm with 600 employees, you plan to discuss a company wellness program at an executive staff meeting next week. The topics to cover include what a wellness program is, how it can benefit the company and employees, and the process for establishing it. To aid in developing your presentation to the executives, consult the following Web site: <i>www.welcoa.org</i> and other Web sites you locate.	<a href="http://www.welcoa.org">www.welcoa.org</a>
16	Assume that as the HR Manager, you have decided to prepare some guidelines for supervisors to use when they have to discipline employees. Gather the information needed, using Internet resources, such as <i>http://hr.blr.com</i> , and prepare a guide for supervisors on both positive and progressive discipline.	<a href="http://hr.blr.com">http://hr.blr.com</a>
17	As the HR manager, you have heard rumors about potential efforts to unionize your warehouse employees. Use the following Web site ( <i>www.genelevine.com</i> ) to develop a set of guidelines for supervisors if they are asked questions by employees about unionization.	<a href="http://www.genelevine.com">www.genelevine.com</a>