

MSOM 609: Human Resource Management for the 21st Century



Prerequisite(s): None

Credits: 3

I. Course Description

Students in this course examine the evolution of human resource management, labor, law and human capital management. In particular, students will analyze the trends and issues influencing the development and application of these elements within contemporary organizations. Students will also examine the effects of emerging technical impact that cloud computing will have on the virtual office from an HR perspective.

II. Course Objectives

1. Examine past, present and future trends contributing to the evolution of HRM.
2. Develop and evaluate the components of strategic HRM plans and their impact on organizational outcomes.
3. Investigate the legal, human capital and resource needs related to contemporary business environments and the impact these new paradigms have on human resources.
4. Analyze advances in technology to create customer-focused HRM hiring practices, policies and procedures.
5. Evaluate the impact of globalization on changes in modern HRM and how these changes will impact the future workplace.
6. Develop a model of the HR function through the completion of a comprehensive HR plan.
7. Assess the role of HRM in developing social responsibility within an organization.

III. Course Textbooks and Reading Materials

****Students must purchase in advance texts and/or materials for this course.***

Human Resource Management, Fifteenth Edition

Gary Dessler, Pearson

ISBN: 9780134235455

IV. Weekly Information

Module One – Week 1

The Evolution of Human Resources

Objectives

At the end of this lesson, you should be able to:

- 1.1 Evaluate significant trends in HRM as they relate to applied management.

- 1.2 Analyze past and emergent trends in HR to help forecast future trends.
- 1.3 Evaluate the impact of recent advancements in science and technology as they relate to the field of Human Resources.
- 1.4 Contrast the positive impact of recent advancements in science and technology as they relate to the field of Human Resources.
- 1.5 Contrast the positive impact of recent HRM advances with the additional challenges created by continuing innovation.
- 1.6 Recognize common discriminatory personal management practices.
- 1.7 Develop HR policies to minimize EEOC related issues in the workplace.

Reading

Chapter 1: Introduction to Human Resource Management (pp. 1-24)

Chapter 2: Equal Opportunity and the Law (pp. 30-60)

Lectures

Chapters 1 and 2

Deliverables

Discussion: Class introductions

Discussion: HR Trends

Assignment: Case Study: Bandag Automotive (pp. 630-632)

Course Project: Review Case Study, Muffler Magic (pp. 638-641) and review Project Outline Template.

Part I will be due in week 4. See Course Project information tab (includes links to the required template and weekly activities to prepare for the project).

Module Two – Week 2

Moving from Process to Strategic Human Resources

Objectives

At the end of this lesson, you should be able to:

- 2.1 Analyze examples of strategic HRM as they relate to specific corporate and competitive strategies.
- 2.2 Evaluate the importance of metrics in creating highly efficient human resources policies and practices.
- 2.3 Assess potential weaknesses in existing HRM systems and propose solutions using strategic HRM tools.
- 2.4 Develop a strategic HR plan for an existing company.
- 2.5 Develop basic metrics for measuring the success of a strategic plan.
- 2.6 Develop an integrated talent management plan outline.

Reading

Chapter 3: Human Resource Management Strategy and Analysis (pp. 66-88)

Chapter 4: Job Analysis and the Talent Management Process (pp. 94-121)

Lectures

Chapters 3 and 4

Deliverables

Discussion: Carter Cleaning Company

Discussion: Angelo's Pizza Case Study

Assignment: Siemens Builds a Strategy Oriented HR System Application case: (p. 89)

Course Project: Write a paragraph describing the relationship of the HR strategic plan to the overall corporate strategy. Summarize your strategy for an integrated talent management plan. **Both of these will be due in Lesson 4.** See Course Project information tab (includes links to the required template and weekly activities to prepare for the project).

Module Three – Week 3

Recruitment and Placement

Objectives

At the end of this lesson, you should be able to:

- 3.1 Analyze the impact of modern technology and demographic data on forecasting, recruitment and testing of employees.
- 3.2 Examine legal and privacy concerns associated with modern technology as it relates to forecasting, recruiting and testing employees.
- 3.3 Discuss the legal and practical implications of taking a business abroad while maintaining a successful company culture and reward system.
- 3.4 Evaluate personal definitions for diversity in the workforce and discuss diversity as it relates to social responsibility.
- 3.5 Evaluate specific HR policies related to employee screening.
- 3.6 Develop a series of recruitment and selection guidelines.

