



RUTGERS

UNIVERSITY | NEW BRUNSWICK

School of Management and Labor Relations

**Introduction to Human Resources Management, 37:533:301:01, Spring
2024**

Instructor Information

Instructor: Nazifa Zaman, nnz11@rutgers.edu

Course: 37:533:301:01, Index 15348 (3 Credits)

Class Meeting Date/Time: **Monday/Thursday, 10:20 AM-11:40 AM (Eastern Time U.S.)**

Location: In-Person at **Lucy Stone Hall, Room B115, Livingston Campus**

Office Hours: **Anytime by appointment (in-person or virtual)**

Course Overview

This course will introduce and overview the major topics in Human Resource Management (HRM). HRM is a fundamental component of the competitiveness, effectiveness, and sustainability of any organization, as it influences who is hired, how they are trained, evaluated, compensated, and what steps are taken to retain them. In turn, HRM plays a critical role in predicting employees' attitudes, behavior, and performance. In other words, if an organization wants good people, it must practice good HRM.

SMLR Learning Objectives

Understanding Context - Evaluate the context of workplace issues, public policies, and management decisions

1. Analyze the degree to which forms of human difference shape a person's experience of, and perspectives on work
2. Analyze a contemporary global issue in their field from a multi-disciplinary perspective
3. Analyze issues related to business strategies, organizational structures, and work systems
4. Analyze issues of social justice related to work across local and global contexts
5. Analyze issues related to the selection, motivation, and development of talent in a global context

Application – Demonstrate an understanding of how to apply knowledge necessary for effective performance

1. Apply concepts and substantive institutional knowledge, to understanding contemporary developments related to work
2. Understand the legal, regulatory and ethical issues related to their field
3. Develop human resource management functional capabilities used to select, motivate, and develop workers
4. Understand the internal and external alignment and measurement of human resource practices

Course Specific Learning Objectives

Upon completion of this course, students should be able to demonstrate:

1. The fundamentals of HR functional capabilities used to select, develop, and motivate workers
2. The context and challenges of HRM and its role as a strategic function and set of practices within organizations.
3. How to calculate the value of HR practices to the organization (e.g., turnover costs, training programs, and compensation and benefits packages)
4. Analyze contemporary global issues from a multidisciplinary perspective

Course Delivery Format

This course is delivered *in-person, in-class*. You are expected to be present and attend the class.

We will be using this **Canvas** learning management system. Be sure to check this site frequently for announcements and instructions.

Note: Whenever anything is posted to this site, you will receive a notification to your **rutgers.edu** email account. Check that email account frequently.

Course Materials

All class material, including PowerPoint slides for the lectures, required article readings, video and podcast content, announcements and assignment instructions will be posted on this Canvas course site in their respective class Module pages.

Recommended Text (**not required**): Fundamentals of Human Resource Management. Noe, Hollenbeck, Gerhart, and Wright – 7th edition. ISBN: 1259852555

Grading and Course Requirements

Grades will be released via Canvas within one week with feedback if needed. Please review the feedback as it will help you improve your assignment submissions. Per Rutgers University policy, grades will only be shared through Canvas or in-person interactions (I can answer questions about your grades through email but cannot email you the scores).

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course. If an incomplete is awarded, the remaining work must be completed within a reasonable timeframe after the end of the course as determined by the instructor. Once the additional coursework has been submitted, your grade will change to a regular letter grade.

The grading scale used in this course is presented below. Grades cannot be contested. I recommend you ask questions about your grades or seek additional feedback on graded assignments to improve. If you feel that I made a mistake grading, please let me know within one week of receiving the grade and I will fix it if there is indeed an error. Any grade-related questions need to be emailed to me.

