



Department of Management

MAN 3301 *Human Resource Management* Spring 2017

Lutgers Hall 1204

CRN 11185	Monday/Wednesday/Friday	11:30 – 12:20
CRN11186	Monday/Wednesday/Friday	12:30 – 1:20

Faculty Information:

Instructor: **Dr. Jerry Schoenfeld**

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Office Hours: M/W/F 10:30 – 11:30
 M/W 2:30 – 3:30
 & by arrangement

My Background:

Jerry Schoenfeld is an Associate Professor of Management in the Lutgers College of Business at Florida Gulf Coast University (FGCU). He has previously served as Chair of the Management Department and Director of the M.B.A. program. Jerry earned his doctorate degree in the areas of Human Resource Management and Strategic Management from the University of Pittsburgh.

Jerry has consulted extensively for the last thirty five years and his employment history includes having worked for one of the largest International Human Resource Management consulting firms. A partial client list includes: United States Steel, Westinghouse, Coca-Cola, New York City Police Department, Wacoal (Japan), General Motors of Canada, PPG Industries, the FDIC, and Xerox. In the state of Florida, Jerry has consulted with the Barron Collier Corporation, Broward County School District, Collier County Government, Florida Department of Health, Lee County Sheriff's Department, Lee Memorial Health System, and Moorings Park, among many others. His work with these organizations has included, but is not limited to: strategic planning, cultural change, the development of a wide array of selection devices (e.g., interviewing skill training and assessment centers), performance appraisal development and implementation, career development systems, team building, human resource planning, quality of work life programs, total quality management, and numerous

customized training programs and workshops.

Jerry teaches courses in the Executive MBA, MBA, and undergraduate levels. His principal research interests are in the areas of leadership; self-efficacy; performance appraisal; human resource strategy, and teaching effectiveness. Jerry has authored numerous academic and practitioner articles on business management and human resource management and has presented his work at many professional conferences and meetings.

Jerry is active in a number of professional organizations including the Society of Human Resource Management at the national, local (HRMA of SWFL, Collier County HRA), student (where he is the advisor of the FGCU chapter) levels, Southern Management Association, Academy of Management, Industrial Relations Research Association, American Psychological Association, and Society of Industrial and Organizational Psychology.

Course Description

From Catalogue: "Provides a broad exposure to the policies, functions (such as recruitment, selection, compensation, evaluation, and development), and current issues involved in managing a firm's employees. The strategic role of HRM will be emphasized."

Expanded Description:

This course is concerned with the management of an organization's most vital asset - its employees. How an organization interacts with its employees can greatly affect its bottom line success. The human resource management function is therefore a critical area for business management. Over the course of this semester, we will explore the multitude of human resource management issues faced by organizations in creating and maintaining a skilled, motivated, and satisfied workforce. External influences on an organization's management of human resources will be discussed through sessions devoted to public policy, human resource planning, and labor relations. Traditional personnel areas such as job analysis, recruitment and selection, performance appraisal, compensation, and training and development will also be covered in depth.

College of Business Curriculum Placement

This is a core course for Management majors. Content in this course will be utilized in your capstone GEB 4890 Business Strategy course, among other courses. Students who choose to pursue the HRM concentration will use this course content in their various concentration elective courses.

Course Learning Objectives & Outcome/Assessment

Lutgert College of Business Mission Statement

The Lutgert College of Business educates students from Southwest Florida and beyond to address local and global business challenges. We are dedicated to student learning, scholarship, service, and community relationships that foster entrepreneurship and economic growth.

Management Department Mission Statement

We believe that great leaders effectively deal with both people and problems. Therefore, the department of management provides managerial knowledge and skills that enable students, both individually and collaboratively, to: (1) recognize, evaluate, and cultivate business opportunities; and (2) identify, understand, and implement successful solutions to complex

organizational issues in today's dynamic global environment.

