



## Introduction to Human Resource Management

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Spring 2020, Online (Asynchronous)

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### 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' behavior, attitudes, and performance. In other words, if an organization wants good people, it must practice good HRM.

### COURSE FORMAT IN RESPONSE TO COVID

In the face of COVID-19, this course will not be in our typical face-to-face format; rather, it is being delivered asynchronously in an online format. Accordingly, I have redesigned the course requirements to avoid formal examinations, and instead focus on brief writing assignments and weekly quizzes. I recognize that these are not normal circumstances for many students, and you might face challenges during the semester that create barriers to successfully completing course requirements. My goal is for you to complete this course successfully, having learned the fundamentals of HRM (and, hopefully, having developed at minimum an interest, and at most a passion for the field of HR).

### COURSE MATERIAL

**Class Material:** All class material, including PowerPoint slides for the lectures, required article readings, video and podcast content, announcements, quizzes, and assignment instructions will be posted on the course's Canvas website: <https://canvas.rutgers.edu/> (use your Net ID and password).

### GRADING AND COURSE REQUIREMENTS

Activity	Points	Notes
<b>1. End-of-Lecture Quizzes (14)</b>	210	Due by Sunday @11:59pm each week. Can retake each quiz 1 time.
<b>2. Assignments (4)</b>	120	Select any 4 of the 6 assignments to complete.
• <b>Assignment #1</b> – Job Analysis	(30)	Due Sept. 20
• <b>Assignment #2</b> – Selection	(30)	Due Oct. 18
• <b>Assignment #3</b> – Legal Issues	(30)	Due Nov. 1
• <b>Assignment #4</b> – Training	(30)	Due Nov. 15
• <b>Assignment #5</b> – Recruitment & Retention	(30)	Due Nov. 29
• <b>Assignment #6</b> – Future of Work	(30)	Due Dec. 12
<b>3. Polls (Participation)</b>	120	Embedded in lectures.
<b>Total</b>	<b>450</b>	

Percentage	Points	Grade
90-100%	405-450	A
85-89.9	383-404	B+
80-84.9	360-382	B
75-79.9	338-359	C+
70-74.9	315-337	C
60-69.9	270-314	D
<59.9	< 269	F

## DETAILS ON COURSE REQUIREMENTS

### PARTICIPATION AND ATTENDANCE

A set of poll questions is embedded in each of the lecture videos. It is a requirement of the course that you watch each lecture in its entirety and answer the poll questions that correspond to lecture content throughout the video. These questions will also cover information in the assigned article readings, so please be prepared ahead of time. You will have until Sunday at 11:59pm ET to watch the respective week's lecture.

Your responses to these polls will \*not\* be graded for accuracy, but they will serve four primary purposes. First, they allow me to take “attendance” (which is a proportion of your grade). Second, I will use them to see if everyone is on the same page, is grasping the information, or if I need to spend more time on certain topics. Third, they will inform the end-of-lecture quizzes (which is a proportion of your grade). Finally, correct answers can serve as extra credit (see the “Extra Credit” section).

### END-OF-LECTURE QUIZZES

For each week, a quiz will be available that corresponds to that week's lecture topic. There are 14 weeks of lectures and, accordingly, 14 quizzes. Each quiz will have 5 questions total, with each question worth 3 points (so, each quiz is worth a possible 15 points, for a total of 210 course points). The quizzes will not be accessible until you have watched each lecture. You can re-take each quiz one time.

### SHORT WRITING ASSIGNMENTS

There are six writing assignments the correspond to the lecture topics. These assignments should be a minimum of 1 page single-spaced and a maximum of 2 pages single-spaced. The details for these assignments are posted on the course Canvas site. Each assignment is worth a maximum of 30 points, and you will choose any four of the six to complete, for a total possible 120 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).

### EXTRA CREDIT

Students who answer the greatest number of poll questions (from the lectures) correctly throughout the semester will earn extra credit toward their grade. Worth 6 points, maximum.

### ARTICLE READINGS, VIDEOS, AND PODCASTS

There is not a required textbook for this course; rather, it is grounded in popular media articles (e.g., NYTimes, Wall Street Journal). You are required to read the assigned articles for each week (see the “agenda”) and watch/listen to the respective media (e.g., videos, podcasts). The lecture quizzes and your responses to the written assignments will rely on your knowledge of these resources.

## LEARNING GOALS MET BY THIS COURSE

### COURSE-SPECIFIC LEARNING GOALS

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

### SMLR LEARNING GOALS

#### 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

## UNIVERSITY GUIDELINES AND RESOURCES

### 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 Academic Integrity Policy for more detail regarding these policies: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers>

All students registered for this course are asked to sign an Academic Integrity Contract (refer to the last two pages of this syllabus). You must return a signed copy to me or the course TAs and 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.