Grading Components	Points
Exams (3 X 20 points each)	60
Written assignments (3 X 20 points each)	60
Lowest grade out of all 6 will be dropped	-20
Total	100
Extra Credit (TBD)	TBD

Grading Scale

Percentage	Points	Grade
89.5-100	90-100	A
84.5-89.4	85-89.9	B+
79.5-84.4	80-84.9	B
74.5-79.4	75-79.9	C+

69.5-74.4	70-74.9	C
59.5-69.4	60-69.9	D
≤ 59.4	≤ 59.9	F

Examinations

Three exams will cover all course material, including lectures, discussions, exercises, and readings. Each exam will cover approximately one-third of the course material and is worth 20 points each. The exams are **non-cumulative and the dates of the three exams are noted on the course agenda.**

Because the lowest grade in the course will be dropped, no make-up exams are offered. Exams are also curved if needed (ie: the highest score is not 100% or the 50% or more of the class answered a question incorrectly).

Written Assignments

There are three writing assignments that overall address the three sets of topics this semester. Each assignment is due before the respective exam and should be a *minimum* of 2 pages single-spaced and a *maximum* of 3 pages single-spaced (**approximately 5 pages double-spaced**). The details for these assignments are posted on the course Canvas site. Each assignment is worth a maximum of 20 points for a total of 60 potential points. You will submit these assignments via Canvas. Your submissions will be sent to TurnItIn to be electronically reviewed for plagiarism—examples of plagiarism (cheating) include taking someone else's work and passing it off as your own (either by quoting lengthy portions of the articles or copying from a peer's work).

Late assignments are not accepted since students have access to the assignments from the first day of class and the lowest score will be dropped.

The following rubric is used for the assignments:

- 20 points - The response provides clear and well-reasoned answers to the entire prompt. Each argument is well supported by material from the course. The response is well-written and organized, and is 5 pages, double-spaced. All references are included.
- 15 points - The response provides mostly clear and well-reasoned answers to most of the prompt. Each argument is mostly well-supported by material from the course. The response is well-written and organized, and is 4 pages, double-spaced. Most references are included.
- 10 points – The response provides an adequate answer to the prompts, but the rationale used to derive the arguments is unclear or lacks supporting evidence and more explanation is needed. The response is mostly well-written, and organized, and is 3 pages, double-spaced. Some references are included.
- 5 point – The response is incomplete with some prompts being addressed but others not. The answers are minimal and do not provide any supporting reasoning for the arguments. The response is poorly written and organized and is only 2 pages or less, double-spaced. No references are included.
- 0 points – Not turned in or completely off-topic

Participation and Attendance

Although attendance isn't part of your grade, it is expected and highly recommended that you attend every class. It is expected that you will arrive on time and stay the duration of the scheduled time. However, I do recognize that things can come up, so if you cannot attend class or be there the entire time, please let me know in advance so we can schedule time to review class materials or address questions later if needed. In addition to attending class, you are expected to participate during lectures and engage in the weekly discussions outside of class. Attending all classes and actively participating will help you succeed in this class, especially because exam content comes directly from class materials.

Personally, I value the diversity that students bring to the classroom. Students come from a variety of backgrounds with a wide range of knowledge, motivation, and interests. I really appreciate and enjoy hearing your viewpoints!

Special Needs Accommodations

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide [documentation](https://ods.rutgers.edu/students/documentation-guidelines) (<https://ods.rutgers.edu/students/documentation-guidelines>)

If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the [Registration form on the ODS website](https://ods.rutgers.edu/students/registration-form) (<https://ods.rutgers.edu/students/registration-form>).

Should you require my assistance in facilitating the process, I will be happy to do so. Just let me know. Below is the full contact information for the office of disability services:

Lucy Stone Hall, Livingston Campus, 54 Joyce Kilmer Avenue, Suite A145, Piscataway, NJ 08854-8045.