Reading

Chapter 5: Personnel Planning and Recruiting (pp. 126-156)

Chapter 6: Employee Testing and Selection (pp. 165-193)

Lectures

Chapters 5 and 6

Deliverables

Discussion: Modern Technology for HR Professionals

Discussion: Improving Performance at the Hotel Paris

Assignment: Google Case Study

Course Project: Prepare a list of recruitment and selection guidelines to address the current issues presented in the case study. **These guidelines will be due in Week 4.** See Course Project information tab (includes links to the required template and weekly activities to prepare for the project).

Module Four – Week 4

Employee Development and Talent Management

Objectives

At the end of this lesson, you should be able to:

- 4.1 Analyze the impact of technology on employee training and development, as well as lifelong learning.
- 4.2 Assess potential weaknesses in existing training programs.
- 4.3 Develop comprehensive training solutions to achieve strategic goals.
- 4.4 Develop a training and talent management plan
- 4.5 Develop a performance management plan outline.

Reading

Chapter 8: Training and Developing Employees (pp. 231-263)

Chapter 9: Performance Management and Appraisal (pp. 272-299)

Chapter 10: Managing Careers and Retention (pp. 307-330)

Lectures

Chapters 8, 9, and 10

Deliverables

Discussion Technology Innovation (Training and Development)

Discussion: Integrated Talent Management

Assignment: Course Project Part I - Magic Muffler (pp. 638-641), Part I of term project (see project outline template and weekly activities handout from course materials). See Course Project Information tab (includes links to the required template and weekly activities to prepare for the project).

Module Five – Week 5

Compensation and Rewards

Objectives

At the end of this lesson, you should be able to:

- 5.1 Evaluate the pros and cons of broadbanding in terms of employee performance, motivation and development.

- 5.2 Assess the common features of strategic compensation and total rewards plans and which will be important in the future.
- 5.3 Analyze current compensation trends.
- 5.4 Identify companies that exemplify strategic compensation strategies for the future.
- 5.5 Analyze the impact of the ACA on the benefits landscape of the future.
- 5.6 Evaluate the impact of technology on the implementation of the ACA.
- 5.7 Develop creative solutions to resolve benefits disputes.
- 5.8 Develop a strategic pay plan.
- 5.9 Develop an incentive plan.

Reading

Chapter 11: Establishing Strategic Pay Plans (pp. 344-377)

Chapter 12: Pay for Performance and Financial Incentives (pp. 385-408)

Chapter 13: Benefits and Services (pp. 416-424)

Lectures

Chapters 11, 12, and 13

Deliverables

Discussion: Broadbanding

Discussion: Strategic Compensation

Assignment: Striking for Benefits Case Study (p. 443).

Course Project: Prepare a strategic pay plan, which addresses the issues presented in the case study.

Prepare an incentive plan, which addresses the issues presented in the case study. **Both of these plans are due in week 7.** See Course Project information tab (includes links to the required template and weekly activities to prepare for the project).

Module Six – Week 6

Employee Relations

Objectives

At the end of this lesson, you should be able to:

- 6.1 Evaluate the impact of organizational culture on ethical behavior within an organization.
- 6.2 Assess methods for promoting fair and ethical behavior within an organization.
- 6.3 Analyze potential ethical and security concerns associated with personal electronics in the workplace.
- 6.4 Develop HR policies to address specific ethical and security issues in the workplace.
- 6.5 Evaluate the current legal environment between unions and employers in the US.
- 6.6 Assess current and pending union initiatives in light of their impact on HRM.
- 6.7 Develop a series of ethical guidelines.
- 6.8 Describe potential labor issues.

Reading

Chapter 14: Building Positive Employee Relations (pp. 449-471)

Chapter 15: Labor Relations and Collective Bargaining (pp. 479-507)

Lectures

Chapters 14 and 15

Deliverables

Discussion: Ethical and Security Concerns

Discussion: The Union and Employers

Assignment: Enron, Ethics, and Organizational Culture Case Study (pp. 472-473)

Course Project: Prepare a list of ethics guidelines for the company in the case study. Requirements for these guidelines include organizational culture, ethical behavior and a statement of social responsibility. Prepare a description of potential labor issues. **Both the guidelines and the description are due in Week 7.** See Course Project information tab (includes links to the required template and weekly activities to prepare for the project).