The Lutgert College of Business (LCOB) has established Learning Goals and Learning Objectives for all graduates of its undergraduate programs. The Learning Goals and respective course Learning Objectives are listed below. Upon completion of the course, the student should be able to:

Learning Goal	Learning outcome	Course Learning Objectives (Measureable)	Assessments Used to Measure Outcomes:
Communication Skills			
Be effective communicators	Prepare effective written reports.	Show proficiency in writing clear and concise using college level standard English writing, spelling, and grammar	<ul style="list-style-type: none"> • Case Study
	Deliver effective oral presentations.		
Critical thinking			
Be critical thinkers.	Solve business problems using analytical tools.		
	Apply critical thinking skills to business problems.	Apply the concepts, framework & techniques of HRM to evaluate and recommend solutions for HRM problems.	<ul style="list-style-type: none"> • Exams • Homework • Quizzes • Case Study • Current Event Reports
	Apply ethical reasoning to business issues.	Understand the ethical, global and sustainability issues related to HRM	<ul style="list-style-type: none"> • Exams • Homework • Quizzes
Content Knowledge			
Understand the business environment.	Demonstrate knowledge of global factors influencing business.	Apply knowledge of the diverse demographics of business in a global environment to HRM decisions.	<ul style="list-style-type: none"> • Exams • Homework • Quizzes • Current Event Reports
	Explain the importance of environmental responsibility.	Understand the ethical, global and sustainability issues related to the management process	<ul style="list-style-type: none"> • Exams • Quizzes • Homework • Current Event Reports

Have interdisciplinary business knowledge.	Understand main concepts & definitions in accounting, economics, finance, information systems, management, marketing, & operations management.	Demonstrate knowledge of key strategic HRM concepts	<ul style="list-style-type: none"> • Exams • Homework • Quizzes • Current Event Reports
	Integrate knowledge across disciplines		

Teaching Philosophy

My approach to teaching incorporates five key objectives: making the content relevant to the learner, maintaining a sincere level of enthusiasm for the topic, preparing for each lecture, setting challenging expectations for class participants, and being fair with and interested in each student. My main goal is for students to achieve the necessary level of understanding of the pertinent concepts and techniques relevant to the course domain while, simultaneously developing the needed skills and abilities needed for success in the business world.

To achieve these objectives and for my own self-development, I continually seek to incorporate new and innovative learning methodologies for classroom content delivery. I feel every class has its own "personality" and based on perceived class capabilities and size, I customize each course to maximize student interest and participation. By structuring each class so that students can be actively involved, the classroom becomes an avenue for critical thinking and the experimentation of new ideas.

I believe students deserve material which is current, relevant and practical as possible. To maintain currency and enthusiasm in the content domain of courses taught, I believe that I have a responsibility to remain current in the field and remain professionally active. As a professor, I feel that I also have an obligation to contribute to the larger academic environment and support activities which promote student development.

Credit Hours/ Weekly Hour Workload

For this course you should expect on average to spend an additional 1 – 2 hours per credit hour preparing outside of class each week. Therefore, for this 3 credit hour course you should expect to spend 2.5 hours in class each week and an additional 3- 6 hours outside of class reading course materials, completing homework assignments, and preparing for class activities and tests. Total time per week for this course will be between 5.5 – 8.5 hours per week *averaged* across the semester.

Prerequisite

MAN 3025 Contemporary Management Concepts

Required Text

Connect Online Access for Human Resource Management, 10TH EDITION
By Raymond Noe and John Hollenbeck and Barry Gerhart and Patrick Wright
Copyright: 2017

(includes an e-book and an option to purchase a hard copy at a reduced price)

The FGCU bookstore has for purchase the course code for Connect. Please note that if you opt to buy a used book or rent or purchase the required textbook from another source, you will need to ensure that you buy both the textbook and the online access code to Connect. Also, be aware that the Connect code is not transferable from one user to another.

You may also choose to purchase the Connect directly from McGraw-Hill through our course Canvas page. Instructions for doing so will be given during the first class.

