

Human Resource Management (MGT 3074)
COURSE SYLLABUS

Point Loma Nazarene University
Fermanian School of Business

"More than the Bottom Line"™
"Business Education to Change the World!"™

Fall 2023 (Aug 28 - Dec 16)

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|-----------------------------|----------------------|----------------------|---|
| Professor: | Dr. Frank Marshall | Phones: | 619-849-3269 |
| Classroom and Times: | Monday and Wednesday | E-mail: | fmarshal@pointloma.edu |
| Office: | Main Campus | Office Hours: | Before/ After Class -or- By Appointment (E-mail) |

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Fermanian School of Business Mission

Character – Professionalism – Excellence – Relationships – Commitment - Innovation

As members of a vital Christian community, we strive to provide high quality business programs that equip students to make a positive impact in their workplace and community by connecting purpose to practice.

Welcome: Welcome to MGT 3074 Human Resources Management. Please do not hesitate to contact me if you have any questions. I hope to bring my years of senior executive management experience to the class room to make the process of studying and applying human resource management an exciting and enjoyable one. I will do everything possible to make this a pleasant and beneficial learning experience for you the student. However, I also need to stress that this course is one that is changing daily with each new business headline and international event, which will require outside reading, preparation, and homework on your part, in order for you to be successful. *We will focus on organizational culture.*

Course Description: This course provides an overview of the human resources function in organizations, and related elements and activities. Topics include talent acquisition, compensation, performance appraisal, employment law, training and development, labor relations, and industrial organizational psychology.

Course Learning Outcomes

Upon completion of this course, students will be able to:

1. Describe the nature and functions of human resource management (PLO 1 & F1).
2. Create a corporate culture to effectively select, engage, and retain employees (PLO 2, F1 & F2) .
3. Formulate business processes to hire, pay, appraise, and train employees (PLO 2, F1 & F2).
4. Design a best fit job using the job characteristic model (PLO F1).
5. Apply human resource management concepts considering ethical values (PLO 4).
6. Collaborate effectively in a team to research and present human resource management topics (PLO 3 & 5).

In order to achieve these objectives, the professor's goals are to assist you in: (1) using the information, concepts, and principles from this course to plan, prepare, and make informed decisions, (2) communicating your knowledge clearly in concise reports and presentations, and (3) building skills in problem solving, interpersonal communications, research, and fact-finding, all consistent with ethical values.

COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3 unit class delivered over 16 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

Texts and Other Required Materials:

- Fundamentals of Human Resource Management seventh edition. (Noe, Hoolenbeck, Gerhart, and Wright).
- On Fire at Work. How great companies ignite passion in their people without burning them out. (Chester, Eric).
- The Culture Engine: A Framework for Driving Results, Inspiring Your Employees, and Transforming Your Workplace. (S. Chris Edmonds)

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law. All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

ARTIFICIAL INTELLIGENCE (AI) POLICY

Note: Below are three sample artificial intelligence (AI) policy statements for your consideration. You may use, revise, or delete this section as needed for your course.

Note: Consider this statement if you will not permit the use of AI.

Use of Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski) is not permitted, and use of these tools will be treated as plagiarism.

Note: Consider this statement if you will permit some use of AI.

You are allowed to use Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

Note: Consider this statement if you will permit free use of AI.

You are allowed to use Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski, etc.) in this course. Any work that utilizes AI-based tools must be clearly identified as such, including the specific tool(s) used. For example, if you use ChatGPT, you must cite ChatGPT including the version number, year, month and day of the query and the statement "Generated using OpenAI. <https://chat.openai.com/>"

CONTENT WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In [class name], all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include [list topics]. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

TRIGGER WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In [class name], we will cover a variety of topics, some of which you may find triggering. These topics include [list topics]. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

LANGUAGE AND BELONGING

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

You may report an incident(s) using the [Bias Incident Reporting Form](#).

SEXUAL MISCONDUCT AND DISCRIMINATION

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix.

Course Requirements and Evaluation: Students are expected to attend all class sessions, participate in class activities, complete exams as scheduled, and turn in assignments on time, or risk the loss of points. The percentages of the total grade for each assignment group are as follows:

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| A. Mid Term Examination | 100 |
| B. Research Paper (Qty 3) | 270 |
| C. Team Interview Video and Checkpoints | 150 |
| D. Video Vignettes | 75 |
| E. Individual papers and dashboards | 135 |
| F. Weekly in class discussions | 150 |
| | |
| G. Journal Paper Submission | 120 |
| Total Points | 1000 |

Grading: The following represents the general grading policy for this class:

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|-----------|---|
| 94 to 100 | A |
|-----------|---|

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|------------|----|
| 90 to 93.9 | A- |
| 85 to 89.9 | B+ |
| 82 to 84.9 | B |
| 80 to 81.9 | B- |
| 75 to 79.9 | C+ |
| 72 to 74.9 | C |
| 70 to 71.9 | C- |
| 65 to 69.9 | D+ |
| 62 to 64.9 | D |
| Below 61.9 | F |

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

Guest Speakers have been pre-recorded for you to watch. The videos are generally 30 minutes in length but provide key information for the class.

