

**MGMT 307**  
**Human Resource Management**  
**Spring 2007**

**Syllabus**

**Instructor:** Dr. Thomas W. Kent

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**Office hours:** M, W, F: 7:00 - 11:00; Tues and Thurs all day by appointment.

**Course Description:** Organizations face many challenges in the management of their human resources. This course approaches Human Resource Management as that process of reaching organizational goals by working with and through people and other resources. The student will develop conceptual, ethical, and practical skills for managing people through the understanding of, and effective use of HR systems. In addition, the management of HR systems and their interface with issues of motivation, communication, conflict, change, and leadership will be explored. International as well as domestic situations will be examined.

**Course Objectives:**

1. To understand developments in the field of human resource (HR) management that managers will face in the new century.
2. To be able to apply these developments to practical problems in private, public, and not-for-profit organizations such that, those who become operating managers will be able to manage HR activities in a way that considers the organization's needs, the human needs and ethical dimensions.
3. For those students who choose to become HR professionals, to provide them with the technical and legal knowledge that will prepare them (a) for careers in Human Resources, and (b) for professional exams so that they can become PHR or SPHR certified by the Human Resource Certification Institute (HRCI); and/or, for those within the Hospitality and Tourism specialty to prepare them for the certification exam provided by the Educational Institute of the American Hotel and Motel Association.
4. To enhance writing, interpersonal, presentation and critical thinking skills through examinations, in-class exercises, team presentations, and other assignments.
5. To increase students' abilities to work productively and efficiently in teams.
6. To explore and develop one's ethical grounding as applied to Human Resources.

**Prerequisites:** Junior standing (60 hours)

**Attendance Policy and Honor Code:** Attendance is not required except on 4 specific days. Those 4 days are the days that teams are presenting to the Board of Directors (see calendar for dates). Individuals who miss these days will have their grades reduced by one level for each day missed. Teams will be given time to work together on Wednesdays of each week. Students should come to the classroom first on Wednesdays; then they may go elsewhere to carry out their project work. Additionally, no assignments may be handed in late. Handing in assignments late will be treated as not handing in the assignment at all and will be graded F.

All students are expected to adhere to the College of Charleston Honor Code. The Honor Code of the College of Charleston specifically forbids lying, cheating, attempted cheating, stealing, attempted stealing and plagiarism. Students at the College are bound by honor and, by their acceptance of admission to the College, to abide by the Code and to report violations. The following is from the Code of Honor Handbook:

#### **Honor Code and Academic Integrity**

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each instance is examined to determine the degree of deception involved.

Incidents where the professor believes the student's actions are clearly related more to ignorance, miscommunication, or uncertainty, can be addressed by consultation with the student. We will craft a written resolution designed to help prevent the student from repeating the error in the future. The resolution, submitted by form and signed by both the professor and the student, is forwarded to the Dean of Students and remains on file.

Cases of suspected academic dishonesty will be reported directly to the Dean of Students. A student found responsible for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student's transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

It is important for students to remember that unauthorized collaboration--working together without permission-- is a form of cheating. Unless a professor specifies that students can work together on an assignment and/or test, no collaboration is permitted. Other forms of cheating include possessing or using an unauthorized study aid (such as a PDA), copying from another's exam, fabricating data, and giving unauthorized assistance.

Remember, research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the professor.

Students can find a complete version of the Honor Code and all related processes in the *Student Handbook* at [http://www.cofc.edu/studentaffairs/general\\_info/studenthandbook.html](http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html).

Students are also expected to abide by the College's Code of Conduct. As members of the College community, students are expected to evidence a high standard of personal conduct and to respect the rights of other students, faculty, staff members, community neighbors, and visitors on campus. Any violation of the Honor Code or Code of Conduct will be promptly reported to the Office of Student Affairs.

No food or drink is allowed in any of the classrooms in the Beatty Center. This rule will be strictly enforced.

**Text Books:** All students must purchase Bolander and Snell, Managing Human Resources, 14<sup>th</sup> ed. and Kent, T. W., Kentronics.

**Work Requirements and Grading Policy:** Your salary is your grade. Your salary will be determined by six factors: (1) a team "term project," (2) peer evaluations, (3) 2 power quizzes, (4) the Board's evaluation of your team's classroom presentations, (5) up to 10 "surprise" quizzes, and (6) your ability to evaluate corporate policies.