- E-mail Address: dsoffice@rci.rutgers.edu
- Phone: (848) 445-6800 • Fax: (732) 445-3388
- <https://ods.rutgers.edu>

Student Support Services

- [Rutgers Student Support Services](#)
- [Student Health & Wellness Services](#)
- [Registrar's Office](#)
- [Rutgers Dean of Students - Student Affairs](#)
- [Visit this link](#) for information about how to receive extra support for (1) victim and mental health services, (2) academics, and (3) financial assistance (mainly emergencies).

Ethics Statement. Students in this class and in all courses at Rutgers University are expected to uphold the highest standards of academic integrity. Cheating, plagiarism in written work, receiving and providing unauthorized assistance, and sabotaging the work of others are among the behaviors that constitute violations of the Academic Integrity Policy. The Academic Integrity

Policy defines all forms of cheating and the procedures for dealing with violations. You should be familiar with this policy: [University Policy 10.2.13 \(rutgers.edu\)](#)

Health-Related Absences/Impacts on Coursework. While attendance is certainly important for your success and engagement in this course, I understand that some students may experience physical and/or mental health concerns during the semester. I do not require students to submit any documentation of such concerns to protect their privacy. I only ask that you communicate with me that you are experiencing a health concern that will impact your attendance and/or coursework. We will work together to arrange extensions for missed coursework that are commensurate with the severity and length of the health concern experienced. Long-term health concerns may require further documentation and will require involving the university, as per university policy.

Absences Due to Religious/Cultural Observances. I am also aware that many religious/cultural observances outside of the dominant/Christian tradition are not officially recognized by the university. Please communicate your absence with me in advance and request any extensions for assignments if needed. Please also note that I will not accept late assignments due to religious/cultural observances because late assignments for any reason are not accepted.

Students with Disabilities. Any student who feels they may need accommodation based on the impact of a disability should contact the Office of Disability Services at 848-202-3111 or dsoffice@echo.rutgers.edu. Students can alternatively visit the office located in Lucy Stone Hall, Suite A145. The Office of Disability Services will identify a Coordinator who will then provide documentation to the student. Students can register with the Office at the following link: [Getting](#)

[Registered | Office of Disability Services \(rutgers.edu\)](#).

Responsible Employee Reporting. Rutgers faculty are committed to helping create a safe learning environment for all students and for the university as a whole. If you have experienced any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. Rutgers has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The University strongly encourages all students to report any such incidents to the University. Please be aware that all Rutgers employees (other than those designated as confidential resources such as advocates, counselors, clergy, and healthcare providers as listed in Appendix A to Policy 10.3.12) are required to report information about such discrimination and harassment to the University. This means that if you tell a faculty member about a situation of sexual harassment or sexual violence or other related misconduct, the faculty member must share that information with the University's Title IX Coordinator. If you wish to speak to a confidential employee who does

not have this reporting responsibility, you can find a list of resources in Appendix A to University Policy 10.3.12. For more information about your options at Rutgers, please visit [Violence Prevention and Victim Assistance – Rutgers University | Division of Student Affairs – New Brunswick](#).

Class Climate. A positive learning environment relies upon creating an atmosphere where diverse perspectives can be expressed. As such, I expect all students to engage in this course and with your classmates in an inclusive way that respects the diverse backgrounds, experiences, and perspectives of their classmates. I encourage everyone to participate and offer their input into the course. This includes being able to respectfully disagree with your classmates and challenge their ideas. However, it is crucial that we do so in an appropriate way. Any form of discriminatory language, including heterosexist, sexist, transnegative, racist, ableist, ageist, bodyist, or otherwise derogatory comments, are not welcome in this course. Additionally, I ask students to adhere to the following during class discussions: present well-reasoned arguments that draw on evidence from the course and other sources, be mindful of the language you use and avoid personally criticizing your peers.

It is also my commitment to provide a class environment where, if something is occurring that prevents us from being able to succeed, we will talk about and address it. I may not always be aware of misconduct that happens, and I encourage students to bring any issues to my attention.

Pronouns and Names. It is my desire that I, and your fellow students, will honor the name and pronouns that you would like used when addressing you. I will create space within the classroom for you to notify me of your name and pronouns, but you may also contact me privately.