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

Course Components:

A. Mid-Term exam answer 3 out of 5 questions

- B. Research Paper:** You will work with your team to conduct library and firsthand research on companies' ethics, retention strategy, and hybrid work then you will produce a paper discussing your findings. Each paper will be due at different times BUT you will contact the HR manager once to get all the info. You will find 4 outside sources from your library research for each paper. Each paper will be 4 pages in length.

C. Team Interview Video and Checkpoints: During the semester the class will be broken into several teams. The posting will include a position description. You will interview 2 different people for the one position. Your team will create questions to ask during the interview. The questions are to understand the person in front of you. Yes there is a resume but it is important to find the right person who fits in your company. The better job that companies do on the front end of the hiring process will lead to better retention. You will be making decisions on who to hire from a group. You will defend your position to the class. We will videotape the interview sessions.

The motive behind the hiring exercise is to become less judgmental when we are hiring someone. Typical resume questions are tell me about yourself, list your strengths, provide one weakness, and tell me when you were in a leadership role. All of this is accomplished in less than 10 minutes. Judgements are made within 10 seconds of seeing the person. I want us to be able to find people

who fit our company. Your best hire may be the person who is dismissed because “I had to pull the information out of them.”

Entire Semester: We will determine teams and taping times during the first week of class. There will be additional readings on hiring outside of the books.

D. Video Vignettes: During the semester, your teams will also create video vignettes based on topics for the week which the rest of the class will review and evaluate.

E. Individual Reflections: You will periodically compose periodic, short-essay reflections regarding particular weekly topics.

F. Weekly In Class Discussions: You will contribute to weekly discussions regarding topics from each week’s readings.

G. Journal paper submission- We are looking for papers of about 3000-5000 words that fit into the focus of our journal. As you can surmise from the title of our journal, we will consider a wide-ranging variety of subjects relating to management. We will create teams to work on this project. Some of the assignments will be done in class while others will be worked on outside of class.

<https://mail.google.com/mail/u/0/search/journal/FMfcgzGtwVzrcFgDgtJXFXIXwDKjnplg>

Extra Credit: Extra Credit opportunities may be announced throughout the course.

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| Module 1 | Read Syllabus When did Human Resources begin and why? | Introductions | No assignment Select Teams Wednesday |
| Module 2 | Wednesday Only class Overview of Human Resources | HR Text | One page summary Why HR is important? |
| Module 3 | Personal and Organizational values. Organizational fit | On Fire Ch 3 Culture Engine Ch 9 | Create your list of values. How do you know you fit a company. |
| Module 4 | Organizational Culture Orientation Atmosphere Vulnerability | Read On Fire Ch 4 Culture Engine Ch 3 | Team Video Orientation |
| Module 5 | Ethics and Transparency | On Fire Ch 8 Culture Engine Ch 4 | Research paper: Talk to an HR manager or founder of a company on Ethics and retaining employees |
| Module 6 | <i>Crucial Conversations</i> Letting people go | HR text Ch 11 | Team Video Letting someone go. |

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| | Employee not performing well | | |
| Module 7 | Putting People First Sexual Harassment Diversity/Equity/Inclusion SAP Hiring practices | On Fire Ch 6 HR text Ch 3 | Team Video Sexual Harassment Mid Term Exam |
| Module 8 | Retaining and growing Employees Training Pay Types Marc Benioff | On Fire Ch 5 HR text CH 12, 13,14 | Research paper: Talk to an HR manager or founder of a company on Ethics retaining employees, and hybrid work |
| Module 9 | <i>Intrapreneurship</i> What is it? Why is it important? | On Fire Ch 7 | Team Video on Intrapreneurship |
| Module 10 | <i>Overcoming Resistance</i> DXVXF>R | Culture Engine Ch 8 | |
| Module 11 | <i>High Performing Teams</i> | HR text Ch 9 | |
| Module 12 | <i>Judging or Being Judgemental</i> | | |
| Module 13 | Wednesday Only Class Mindfulness | | |
| Module 14 | <i>Data Analytics in HR</i> <i>Dashboards</i> | HR text Ch 10 and Ch 2 | Create an HR dashboard. |
| Module 15 | <i>Team Presentations (5 teams)</i> | | Final Interviews. How to ask questions to get to know someone. |
| Module 16 | Team Presentations (6 teams) | | |

PLNU COPYRIGHT POLICY

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PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See Academic Policies for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester. PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course. Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation.

USE OF TECHNOLOGY

In order to be successful in your course, you'll need to meet the minimum technology and system requirements; please refer to the Technology and System Requirements information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use for any online or hybrid classes. Please note that any course with online proctored exams require a computer with a camera (tablets are not

compatible) to complete exams online. Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Class Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.