### STUDENTS WITH DISABILITIES

Students requesting accommodations for disabilities should contact the Office of Disability Services to determine his/her Coordinator. The Coordinator will then provide documentation to the student. Upon review and approval, the student must then provide this documentation to the instructor. Please refer to the Office of Disability Services for Students for more detail regarding this policy:

<http://disabilityservices.rutgers.edu/>. Students may make requests for accommodations:  
<http://disabilityservices.rutgers.edu/request.html>

## COUNSELING

CAPS is a comprehensive mental health resource center for the campus community. They offer a variety of high quality counseling services to Rutgers students in order to enhance both academic and personal achievement and progress. Please click on the following link to learn more about their services:  
<http://rhscaps.rutgers.edu/services/counseling>

## TENTATIVE COURSE SCHEDULE

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

*Special Note.* The due dates provided below are based on Eastern Daylight Time (United States). If you are living in a different time zone, please note all assignments are due by 11:59 pm Eastern Standard Time (EDT) on the proposed dates. If needed, please use the following time zone converter to adjust your schedules accordingly:

<http://www.timeanddate.com/worldclock/converter.html>.

Date	Topics	Readings
Week 1 (Sept. 1-4)	Managing Employees for Competitive Advantage	<ol style="list-style-type: none"> <li>1. Why we hate HR</li> <li>2. Thinx is proof your startup needs HR</li> <li>3. Uber finally realizing HR isn't just for recruiting</li> </ol>
Week 2 (Sept. 7-11)	HR Challenges	<ol style="list-style-type: none"> <li>1. HR Departments get new star power</li> <li>2. Building work-life boundaries in the WFH era</li> <li>3. HR's role in building a sustainability strategy</li> </ol>
Week 3 (Sept. 14-18)	Job Analysis and Job Design	<ol style="list-style-type: none"> <li>1. Rooftop solar panels, firefighters' enemy</li> <li>2. In new office designs, room to roam and think</li> <li>3. Don't get too comfortable at that desk</li> </ol>
<b>Sept. 20</b>	<b>Job Analysis Assignment (#1) Due</b>	
Week 4 (Sept. 21-25)	Planning	<ol style="list-style-type: none"> <li>1. Apple picker shortage in Washington State</li> <li>2. Hospitals pay billions to combat nursing shortage</li> <li>3. Google's shadow workforce of temps</li> <li>4. Outsourcing at the crux of Boeing strike</li> </ol>
Week 5 (Sept. 28-Oct. 2)	Recruitment	<ol style="list-style-type: none"> <li>1. How to minimize the risks of hiring outside stars</li> <li>2. Recruiter target practice</li> </ol>
Week 6 (Oct. 5-9)	Selection Methods	No readings this week
Week 7 (Oct. 12-16)	Selection Measures	<ol style="list-style-type: none"> <li>1. How blind recruitment works</li> <li>2. Janitors to pass physical fitness test</li> <li>3. Thanx for the lview!...</li> <li>4. Talking too much on a job interview...</li> </ol>
<b>Oct. 18</b>	<b>Selection Assignment (#2) Due</b>	
Week 8 (Oct. 19-23)	Legal Issues	<ol style="list-style-type: none"> <li>1. Call centers turn to people with disabilities</li> <li>2. Whites filing reverse discrimination suits...</li> <li>3. How Slack Got Ahead in Diversity</li> <li>4. HR isn't stopping work sexual harassment</li> </ol>
Week 9 (Oct. 26-30)	Training	<ol style="list-style-type: none"> <li>1. They ponder layoffs, but firms still face gaps</li> <li>2. Theory &amp; Practice: Firms step up training</li> </ol>
<b>Nov. 1</b>	<b>Legal Issues Assignment (#3) Due</b>	
Week 10 (Nov. 2-6)	Performance Management	<ol style="list-style-type: none"> <li>1. Why stack ranking is terrible...</li> <li>2. Performance reviews need some work...</li> <li>3. Peer performance reviews take off</li> </ol>
Week 11 (Nov. 9-13)	Compensation	<ol style="list-style-type: none"> <li>1. In Detroit, two wage levels are new way</li> <li>2. Wal-mart lawsuit over sex discrimination</li> <li>3. 'Hamilton' profit sharing deal</li> </ol>
<b>Nov.15</b>	<b>Training Assignment (#4) Due</b>	
Week 12 (Nov. 16-20)	Retention & Benefits	<ol style="list-style-type: none"> <li>1. Netflix just stepped up its leave policy—again</li> <li>2. Hotelier finds happiness keeps staff...</li> <li>3. How to keep your best executives</li> </ol>
Week 13 (Nov. 23-27)	No Class – HAPPY THANKSGIVING!	
<b>Nov. 29</b>	<b>Recruitment/Retention Assignment (#5) Due</b>	
Week 14 (Nov. 30-Dec. 4)	Separation	<ol style="list-style-type: none"> <li>1. Layoffs are coming. Employers must do them right</li> <li>2. Employers Must 'Tread Lightly' With Social Media Protest Posts</li> <li>3. Difficulties facing downsizing agents</li> </ol>
Week 15 (Dec. 7-10)	HRM Trends	<ol style="list-style-type: none"> <li>1. Social capital: The key to success</li> <li>2. Building a well-networked organization</li> <li>3. Can we keep our biases from creeping into AI</li> <li>4. How my boss monitors me while I work from home</li> <li>5. GE's Real-Time Performance Development</li> </ol>
<b>Dec. 12</b>	<b>Future of Work Assignment (#6) Due</b>	