Child Policy. It is understandable that parents may occasionally have parenting responsibilities that conflict with the time of our class. Bringing a child to class on these occasions is permitted, as long as we do not exceed the COVID-19 safety capacity for the room. Additionally, exclusively breastfeeding babies are welcome in class. We can also discuss makeup work for occasions when you are required to stay home to provide childcare.

Academic Honesty

The University's policy on cheating and use of copyrighted materials is enforced in this class. Students are expected to pursue knowledge with integrity. Please refer to the [Rutgers University Academic Integrity Policy](#) for more detail regarding these policies.

All students registered for this course are asked to sign an Academic Integrity Contract. You must complete and submit [Assignment: Academic Integrity Contract](#). Keep a copy for yourself. This contract includes detailed explanations of behavior that constitutes plagiarism and cheating. Examples of a breach of this contract with regard to this specific course include, but are not limited to: sharing your answers or copying another student's answers on examinations; sending a fellow student who did not attend class the answers to a poll to falsely indicate their presence; copying material that is not your own without providing proper documentation (in the example of the HRM media extra credit). In the event that this contract is breached, the punishment can range from receiving a failing grade on the assignment, to being placed on disciplinary probation or permanent expulsion from Rutgers.

TurnItIn Statement

Students (You) agree that by taking this course all required papers may be subject to submission for textual similarity review to **Turnitin.com** (via Canvas Assignments Portal) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the [Usage Policy](#) posted on the Turnitin.com site.

If you do not agree please contact me immediately.

Technical Support

If you are new to Canvas or need a refresher tutorial, visit:

- [Getting Started In Canvas for Students](#)

If you need technical assistance at any time during the course or to report a problem with Canvas:

- Contact [Rutgers IT Help Desk](#). 877-361-1134, accessible 24 hours a day, 7 days a week.
- Refer to the [Canvas Student Tutorial](#)
- View tutorials at [Course Tools Tutorials](#) (in the Modules section)

Computer and other Technology Requirements

- Access to the internet
- Reliable computer
- Microsoft Word
- [Basic Computer Specifications for Canvas](#)

For convenience, you can also download/install the Canvas Student App for Android or iOS devices. Follow the instruction on the respective app centers:

- [Canvas Student App for Android](#)
- [Canvas Student App for iOS](#)

Course Topics & Schedule

The content of the course will be covered in the following sequence. Please note that **dates can change** (some topics may take more time and others less time, depending on students' interests).

<u>Date</u>	<u>Topics</u>	<u>Readings</u>
Week 1: <u>1/18</u>	<u>Course Overview</u>	<u>Read syllabus and familiarize yourself with Canvas.</u>
Week 2: 1/22 <u>1/25</u>	(1) Managing Employees for Competitive Advantage & <u>(2) HR Challenges</u>	1. Why We Love to Hate HR...and What HR Can Do About It 2. Uber finally realizing HR isn't just for recruiting 3. 21 HR jobs of the future 4. HR Departments get new star power <u>5. HR's role in building a sustainable enterprise</u>
Week 3: 1/29 <u>2/1</u>	(1) Job Analysis & <u>(2) Job Design</u>	1. Lego uses these 5 words in job description 2. Rooftop solar panels, firefighters' enemy 3. In new office designs, room to roam and think 4. Don't get too comfortable at that desk <u>5. What if remote work works?</u>