Module Seven – Week 7

Safety and Managing Globally

Objectives

At the end of this lesson, you should be able to:

- 7.1 Discuss safety, health and security issues.
- 7.2 Analyze an organization in terms of best global HR practices.
- 7.3 Formulate practical solutions to existing HR issues utilizing global best practices.
- 7.4 Summarize current international issues facing HR professionals
- 7.5 Evaluate technological advancements related to global HR functions.
- 7.6 Analyze current issues related to global talent management and compensation.
- 7.7 Justify and provide support for an original HR model and strategic plan
- 7.8 Perform a personal assessment of learning in this course.

Reading

Chapter 16: Safety, Health, and Risk Management (pp. 513-547)

Chapter 17: Managing Global Human Resources (pp. 559-580)

Lectures

Chapters 16 and 17

Deliverables

Discussion: Current issues facing global HR professionals

Discussion: Views on HRM and strategy

Assignment: Course Project Part II (completion) See Course Project information tab (includes links to the required template and weekly activities to prepare for the project).

VI. Course Project

Course Project Overview

Course Project Specifications

In this course students will apply strategic human resource management concepts to create a comprehensive HRM plan based on a realistic case study. Important documents and information about the Course Project can be found in the Course Project Information tab.

The final course project will include eleven components grouped into two major deliverables:

- Part I will be due in week 4 and specifically cover the content in weeks 1-4.
- Part II will be due in week 7 and cover the content in weeks 1-7.
- The Final Project will include Project Parts I (with corrections) and II.
- It will be up to the student to correct Part I, with the feedback from the professor, prior to the final project submission.

Course Project Outline, Specifications, and Weekly Activities Material found in the Course Project Information tab

1. Download the "Course Project Outline Template"
2. Download the "Course Project Specifications" and Weekly Activities

Deliverables

Each week you will work on the components necessary to complete the final project.

- These components are included in the "***Course Project Specifications and Weekly Activities***"
- The "***Course Project Outline Template***" will provide the detailed outline to follow.
- In Week 4, you will submit Part I of your project.
- In Week 7 you will complete the final elements of the project, summarize your completed strategic HRM plan, and provide the necessary support for your conclusions.
- ***Important Note: Although there are project deliverables due only in Weeks 4 and 7, there are individual components which need to be completed each week.***

Submission Requirements

- The paper must follow APA 6th edition formatting with a title page, abstract, and reference page.
- The paper is to be written in Times New Roman, 12-point font, double spaced with 1" margins.
- The final paper should be **at a minimum, 2500 words in length.**
- Submit your paper via Blackboard by the end of the indicated lesson.
- A minimum of four peer-reviewed sources must be used for Part I of the course project. A minimum of four peer reviewed sources must be used for Part II of the course project. The eight peer reviewed articles must have been published with the past five years.
- Appropriate research materials can be found at the [CSU Online Library](http://www.csuniv.edu/library/index.html) (<http://www.csuniv.edu/library/index.html>).

- Please submit your paper using this file name format – LastnameFirstinitialPart#. For example: DoeJPartI would be the proper format for John Doe’s file submission for Part I.

VI. Course Information and Grading

Course Requirements (Weekly)

Each lesson will be based on the inclusion and grading of the following segments: Discussion Boards, Assignments/ Case Studies/ Projects.

Class Discussions

Successful online learning requires active and meaningful participation in the Discussion Board Forum. Critical thinking, appropriate use of judgment and professional comments are required for all responses. Simple agreement or disagreement with a fellow student does not constitute a quality response. Student opinions are important but must be supported by relevant data obtained in the literature or text.

1. One initial discussion board post is due by the fourth day (Thursday @ 11:59 pm) of each weekly module and two response posts are due by the last day (Sunday @ 11:59 pm) of each weekly module.
 - a. Undergraduate Word Count Requirements:
 - i. Initial post must be >200 words
 - ii. Responses must be >150 words
 - b. Graduate Word Count Requirements:
 - i. Initial post must be >250 words
 - ii. Responses must be >200 words
2. Participation – Students must meet initial and response post deadlines to be eligible for full points. Late initial posts may be accepted with a 33% reduction in the overall score assessed for each day late. Two response posts are required. If only one is received, then the overall score will be reduced by 25%. If no response posts are received, then the overall score will be reduced by 50%.
3. Students should be respectful and write in a proper and professional manner.

Please refer to the Discussion Board Rubric located within course syllabus for specific requirements and guidance on delivering a substantial discussion.

