



Introduction to Human Resource Management

Spring 2023

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Instructor: Dr. Jessica Methot, jmethot@smlr.rutgers.edu

Meets: Tuesdays, 10:20AM-1:20PM

Location: Livingston Campus, Tillett Hall 257

Teaching Assistants: Sanchali Mukherjee and Jerry Liu, ProfMethotTA@gmail.com

Drop-in Hours: Thursdays, 2:00-3:00PM (ET) or by appointment

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.

COURSE MATERIAL

Class Material: All class material, including PowerPoint slides for the lectures, required article readings, video and podcast content, announcements 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
1. Exams (3)	300
2. Assignments (Choose 2)	100
• Assignment #1 – Job Analysis	(50)
• Assignment #2 – Legal Issues & Separation	(50)
• Assignment #3 – Future of Work	(50)
3. Polls (Attendance and Participation)	100
Total	500

Percentage	Points	Letter Grade
90-100%	450-500	A
85-89.9	425-449	B+
80-84.9	400-424	B
75-79.9	375-399	C+
70-74.9	350-374	C
60-69.9	300-349	D
<59.9	< 299	F

DETAILS ON COURSE REQUIREMENTS

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. The exams are **non-cumulative**. There is also an optional cumulative final exam, which will be held on **TBD**. You may use this final exam grade to replace your lowest of the three prior exam grades, or you may opt out of taking this final and retain the scores on the first three exams.

Make-up policy: The dates of the three exams are noted on the course agenda. An exam grade of zero (0) will be assigned to any student who is absent without a legitimate excuse on the date of a regularly scheduled test. Legitimate excuses include illness (verified with a note from a doctor), inclement weather (when Rutgers Information Service, 732-932-INFO, indicates that Rutgers is closed), when the instructor emails the class announcing that class is suspended, or other critical circumstances such as a death in the family. A make-up exam will be held at a time when all students who need to make up the exam can be present. An officially cancelled exam will be held at the next scheduled class period. **Whereas regularly scheduled (and officially re-scheduled) exams are in multiple-choice format, all make-up exams are in essay/short-answer format. All make up exams must be completed within one week of the scheduled exam.** Rutgers policy on religious holidays:

<https://scheduling.rutgers.edu/scheduling/religious-holiday-policy>

SHORT WRITING ASSIGNMENTS

There are three (3) writing assignments that correspond to the lecture topics. These assignments should be a minimum of 1 page single-spaced and a maximum of 3 pages single-spaced. The details for these assignments are posted on the course Canvas site. Each assignment is worth a maximum of 50 points, and ***you will choose any two of the three to complete***, for a total possible 100 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 will receive a 5-point deduction and no assignments will be accepted more than one week past the due date.

PARTICIPATION AND ATTENDANCE

Participation is comprised of 60% in-class poll responses/attendance (60 points), 30% poll questions from the assigned readings (30 points), and 10% in-class discussion (10 points). Students are expected to attend every class. Points can be gained for insightful contributions to class and good attendance, and points can be lost for frequent absenteeism, being unprepared, and misconduct in class. For each class session, you are expected to have read the assigned reading(s) for that session and be prepared to discuss topics in class. It is valuable to attend class because:

1. Exam questions are drawn from lectures, readings, exercises, and class discussion, so missing lectures will hurt your exam performance.
2. In class, students are asked to answer questions posed in lecture by responding to polls (see section on Polling, below, for instructions). These polls will frequently correspond to assigned article readings, to highlight important take-aways, and serve as attendance.
3. Several of the lecture periods will include completion of a related exercise/activity. Although these exercises are not graded, they help students to utilize course concepts to give them direct, concrete experiences that are applicable to their personal and professional needs. Further, participating in these exercises will often give you the opportunity to interact with fellow students.
4. 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!

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

POLLING

During lectures throughout the semester, I will often present you with polls and ask you to answer them using a website called Top Hat. This site allows you to respond to polls in a number of different ways, including (1) your cellular phone, via text message and (2) the web browser on your laptop, iPad/tablet, or cell phone. This means that you are permitted, on a restricted basis, to use these devices during class. **Cell phones are strictly prohibited beyond use for responding to polls.**

Your responses to these polls will not be graded for accuracy, but they will serve three primary purposes. **First**, they allow me to take attendance (which is a proportion of your participation 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.