<p>Week 4:</p> <p>2/5</p> <p>2/8</p>	<p>(1) Workforce Planning & (2) Recruitment/Talent Acquisition</p> <hr/>	<ol style="list-style-type: none"> 1. 9 in 10 business owners report a labor shortage 2. Apple picker shortage in Washington State 3. Hospitals pay billions to combat nursing shortage 4. Google’s shadow workforce of temps 5. Outsourcing at the crux of Boeing strike 6. <u>How to minimize the risks of hiring outside stars</u> <hr/> <p>Assignment #1 Due</p> <hr/>
<p>Week 5:</p> <p>2/12</p> <p>2/15</p>	<p>Exam Review</p> <p>&</p> <p><u>Exam 1</u></p>	<p><u>None. Make sure to study!</u></p> <hr/>
<p>Week 6</p> <p>2/19</p> <p>2/22</p>	<p>(1) Selection Methods</p> <p>&</p> <p><u>(2) Selection Measures</u></p>	<ol style="list-style-type: none"> 1. Can your résumé beat the bots? How to make it ATS-friendly 2. Janitors to pass physical fitness test 3. Thanx for the Iview! I would luv to work 4 U 4. <u>Talking too much on a job interview can hurt your chances</u> <hr/>

<p>Week 7</p> <p>2/26</p> <p><u>2/29</u></p>	<p><u>(1) Legal Issues</u></p>	<ol style="list-style-type: none"> 1. How blind recruitment works and why you should consider it 2. Call centers turn to people with disabilities 3. Whites filing reverse discrimination suits 4. How Slack Got Ahead in Diversity <u>5. HR isn't stopping workplace sexual harassment</u>
<p>Week 8</p> <p>3/4</p> <p><u>3/7</u></p>	<p><u>(1) Training and Development</u></p>	<ol style="list-style-type: none"> 1. They ponder layoffs, but firms still face gaps 2. Theory & Practice: Firms step up training 3. Boeing trained pilots on iPads <u>4. Where companies go wrong with L & D</u>
<p>Week 9:</p> <p>3/11</p> <p><u>3/14</u></p>	<p><u>Spring Break - No Class</u></p>	<p><u>None. Make sure to study!</u></p>

<p>Week 10:</p> <p>3/18</p> <p><u>3/21</u></p>	<p><u>(1) Performance Management</u></p>	<ol style="list-style-type: none"> 1. Why stack ranking is a terrible way to motivate employees 2. Performance reviews need some work 3. People don't want to be compared with others 4. <u>3 Biases that hijack performance reviews</u> <p><u>Assignment #2 Due</u></p>
<p>Week 11:</p> <p>3/25</p> <p><u>3/28</u></p>	<p>Exam Review & Exam 2</p>	<p><u>None. Make sure to study!</u></p>
<p>Week 12:</p> <p>4/1</p> <p><u>4/4</u></p>	<p><u>(1) Compensation</u></p>	<ol style="list-style-type: none"> 1. In Detroit, two wage levels are new way 2. Wal-mart lawsuit over sex discrimination 3. More employees reveal pay 4. <u>'Hamilton' profit sharing deal</u>

<p>Week 13:</p> <p>4/8</p> <p><u>4/11</u></p>	<p>(1) Benefits and Retention & <u>(2) Separation</u></p>	<ol style="list-style-type: none"> 1. Hotelier finds happiness keeps staff checked in 2. How one fast-food chain keeps its turnover rates absurdly low 3. The great attrition or great attraction? 4. Layoffs are coming. Employers must do them right 5. Nonessential worker says company violated pandemic rules 6. <u>Challenges facing downsizing agents</u>
<p>Week 14:</p> <p>4/15</p> <p><u>4/18</u></p>	<p><u>(1) HRM Trends</u></p>	<ol style="list-style-type: none"> 1. Social capital: The key to success 2. Building a well-networked organization 3. Can we keep our biases from creeping into AI 4. How my boss monitors me while I work from home 5. Employers Must 'Tread Lightly' With Social Media Protest Posts 6. <u>Future of Human Resource Management: HR Tech Trends of 2019</u> <p><u>Assignment #3 Due</u></p>
<p>Week 15:</p> <p>4/22</p> <p><u>4/25</u></p>	<p>Exam Review & <u>Exam 3</u></p>	<p><u>None. Make sure to study!</u></p>