Late and Make-up Assignments

All deliverables are due by 11:59 PM on the due dates indicated. When substantive emergencies occur, acceptance of late submissions is left to the discretion of the course instructor.

Assignments that are submitted after the due date with prior written approval (text or email) from the instructor may receive the following deductions:

1. Late assignments are subject to a deduction of 10% of the available points for each day late.
2. Assignments submitted later than one week after due date will not be accepted and will receive a zero (0).
3. No work may be submitted after the last day of the course.
4. See Class Discussions for late discussion post policy.

Written Work

- All graded assignments must be typewritten, as designated by the professor of record for the course.
- All referenced materials must be presented according to the Publication Manual of the American Psychological Association (APA), based on the most current published edition. (current, 7th edition) (Except for English courses that specify use of MLA format.)
- All required written assignments are due on the last night of each lesson week at 11:59pm EST. This information is included in the course scheduler and calendar of every course.
- All written and graded assignments are considered the property of the College of Adult and Professional Studies and should be returned to the appropriate professor of record for the related course.
- SafeAssign may be used to check for plagiarism.

Grading Scale and Assigned Letter Grades

Charleston Southern Online Graduate classes follow the following numerical and letter grading scale. Grades will be posted by the Sunday night following the closing of the lesson. No grades will be given to students over the phone.

A = 93-100

B+ = 90-92

B = 83-89

C = 75-82

F = Below 75

Discussion Board Rubric – Introduction (First week only)

Criteria	Minimal	Effective
Percent Possible: 0 or 50 Initial Post Introduction.	Percent Possible: 0 No post or did not follow instructions at all.	Percent Possible: 50 Posted following instructions.
Percent Possible: 0 or 50 Response Posts Welcome.	Percent Possible: 0 No post or did not follow instructions at all.	Percent Possible: 50 Posted following instructions.

Discussion Board Rubric - Initial Post

Initial Post Rubric	Minimal	Competent	Effective	Mastery
Grade	0-74%	75-82%	83-92%	93-100%
Content	<ul style="list-style-type: none"> • Provides weak contribution to the discussion board • Does not convey concept understanding • Shows evidence of critical thought but is not concise or complete 	<ul style="list-style-type: none"> • Makes mostly complete response to the questions • Mostly restatement of materials • Conveys thoughts adequately; however, need to further develop critical aspects 	<ul style="list-style-type: none"> • Advances the discussion and body of knowledge providing relevant, original thoughts to the question • Conveys thoughts in a well-rounded manner that show understanding, critical thought, and application of concepts 	<ul style="list-style-type: none"> • Relevant and thought-provoking viewpoints • Innovative and indicates a high level of thought • High level of critical thought, analysis, and application of concepts and ideas
Support & References	<ul style="list-style-type: none"> • Does not cite any peer-reviewed sources • Addresses questions in a manner that is unclear • Not appropriate APA format 	<ul style="list-style-type: none"> • Student cites 1 peer-reviewed source • Not in appropriate APA format 	<ul style="list-style-type: none"> • Student cites 2 peer-reviewed sources in the body of the post • Not in appropriate APA format 	<ul style="list-style-type: none"> • Student cites 2 peer-reviewed sources in the body of the posts • Proper APA format
Mechanics/ Length	<ul style="list-style-type: none"> • Post is less than 196 • Poorly written • 0 points for posts submitted after 11:59 PM EST on Thursday 	<ul style="list-style-type: none"> • Post is 197-221 words • A few writing errors 	<ul style="list-style-type: none"> • Post 222-250 words • Well written 	<ul style="list-style-type: none"> • Post exceeds 250 words • Very well written