**Term Projects:** See "Kentronics" for the specific requirements of the term project. The "term project" will be worth up to \$30,000. The actual salary you receive will be determined by the material in your "Wall Street Journal" articles (see Kentronics for details). Each team member will receive the same salary based on the team's performance. That is, each team member will receive the same grade as the team receives for the project.

Grades on the Policy and Procedure Term Project will be based on (1) the quality of thinking reflected in the Manual as presented in the "Wall Street Journal", and on the level of integration among all the policies; (2) the fit of the policies with the Corporate Beliefs and Principles; and (3) the level of "World Class" status that the policies achieve. Furthermore, points will be deducted for technical English errors and errors of form that occur in the project document. \$500.00 will be deducted for each such error. These errors include the following:

- Each misspelled word
- Each sentence fragment
- Each run-on sentence or comma splice
- Each mistake in capitalization
- Each serious error in punctuation
- Each error in verb tense or subject/verb agreement
- Lack of conformity with assignment format
- Each improper citation

The Wall Street Journal articles should describe the "essence" of your ideas, where they came from, AND what makes it world class, e.g., what world class companies are using similar procedures. Each Journal article should be typed on one page or less in 12 point type with standard margins.

The term projects (see "Kentronics") will be conducted in a team and will require students to spend several hours per week developing the projects. A project schedule will be

required by the end of the 3<sup>rd</sup> week of the semester. The project schedule will show a detailed timeline for each week of the semester that will include when various parts of each project will be completed. The timelines should include the presentations to the Board of Directors.

Each Wednesday time will be devoted to work on the Policy and Procedure Manual. For maximum results, Team Members should come to the first class of the week -- Monday -- prepared to discuss the topic as scheduled in this Syllabus. Part of that preparation should include a certain amount of work on the scheduled topic as it relates to your Policy and Procedure Manual. For example, if we are scheduled to talk about Pay & Benefits, team members should have done some reading/research on what world-class companies are doing in that area prior to Monday's meeting. That way, students will be able to raise and discuss questions and issues that bear on their project. On the second day -- Wednesday -- the team will be able to work on their project based on their new learning about the topics in question.

Peer Evaluations: Your work on your team will be evaluated by your teammates. Depending on the evaluation of your performance in the team by your teammates you may receive a performance bonus from +20% to -20% of your team's salary allotment for the two projects. Only in extreme cases will students receive bonuses of +/- 20% (above/below SD). Typical bonuses will run from 0 to 10%. The performance evaluations are intended to help the instructor differentiate between excellent contributors within your team, average contributors, and poor contributors. In a few cases in the past, teams have jointly decided to give all team members an excellent rating. In cases such as these no bonuses are given to any students since the instructor cannot differentiate between high performers and average performers. Only in cases where a team achieves remarkable results will the instructor consider giving all team members bonus points. You will notice the Peer evaluation form (see "Kentronics" for a copy of the evaluation form) asks the student to consider 10 different areas of performance. It is likely that each individual will have unique strengths and weaknesses. Therefore, it is highly unlikely that each team member would be rated like every other team member; and it is just as unlikely that every team member could be rated a perfect score on all 10 factors (since few individuals in the history of mankind have every shown themselves to be perfect, and, certainly, not everyone on a team is perfect – since few out of the millions who have ever lived have been perfect, the statistical odds that we might find a single team of six people all being perfect are infinitesimally small).

Most teams struggle with interpersonal conflicts or personality differences from time to time. Teams are encouraged to work through these as they can. The professor is available to facilitate the team's work as needed. Please feel free to talk to the Professor about team related problems at any time or to ask him to help you with teamwork or team problems. Should one or more members of a team become a disciplinary or non-performance problem for the team, the class does have a disciplinary policy that is covered below under "Team Discipline Procedure."

Quizzes: There will be 2 "Power" quizzes (see Calendar) worth \$15,000 each. The quizzes will be made up of 50 multiple choice items worth \$300.00 each from both (1) the chapters assigned up to but not including the date of the quiz and since the date of the previous quiz, and (2) from your classroom lectures. These Power Quizzes will be taken on-line. Your maximum salary contribution from both quizzes will be \$30,000. There may also be up to 10

"Pop-Up" or "surprise" quizzes. These will be unscheduled and will come from the text only. The Pop-ups will be worth \$15,000 combined. To calculate your salary from the Pop-up quizzes take the total number of questions asked over the semester in all the Pop-ups and divide that into the total number of correct answers you had. Multiply that result times \$15,000. The answer is your salary from the Pop-up quizzes.