In order for me to keep track of who responds to the polls (and for you to get credit for attending class), you will need to **register at least 24 hours prior to attending our first class session. This means you should be registered by Monday, January 16th.**

To register, please visit this link and follow the instructions: XXXXX

It should take less than 5 minutes.

Keep in mind that in order to participate, you will need to bring a cell phone, laptop, iPad or other tablet with you to class. You are not penalized if you do not have access to any of these devices, but please email me at jmethot@smlr.rutgers.edu so we can figure something else out.

It is considered a serious act of academic dishonesty to respond to Top Hat questions when not physically present in the classroom. To be clear, you must be in your seat in the classroom: not on the bus, not down the hall—in the classroom, and ready to participate in the class.

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). **Exam dates are firm.**

Date	Topics	Readings
Week 1 – Jan. 17	Course Overview	
Week 2 – Jan. 24	(1) Managing Employees for Competitive Advantage & (2) HR Challenges	<ol style="list-style-type: none"> 1. Why we love to hate HR 2. Uber finally realizing HR isn't just for recruiting 3. 21 HR jobs of the future 4. HR Departments get new star power 5. HR's role in building a sustainability strategy
Week 3 – Jan. 31	(1) Job Analysis & (2) Job Design	<ol style="list-style-type: none"> 1. Rooftop solar panels, firefighters' enemy 2. In new office designs, room to roam and think 3. Don't get too comfortable at that desk 4. What if remote work works?
Feb. 6	Job Analysis Assignment (#1) Due	
Week 4 - Feb. 7	(1) Workforce Planning & (2) Recruitment	<ol style="list-style-type: none"> 1. Apple picker shortage in Washington State 2. Hospitals pay billions to combat nursing shortage 3. Google's shadow workforce of temps 4. Outsourcing at the crux of Boeing strike 5. How to minimize the risks of hiring outside stars
Week 5 – Feb. 14	Exam 1	
Week 6 – Feb. 21	(1) Selection Methods & (2) Selection Measures I	<ol style="list-style-type: none"> 1. Can your résumé beat the bots? 2. Janitors to pass physical fitness test 3. Thanx for the lview! I wud luv to work for U 4. Talking too much on a job interview...
Week 7 – Feb. 28	(1) Selection Measures & (2) Legal Issues	<ol style="list-style-type: none"> 1. How blind recruitment works 2. Call centers turn to people with disabilities 3. Whites filing reverse discrimination suits... 4. How Slack Got Ahead in Diversity 5. HR isn't stopping work sexual harassment
Week 8 – Mar. 7	(1) Training and Development	<ol style="list-style-type: none"> 1. They ponder layoffs, but firms still face gaps 2. Theory & Practice: Firms step up training
Week 9 – Mar. 14	Spring Break – No Class	
Week 10 – Mar. 21	(1) Performance Management	<ol style="list-style-type: none"> 1. Why stack ranking is a terrible way to motivate employees 2. Performance reviews need some work 3. Peer performance reviews take off
Week 11 – Mar. 28	Exam 2	
Week 12 – April 4	(1) Compensation & (2) Benefits and Retention	<ol style="list-style-type: none"> 1. In Detroit, two wage levels are new way 2. Wal-mart lawsuit over sex discrimination 3. Hamilton' profit sharing deal 4. Netflix just stepped up its leave policy—again 5. Hotelier finds happiness keeps staff checked in 6. How one fast-food chain keeps its turnover rates absurdly low 7. How to keep your best executives
Week 13 – April 11	(1) Separation	<ol style="list-style-type: none"> 1. Layoffs are coming. Employers must do them right 2. Nonessential worker says company violated pandemic rules 3. Difficulties facing downsizing agents
April 17	Legal Issues & Separation Assignment (#2) Due	
Week 14 – April 18	(1) HRM Trends	<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. Future of HRM: HR Tech Trends 6. Employers Must 'Tread Lightly' With Social Media Protest Posts
April 25	Exam 3	
May 1	Future of Work Assignment (#3) Due	
TBD	Optional Final Exam	

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 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 Top Hat attendance 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: _____