During the first two weeks of the semester you can sign on for a free 2-week trial of the McGraw-Hill Connect (with the eBook). This will allow everyone to complete assignments and access course materials even if they cannot purchase the course package by the first day of class. You will need to purchase full access to your course before your trial expires and use the same email that you used to sign up for courtesy access to avoid losing your work.

Connect Introduction

McGraw-Hill's *Connect* is the online workbook/activity guidebook that you will use to learn and remember key concepts and theories, assess your comprehension, and apply course concepts to real world scenarios. You will access your *Connect* homework from our course Canvas page. Please review the following information from McGraw-Hill Higher Education before you begin any assignments in *Connect*.

- Using MH Campus and creating an account: Watch this [Getting Started with Connect](#) video or review the [Connect Quick Tips](#) for instructions on how to access your *Connect* assignments and create a *Connect* account.
- Run a system check: In order to complete many of the activities in *Connect* (both homework and for tests), you will need to install and allow plug-ins like Adobe Flash, Java, and Quicktime. It is strongly recommended that you troubleshoot your computer at least once a week, and before every test, to be sure that you will be able to complete the required exercises. Click on the following link to learn how to troubleshoot *Connect* and what the computer requirements are: <http://www.connectstudentsuccess.com/>
- Learn how to navigate *Connect*: Use this [link](#) to find out how to navigate the *Connect* platform.

Get support: Connect has a Customer Experience Group (CXG) Support Center where you can connect with a tech specialist via chat, phone, or email. Click on the link above to access the online support center. Note that all times are listed in Central Standard Time.

Course Website

We be using the **CANVAS** website throughout the semester for posting course announcements, syllabi changes, and additional learning resources. You will need to visit this web site frequently throughout the semester.

Please make sure you have a picture of yourself on your Canvas preferences. It will greatly help in allowing me and your classmates to learn your name.

Participation/ Attendance Policy

I do not want this course to be just another dull introductory course. An understanding of how organizations and more specifically, managers' attract, retain, and develop their employees can greatly facilitate your own work careers, regardless of your career track or job title. Therefore, each of you should have an active interest in the information covered in this course. To help enhance this interest and the learning experience, class lectures and textbook readings will be supplemented with current event discussions, videos, assigned cases, and skill building exercises that illustrate and reinforce specific management theories and concepts. However, in order for you to get the full benefit of these applied activities, it will be necessary to come to class prepared to actively participate. This means that assigned readings and management applications will have to be read and thought about prior to coming to class. By being prepared for each class session this course will be both more enjoyable and fruitful to your business careers.

Regular attendance and enthusiastic participation in class discussions and activities is expected. I do not intend to review all of the assigned textbook readings for the corresponding class session. Also, some of what I discuss in class will not be covered in your text. To do well in this course you will have to know both the text material and class lectures, including the class discussions and exercises.

Students are expected to conduct themselves in accordance with the student code of conduct. Attendance related actions such as arriving to class late, temporarily leaving and returning to the classroom, and/or leaving class early have a significant negative impact on the learning experience of other students in the class. Please respect the learning experience of your classmates by addressing your personal issues before arriving to class. Should students choose to leave the classroom for any reason, they may not be able to return for the rest of the class period.

Students who are dropped from this course by the University for Non-payment of tuition and/or fees are still responsible for completing all course activities and assignments by the deadlines stated in the course syllabus and associated handouts while they work on reinstatement to this course.

Grading

Two exams

- closed book and notes
- **each exam will be worth 15% of final grade**

Final exam

- closed book and notes
- **worth 15% of final grade**

Case Analysis

- 7-10 page detailed analysis of an assigned HR management case
- **worth 15% of final grade**

Career portfolio

- Detailed analysis and plan to acquire your desired post-graduation job
- **worth 15% of your total grade**

Current Event Reports

- Completing four current event reports using the format found in the syllabus addendum
- **worth 5% of final grade**

Quizzes

- The top five scores of seven short quizzes given unannounced in class on assigned chapter reading and class discussion.
- **worth 10% of your total grade**