Attendance: Attendance is not required and will not affect your grade except as it affects your peer evaluation, your performance on the quizzes, and the performance of your team on the team project. However, your grade will be reduced if you do not attend class for all presentations made by all teams as mentioned above in the section on Attendance Policy and Honor Code. Your grade will be reduced by one step for each presentation class missed.

Board Evaluations: Your team will make two classroom presentations before the Board of Directors of Kentronics Corp. See Attachment A for the list of Board Members. The Board will evaluate your presentations using the evaluation form included in Kentronics. These evaluations will be worth as much as \$10,000 -- \$5,000 each.

Policy Evaluations: Twice during the semester teams will hand in their Kentronics HR policies. You will be asked to individually evaluate only 2 of these many policies each time they are handed in. You will receive up to \$7,500 for a total possible income of \$15,000. See Appendix F for instructions.

Other: The Professor reserves the right to raise or lower a student's grade based on their contribution, or lack thereof, to the class and to the learning of the other students in the class.

Grading Scale: If you get perfect scores on each quiz, on your Team Project, from the Board presentations, the policy evaluations, and receive no Team Bonus Points, the maximum salary is \$100,000. The grading scale is based on the maximum salary of \$100,000. A maximum score plus a 20% bonus makes it feasible for a student to receive a salary of \$120,000. The grading scale will be as follows: over \$90,000 = A; \$85,000 - \$89,999 = B+; \$80,000 - 84,999 = B; \$75,000 - 79,999 = C+; \$70,000 - 74,999 = C; \$65,000 - 69,999 = D; \$64,999 or less = Fired!

Team Discipline Procedure: Occasionally, as in any organization, there are individuals who just do not fit. As a result, they are not motivated, they do not pull their load, they don't get along, etc. It is possible that this may occur in your team. This class has a termination policy for teams to use in order to handle this eventuality. If a team member suffers from non-performance or other forms of low productivity, first, the team should counsel the team member to find out what the source of the problem is and to discuss the importance of improving their performance. Second, if the behavior does not change, the team should once again discuss the problem with the team member, document the discussion and send a copy of the document to the Professor. Third, if the problem is not solved, the Professor will meet with the team and the individual together as a way to insure that "due process" has been carried out and, if so, to impress on the individual that they must improve. Fourth, if the non-performance continues, the individual will be fired from his/her team.

In steps 2 and 3 of this procedure, the individual will document the discussion. The document should include the specific plan the individual and team agree to that will correct the behavior. Within one day of the meeting the "improvement plan" should be forwarded to the Professor with a copy to the team.

An individual who is fired from a team, may seek employment with another team. If she/he cannot find employment in a team, s/he will be responsible for handing in all the policy and procedure articles on his/her own. S/he will not make a presentation to the Board -- since only teams present to the Board -- and hence will receive no payment for presentations they are not a part of.

Teams should note that this action should be initiated as soon as the individual's behavior becomes problematic. It will not do to suffer an individual's poor performance throughout the semester, then to initiate "disciplinary" procedures late in the semester. This is unfair to the individual.

## Class Schedule Spring 07:

| <u>Week of:</u> | <u>Class topics or Assignments:</u>   |
|-----------------|---|
| 1/8             | Course Objectives and Overview; Ch. 1.  |
| 1/15            | Martin Luther King Day – no class on Monday; extra credit for attendance at MLK Panel on Leadership.  |
| 1/17            | Ch. 16. Productivity, Teams and Work Redesign; Kentronics Team Member selection and initial Project Planning work. Project Plan due Friday. |
| 1/22            | Legal aspects of HRM; Managing Diversity; Ch. 3.  |
| 1/29            | Legal aspects of HRM; <u>CEO Presentation of Corporate Principles</u> . Job analysis; Ch. 4.  |
| 2/5             | Recruiting, Interviewing, and Selecting; Chs. 5& 6.   |
| 2/12            | Performance Management, Ch 8.   |
| 2/19            | Training, Development, Career Management; Chs. 7.   |
| 2/26            | <u>1st Board Review</u> . <u>Power Quiz #1</u> .  |
| 3/5             | Spring Break. 50 page research paper due 3/12. ☺  |
| 3/12            | Compensation Plans & Incentives. Chs. 9& 10.  |
| 3/19            | Benefits, Ch.11.  |
| 3/26            | Unions and Collective Bargaining; Ch. 14  |
| 4/2             | Employee Relations, Ch. 13; International Issues, Ch. 15.   |
| 4/9             | Safety and Health; Ch. 12.  |
| 4/16            | Human Resource Planning; Ch. 2; Wednesday and Friday – Team Presentations   |
| 4/23            | Power Quiz #2   |

**ATTACHMENT A**  
**Members of the Board of Kentronics, Inc.**

Dr. Thomas W. Kent, Chairman

Ms. Melissa Altman. Network Director. Carolina Family Care

Ms. Bridgette Beasley. Employment Manager, The Citadel

Mr. Wallace Bonaparte. Director, EEO, MUSC.