## ***Academic Integrity Contract***

All members of the Rutgers University community are expected to behave in an ethical and moral fashion, respecting the human dignity of all members of the community and resisting behavior that may cause danger or harm to others through violence, theft, or bigotry. All members of the Rutgers University community are expected to adhere to the civil and criminal laws of the local community, state, and nation, and to regulations promulgated by the University. All members of the Rutgers University community are expected to observe established standards of scholarship and academic freedom by respecting the intellectual property of others and by honoring the right of all students to pursue their education in an environment free from harassment and intimidation. Please see <http://policies.rutgers.edu/PDF/Section10/10.2.11-current.pdf> for details regarding the Student Code of Conduct. Please see [http://academicintegrity.rutgers.edu/files/documents/AI\\_Policy\\_9\\_01\\_2011.pdf](http://academicintegrity.rutgers.edu/files/documents/AI_Policy_9_01_2011.pdf) for details regarding the Academic Integrity Policy.

Similarly, all students and faculty members of the academic community at the School of Management and Labor Relations should uphold high standards for personal conduct, ethical behavior, and professional integrity. In the area of academic integrity, students are expected to refrain from cheating, fabricating information, plagiarizing, inappropriately denying others access to material, and facilitating others in academic dishonesty. Please see <http://policies.rutgers.edu/PDF/Section10/10.2.11-current.pdf> (pp. 24-28) for detailed descriptions of each type of action.

Any of the following acts, when committed by a student, is an act of academic dishonesty and decreases the genuine achievements of other students and scholars. Academic dishonesty includes, but is not limited to, any of the following:

### **Plagiarism/False Representation of Work**

- Quoting directly or paraphrasing portions of someone else's work without acknowledging the source.
- Submitting the same work, or major portions thereof, including presentations, to satisfy the requirements of more than one course without permission from the instructor.
- Using data or interpretative material for a report or presentation without acknowledging the sources or the collaborators.
- Failing to acknowledge assistance from others, such as help with research, statistical analysis, or field data collection, in a paper, examination, or project report.
- Submitting purchased materials such as a term paper as your own work.
- Copying or presenting material verbatim from any source without using quotation marks.
- Copying from any source and altering a few words to avoid exact quotation, without the appropriate documentation or by using improper documentation of the source.
- Rewording the major concept found in a source but then omitting documentation or improperly citing the source.
- Submitting as one's own any work created by someone else (e.g., paper, project, speech, video, exercise, etc.) without crediting them. Large duplication of someone else's work should be avoided unless you obtain express permission from both the instructor and originator of the work.
- Fabricating or misrepresenting data or information
- Forging signatures

### **Cheating**

- Copying work on examinations.
- Responding to Poll Everywhere questions when not physically present in the classroom.

- Acting to facilitate copying during an exam.
- Sharing answers through technology or in written or verbal form when such interactions are prohibited
- Using prohibited materials, such as books, notes, phones, or calculators during an examination.
- Working with another student on an assignment when such collaboration is prohibited.
- Stealing or having in one's possession without permission any materials, or property belonging to or having been generated by faculty, staff, or another student for the course.
- Willfully offering to do another student's work so they may represent it as their own
- Assisting another student in cheating or plagiarizing
- Doing another student's work, excluding collaborative learning assignments or joint assignments approved by the instructor.

Engaging in any of the above behaviors can result in an F on the examination or project, an F in the course, denial of access to internships, suspension for one or more semesters, or permanent expulsion from the School of Management and Labor Relations at Rutgers University.

I, \_\_\_\_\_ understand the Policies on Academic Integrity and the Student Code of Conduct at Rutgers University and the School of Management and Labor Relations. Furthermore, I understand the consequences of unethical behavior.

We all share a responsibility in creating an ethical environment. I resolve to uphold and support high standards for ethics and integrity at Rutgers University. If I see, hear, or observe violations of ethics and integrity I will report them to my instructor, Department Chair, or Dean.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Name (Please Print): \_\_\_\_\_

Rutgers University ID: \_\_\_\_\_