Connect Homework

- These are both pre and post class assignments.
- **There are no extensions for *Connect* or *LearnSmart* assignments.**
- **worth 10% points of your total grade**

Course grades will be based on the following criteria:

97.5 – 100%	points = A	92.5 – 97.4%	points = A	90.0 – 92.4%	points = A-
87.5 – 89.9%	points = B+	82.5 – 87.4%	points = B	80.0 – 82.4%	points = B-
77.5 – 79.9%	points = C+	72.5 – 77.4%	points = C	70.0 – 72.4%	points = C
60.0 – 69.9%	points = D	< 60.0%	points = F		

Course grades are posted on Canvas throughout the semester and **CORRECTIONS TO POSTED GRADES MUST BE REQUESTED WITHIN TWO WEEKS** of the date the grade was posted. At the end of the semester, final course grades posted to Gulflink at: <http://gulflink.fgcu.edu>. The grade of "Incomplete" will be given by exception only in accordance with University policy. An Incomplete Grade Contract Form must be completed prior to receiving the Incomplete.

Extra Credit: A total of 20 points of extra credit may be earned. You may earn 10 points each for up to two current event reports that you volunteer to present to the class. Please note that the opportunity to make a presentation is up to the discretion of the professor. There will be more opportunities to present in the beginning of the semester than at the end.

Make-Ups: Make-up exams will only be given when situations out of your control warrant provided that there is proper documentation (e.g., police report, doctor's note, FGCU athletic travel). If you feel that a make-up exam is warranted, please contact the professor **before** the exam is scheduled if at all possible. Please note that unannounced quizzes cannot be made up and missed quizzes will be graded as zero.

Drop from Course: As per University policy, an instructor who informs students about the necessity of attendance may request the Registrar to drop the student from the class for lack of attendance. This is the required written notice about attendance.

Plagiarism: Plagiarism includes using the work or words of others without proper citations. Copying an assignment from a friend, roommate, etc. is plagiarism. Any plagiarized work will be given a grade of zero (0).

Cheating: Anyone caught cheating may receive an automatic grade of "F" for the assignment, the class, or even expulsion from the University. This is at the full discretion of the Professor.

Use of Technology in the Classroom Policy

Technology is an essential part of today's learning environment. With the increasing use of technology, the need for the responsible use of such technology has likewise increased. Most FGCU students have, at some point, sat next to students who used their laptops or PDAs in class to check e-mail, talk to friends, text message, search the internet or play on-line games. Unfortunately, every person sitting around such students is distracted by this behavior and classroom learning decreases. As a result of these distractions, we will implement the following policy: **Using laptops or PDAs in class to legitimately take notes or work on class projects is allowed, but all other use of laptops or PDAs in class is prohibited.** Please respect your fellow students and professors and abide by this technology policy. Thank you.

Cell Phone Policy

Students are not allowed to use cell phones in class. Please turn them off as you enter the classroom and keep them stored out of sight in your backpack or pocket.

University Statements

Academic Behavior Standards and Academic Dishonesty

All students are expected to demonstrate honesty in their academic pursuits. The university policies regarding issues of honesty can be found in the FGCU Student Guidebook under the ***Student Code of Conduct*** and ***Policies and Procedures*** sections. All students are expected to study this document which outlines their responsibilities and consequences for violations of the policy. The FGCU Student Guidebook is available online at <http://studentservices.fgcu.edu/judicialaffairs/new.html>

Disability Accommodations Services

Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university's guiding principles, will provide classroom and academic accommodations to students with documented disabilities. If you need to request an accommodation in this class due to a disability, or you suspect that your academic performance is affected by a disability, please contact the Office of Adaptive Services. The Office of Adaptive Services is located in Howard Hall 137.

Student Observance of Religious Holidays

All students at Florida Gulf Coast University have a right to expect that the University will reasonably accommodate their religious observances, practices, and beliefs. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances. Where practicable, major examinations, major assignments, and University ceremonies will not be scheduled on a major religious holy day. A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence.