Ms. Desiree Clement. HR Manager, Renaissance Hotels

Ms. Nelda Diegel. HR Director, SC Aquarium

Mr. Robert Goldman. HR Director, Sticky Fingers

Mr. Brandon Guest. Partner, Horne/Guest Insurance

Mr. Jim Gray. VP, HR, Asten-Johnson

Ms. Nancy Inabinet. HR Director, St. Francis Hospitals

Ms. Tiffany Jonas. HR Director, St. Andrews Parks and Playgrounds Commission

Ms. Meghan Kelly. Human Resource Director, Charleston Housing Authority

Ms. Pam Kelly. HR Manager, Comcast

Ms. JoAnn Q. Kent. HR Consultant

Mr. Marty Markowitz. VP, HR, Time-Warner; retired.

Ms. Pam Matthews. Director of Employee Development, Elliott Group.

Ms. Rachel L. Platt. HR Manager, Maxcess Technologies.

Ms. Cathy Poss. Training Manager, Precision Gear.

Ms. Minda G. Reaves. Regional HR Generalist, CamBar.

Ms. Margie Walker. HR Business Partner, OOCL.

Ms. Sara Wujcik.



**ATTACHMENT B**

**List of Team Members**

| <b>Name</b> | <b>Phone # and e-mail</b> | <b>Other Contact Info</b> |
|-------------|---------------------------|---------------------------|
|             |                           |                           |
|             |                           |                           |
|             |                           |                           |
|             |                           |                           |
|             |                           |                           |
|             |                           |                           |

## **ATTACHMENT C**

### **Job Description for Team Members**

Job Title: Human Resource Management Team Member

Essential Duties: Conducts research; writes articles; works collaboratively in the planning, development and completion of projects; gives classroom presentations to members of Kentronics' Board of Directors; makes policy level decisions in a team environment.

Skills and Experience: successful experience working in a demanding team setting; ability and motivation to conduct extensive research using multiple methods in addition to web searches; excellent team work skills including communication, conflict management, collaboration, and leadership skills; organized and goal-oriented; values diverse ideas and input.

## ATTACHMENT D

### Team Presentation Performance Review Form Oral Presentation Rating Form

**Team Names:**

**Topics:**

| <b>Trait</b>                            | <b>Exceeds Expectations</b>   | <b>Meets Expectations</b>   | <b>Unsatisfactory</b>   |           |
|---|---|---|---|-----------|
| <b>Introduction</b>                     | Introduction was clear; excellent opening to presentation that catches audience's attention. Provides an overview of the presentation.  | Introduction was adequate but could be improved upon. Gives outline of presentation.  | No introduction or was very weak. No overview of the presentation.  | (ci)<br>5 |
| <b>Organization (Sequence and Flow)</b> | Stays focused throughout the presentation. Has transition statements effectively tying sections together. Obviously prepared and practiced. Very efficient time management.                         | Mostly organized, loses focus only once or twice. Some transitions. Allows enough time to deliver presentation although it could have been better edited.   | Not organized, loses focus more than twice. Does not manage time effectively. Does not appear prepared or practiced.  | (ci)<br>5 |
| <b>Content</b>                          | Is more thorough than "average". Excellent details. Uses multiple forms of evidence to support key points. Research goes beyond minimum requirements. Strong analysis. Sources cited appropriately. | Fulfills assignment. Current. Adequate use of specifics and evidence. Sources cited appropriately. Reasonable analysis.   | Does not meet assignment requirements, insufficient use of evidence to support key points. Too general. Lacks appropriate source citations. Does not use appropriate analysis.  | (ci)<br>5 |
| <b>Conclusions</b>                      | Goes beyond "average" in delivering a conclusion that is very well documented and persuasive.   | Adequate. Summarizes presentation's main points, and draws conclusions based upon those points.   | Missing or poor conclusions. Not tied to analysis. Does not summarize points that brought speaker to that conclusion.   | (ci)<br>5 |
| <b>Visuals (slides, graphs, charts)</b> | Readable, professional, imaginative and/or of high quality without being distracted.  | Readable, professional and appropriate number   | Sloppy and/or unprofessional. May be difficult to read. Many slides are superfluous. Too much material/information on each slide.   | (ci)<br>5 |
| <b>Body Language</b>                    | Group appears extremely poised and comfortable. Appears relaxed, in control, and confident. Posture, facial expressions, eye contact, hand gestures enhance presentation.                           | Group appears slightly nervous, but it doesn't interfere with the presentation. Occasional use of meaningful hand gestures. Body language needs some improvement, but it does not significantly distract from the presentation. | Appears nervous, distracted, paces, fidgets or sways. Poor use of hands, jiggles, taps or plays with something. Body language distracts from presentation. Some group members look bored or uninterested in presentation. | (ci)<br>5 |
| <b>Vocal Presentation</b>               | Fluid, natural delivery. Enthusiastic and assertive. Excellent vocal tone. Articulations, volume, pace, and pronunciation are clear.  | Articulation, volume, pace and pronunciation are acceptable. Slightly monotone, somewhat lacking in enthusiasm and assertiveness.   | Speaks too fast or too slowly. Halting, uneven pace. Giggling or other inappropriate vocal behaviors interfere with the message. Speaks in a monotone voice. Complete   | (ci)<br>5 |