Discussion Board Rubric - Peer Response

Peer Response Rubric	Minimal	Competent	Effective	Mastery
Grade	0-74%	75-82%	83-92%	93-100%
Content	<ul style="list-style-type: none"> • Shows minor comprehension of concepts and viewpoints from peers • Responses are vague and do not show understanding or comprehension 	<ul style="list-style-type: none"> • Shows adequate understanding of the knowledge and concepts posted by peers • Responses are mostly, "I agree..." • Source is somewhat relevant and published in last 5 years 	<ul style="list-style-type: none"> • Advances discussion providing additional commentary and critique • Responses are correct but mostly restate the peers' viewpoints without development of critical thought • Source is relevant and published in last 3 years 	<ul style="list-style-type: none"> • Advances discussion providing additional commentary that is relevant or offers an alternative • Critical thought development is evidenced by thoughtful and meaningful responses • Source is relevant and published in last 3 years
Support & References	<ul style="list-style-type: none"> • Does not cite any peer-reviewed sources • Not appropriate APA format 	<ul style="list-style-type: none"> • Student cites 1 peer-reviewed source • Not in appropriate APA format 	<ul style="list-style-type: none"> • Student cites 2 peer-reviewed sources • Not in appropriate APA format 	<ul style="list-style-type: none"> • Student cites 2 peer-reviewed sources in the body of the posts • Proper APA format
Mechanics/Length	<ul style="list-style-type: none"> • Post is less than 158 words • Poorly written • 0 points for posts submitted after 11:59 PM EST on Sunday 	<ul style="list-style-type: none"> • Post is 158-178 words • A few writing errors 	<ul style="list-style-type: none"> • Post 178-200 words • Well written 	<ul style="list-style-type: none"> • Post exceeds 200 words. • Very well written

Assignment/Case Study/Course Project Rubric

Assignment Rubric	Minimal	Competent	Effective	Mastery
Grade	0-74%	75-82%	83-92%	93-100%
Critical Thinking	<ul style="list-style-type: none"> • Consistently below expectations • Lacks significant details of the assignment • Lacks critical thought, analysis, and application • Partially addresses the topic 	<ul style="list-style-type: none"> • Inconsistent comprehension • Marginal responses • Content, concepts, ideas/responses are not fully developed 	<ul style="list-style-type: none"> • Demonstrates satisfactory understanding • Lacks answer to all questions/full scenario • Demonstrates some knowledge of content and professional vocabulary • Content needs additional focus for innovative responses other than restatement of text 	<ul style="list-style-type: none"> • Relevant use of vocabulary throughout • Demonstrates superior knowledge of concepts and theories • Addresses problem/issue directly • Demonstrates active critical thinking relevant to problem identification and effective solutions
References & Organization	<ul style="list-style-type: none"> • Does not cite any peer-reviewed sources • Not appropriate APA format • 0-799 words • Poorly written • 0 points for late assignments 	<ul style="list-style-type: none"> • Sources are outdated or ineffective • Lacks focus on content • Unorganized • Some writing errors • Not in appropriate APA format • 800-899 words 	<ul style="list-style-type: none"> • Student cites some relevant, current peer-reviewed sources • Follows directions • APA formatting demonstrated but not extensive • 900-1000 words 	<ul style="list-style-type: none"> • Professional writing structure • Well-organized response • Student cites appropriate, current peer-reviewed sources • Proper APA format • Exceeds 1000 words

Short Answer Rubric

Short Answer Rubric	Minimal	Competent	Effective	Mastery
Grade	0-74%	75-82%	83-92%	93-100%
Clarity	<ul style="list-style-type: none"> • Consistently below expectations • Lacks significant details of the assignment • Lacks critical thought, analysis, and application • Partially addresses the topic 	<ul style="list-style-type: none"> • Inconsistent comprehension • Marginal responses • Content, concepts, ideas/responses are not fully developed 	<ul style="list-style-type: none"> • Demonstrates satisfactory understanding • Lacks answer to all questions/full scenario • Demonstrates some knowledge of content and professional vocabulary • Content needs additional focus for innovative responses other than restatement of text 	<ul style="list-style-type: none"> • Relevant use of vocabulary throughout • Demonstrates superior knowledge of concepts and theories • Addresses problem/issue directly • Demonstrates active critical thinking relevant to problem identification and effective solutions
Depth	<ul style="list-style-type: none"> • Lacked detail that demonstrates active thought • One-sentence answer 	<ul style="list-style-type: none"> • Provided enough detail for marginal requirement • “Textbook” in nature (restatement of what was in textbook) 	<ul style="list-style-type: none"> • Demonstrated some form of outside material used • Shows some critical thinking and active thought 	<ul style="list-style-type: none"> • Articulates critical thoughts & analysis throughout the answer • Obvious use of outside resources to supplement resources
Quality	<ul style="list-style-type: none"> • Unorganized • Poorly written • 0 points for late assignments 	<ul style="list-style-type: none"> • Lacks focus on content • Some writing errors 	<ul style="list-style-type: none"> • Follows assignment instructions • Well-written • Few writing errors 	<ul style="list-style-type: none"> • Professional writing structure • Well-organized response • Free of grammatical, spelling, & formatting errors