Distance-Learning

Information on distance learning courses is available online at <http://itech.fgcu.edu/distance/>

Online Tutorials

Information on online tutorials to assist students is available online at <http://www.fgcu.edu/support/>

Library Resources: Main page: <http://library.fgcu.edu/>

Syllabus:

The following outline indicates the topics to be covered and assigned readings for the semester. While an effort has been made to balance the workload throughout the course, as in the real world, there will be periods of time during the semester when the workload is greater. Therefore, it is recommended that you review this syllabus carefully and plan your time accordingly. Please note that the schedule may vary and I may make modifications as the term progresses.

MAN 3301 Human Resource Management Syllabus

Date	Agenda
<p>January 9/11/13</p> <p>January 13 – Add/Drop ends; Last day to withdraw for 100% refund</p>	<p>Topic: Human Resource Management: Gaining a Competitive Advantage</p> <p>Read: Chapter 1</p>
<p>January 18</p> <p>January 16– MLK Day: No class January 17 – Cancellation for non-payment begins</p>	<p>Topic: Strategic Human Resource Management</p> <p>Read: Chapter 2</p>
<p>January 20/23/25/27)</p> <p>Current Event 1 due on 1/27</p>	<p>Topic: The Legal Environment: Equal Employment Opportunity and Safety</p> <p>Read: Chapter 3</p>
<p>Jan. 30/ Feb. 1/3)</p> <p>February 3 – Last day to withdraw from All classes for 25% refund</p>	<p>Topic: The Analysis and Design of Work and Resume Writing</p> <p>Read: Chapter 4</p>
<p>February 6/8/10)</p>	<p>Topic: Human Resource Planning and Recruitment</p> <p>Read: Chapter 5</p>
<p>February 13 Monday</p>	<p>EXAM 1</p> <p>Chapters 1 - 5</p>
<p>Feb. 15/17/20</p> <p>Current Event 2 due on 2/20</p>	<p>Topic: Interviewing, Selection and Placement</p> <p>Read: Chapter 6</p>

Feb. 22/24/27	Topic: Training and Employee Development Read: Chapters 7 & 9
March 1/3	Topic: Employee Separation and Retention Read: Chapter 10
March 6 - 10	SPRING BREAK
March 13/15/17 Current Event 3 due on 3/17	Topic: Performance Management Read: Chapter 8
March 20 Monday March 24 – Last day to withdraw without academic penalty	EXAM 2 Chapters 6 - 10
March 22/24/27 Career Portfolio due on 3/24	Topic: Pay Structure Decisions Read: Chapter 11
March 29/31	Topic: Recognizing Employee Contributions with Pay Read: Chapter 12
April 3/5/7 Current Event 4 due on 4/7	Topic: Employee Benefits Read: Chapter 13
April 10/12/14	Topic: Collective Bargaining and Labor Relations Read: Chapter 14

<p>April 17/19/21</p> <p>Case Study due on 4/17</p>	<p>Topic: Managing Human Resources Globally</p> <p>Read: Chapter 15</p>
<p>April 24/26</p>	<p>Topic: Strategically Managing the HRM Function</p> <p>Read: Chapter 16</p>
<p>May 1 - 5</p>	<p>FINAL EXAM</p>

Addendum 1:

CURRENT EVENT REPORTS

Each current event report should be a minimum of a **two – three page** report focusing on an HR issue in a company.

The content of this report should include the following information:

Your Name:

Current Event Report #: i.e., 1, 2, 3, 4

Title: Of the article

Source: List the electronic link to your source or include a paper copy of your article. Potential sources include The Wall Street Journal, Fortune, Businessweek, Money, and HR Magazine; but any source is acceptable if it is relevant. It is strongly recommended that you read a business periodical on a regular basis.

Date: That the article was published.
This should be within two - three months of the due date.

Summary: Approximately 1 to 1½ pages in length. These should be well written and provide a concise and complete synopsis of the important elements of the article. Short articles will not work because they will not be able to be summarized into 1 - 1½ pages in length!