|                                    |   |   |   |           |
|------------------------------------|---|---|---|-----------|
|                                    |   |   | lack of enthusiasm.   |           |
| <b>Eye Contact</b>                 | Never or rarely glances at notes or visual aids. Consistently looks at audience.  | Occasionally refers to notes or visual aids. Sometimes fails to make eye contact with audience.   | Reads presentation directly from notes or visual aids. Little to no eye contact with the audience.  | (ci)<br>5 |
| <b>Word Choice and Tone</b>        | Word choice illustrates grasp of content and enhances presentation. Tone is extremely professional. Confident, shows command of the topic.  | No inappropriate language. No apparent bias. Tone is acceptable, but somewhat casual for a business presentation.   | Uses clichés, slang, jargon, racist or sexist language. Word choice is inappropriate and exhibits bias. Tone is unprofessional and disrespectful of audience. Makes excuses for the presentation. | (ci)<br>5 |
| <b>Attire</b>                      | Attire is appropriate for type of presentation and significantly enhances presentation. Business attire including ties, appropriate shoes, which enhance the appearance of the group. | Attire is appropriate for type of presentation and neither distracts nor enhances presentation. Business attire which neither distracts nor adds to the presentation. | Attire is inappropriate for type of presentation and distracts from the quality of the presentation. Non business attire. Exposed midriffs, flip-flops, body jewelry, no ties, etc.               | (ci)<br>5 |
| <b>Ability to Answer Questions</b> | Answers all questions with relevant, correct information. Speaks confidently. Answers add to material already presented.  | Can address most questions with correct information.  | Cannot address basic questions.   | (ci)<br>5 |
| <b>Team Work</b>                   | Clearly used the best talents of the team for each piece of the presentation; well coordinated and practiced. Worked together well and supported each other.                          | Team work did not stand out nor detract from the presentation.  | Competed with one another. Not sure what each one was doing or what was to happen next. Some seemed unprepared.   | (ci)      |

**ATTACHMENT E**

**Team Member Evaluation**

**Your Full Name:** \_\_\_\_\_

**In business, performance evaluation is an important part of every person's job; you are expected to make a fair and accurate evaluation. The evaluation is to be made based upon each person's overall contribution to the team and may include factors such as leadership, quality of work input, quantity of work input, teamwork/cooperation, preparation for meetings, contributions to the team, attendance at meetings, interpersonal relationships, problem solving ability, etc.**

**Forced Ranking: Rank your team members (but not yourself) from one to the total number, one being the best.**

**In addition, you are to allocate "chips" among team members. You have 40 chips for 7 persons, 34 chips for 6 people, 28 chips for 5 persons, and 22 chips for 4 persons. After you have allocated all your chips add them up again to see that you have allocated only the number of chips prescribed for the number of people you are ranking.**

| <b>Rank</b> | <b>First and Last Names</b> | <b>Number of Chips</b> |
|-------------|-----------------------------|------------------------|
| <b>1</b>    |                             |                        |
| <b>2</b>    |                             |                        |
| <b>3</b>    |                             |                        |
| <b>4</b>    |                             |                        |
| <b>5</b>    |                             |                        |
| <b>6</b>    |                             |                        |
| <b>7</b>    |                             |                        |