Relevance to Course: This should be a *separate section of your report* and should specifically describe the text chapter(s), chapter topic(s), class discussion(s) and key concept(s) this current event article specifically pertains to and how the article expands your understanding of the course content. Approximately two to four paragraphs in length and fully cited.

Discussion Questions: After reading your current event article, list two course relevant questions that this article raised in your mind which could serve as a discussion vehicle if this article is presented in class.

DUE DATES: January 27; February 20; March 17; April 7

Addendum 2:

Career Portfolio

Due March 24

Prepare a sales plan for your most important product—yourself.

1. Cover page – with your name, MAN 3301 Human Resource Management, and the job title of the desired job you want to pursue after graduation.
2. Table of contents with page numbers
3. A one-two page position summary that describes:
 - Your desired (ideal) job after graduation.
 - Why this job interests you and exactly how your soft and hard skills align with the O*NET KSAOs.
 - What are the job prospects for this occupation? This information must be gathered from one or more quality sources. One source must include the occupational outlook handbook which is put out by the federal government's **Bureau of Labor Statistics**. It can be found at: <http://www.bls.gov/oco/>. Just type in the job you are focusing on and it should take you to a search engine of similarly named jobs. Simply hit on a link and you will get a job profile. Scroll down and you will find job prospects for your job between now and 2018.
 - What is the potential average job salary information? Note: this is average salary and not starting salary. Please also resource the average starting salary info. To do this, do a Google search to locate useful information.
 - Create a list of specific industries, company or companies you researched that offer this position and that you find you may consider pursuing for employment.
4. Locate two *current Job Descriptions* for the job you are seeking.
 - You may contact the HR department of the targeted job/company and ask for them to send you a copy as part of a course assignment – many HR departments will do this to help you out!
 - Conduct a Google search and hand cut and paste/ structure a job description based on the various information you find.
 - Go to <http://www.onetonline.org/>. This is the O*Net which is the governmental sponsored database of all job titles.
 - Include essential and non-essential job duties and the KSAO's needed to perform the job duties.
5. Resume:
 - A “before” version (your raw, initial resume)
 - An “after” version (your perfected resume with action words, accomplishments, and everything else we reviewed in class (see links on Canvas). Feel free to do a Google search and use these findings to enhance your resume further.)

- In a couple of paragraphs describe how you improved your resume. Describe the SPECIFIC and relevant changes made that enhanced the effectiveness of your resume. Place specific focus on the key words used to get the new resume noticed during an electronic screening and why you believe that this new version will be more effective.
6. Cover letter: Offer a solid, well-formatted cover letter that highlights IMPORTANT accomplishments and reasons for a potential employer to call YOU for an interview. Please remember to incorporate the examples covered in class as a guide or seek additional guidance from a search of the FGCU Career Placement office support materials. Focus on the key elements needed to get your resume and application noticed. Please perform a last review of your letter before submission, from the point of view of the manager reading this letter and assess if you would call you for an interview? Does this letter stand out? Does it sizzle?
7. Preparation for the interview
- Write answers to twelve common interview questions which can be found on the course Canvas page.
 - Anticipate and create (and provide your answer) five **situational** and five **behavioral** questions based on your job description.
 - List specific pre-interview actions you deem necessary to ensure you make a good first impression and stand out during the interview process.
 - What will you do to ensure you make a good first impression?
 - What will be FIVE specific and important keys to having a successful interview (cite research sources)?
8. Post-interview
- List five specific actions steps will you do once the interview has concluded that will enhance your chances of being offered the job?
9. Conclusion
- What you learned about yourself in doing this assignment and how you think this assignment will help you in the future. Are there any areas of concern in your abilities you still need to address? Are there any areas of your plan you still need to address? One –two paragraphs in length.
10. Forms and Guidelines: Include a REFERENCE page and use APA citation throughout your portfolio
11. Excellent composition, spelling, grammar. Review the “LCOB Writing Guidelines” (see Canvas) and proof read your submission to ensure excellent composition, spelling, grammar

More information will be presented in class and placed on the course Canvas page