Course Syllabus
MGT313 Section 2 Human Resource Management
Fall 2020

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Telephone: 336-334-3465
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Course Web Site: http://courses.uncg.edu

Office Hours: Monday 2:30-3:30 on Skype or any other time by appointment via email

Required Textbook
ISBN: 9781260079173
(Students must purchase the access to this connect website in order to take quizzes and exams)

Course Website
All students officially registered for the course can access the course Canvas website (http://courses.uncg.edu). Please check Canvas often. Announcements, PowerPoint presentations, case studies, articles, grades, and other information pertaining to this course will be posted.

Course Description
The human resource function of modern organizations is critical, as people are our most important resource. The course is an undergraduate level survey of principles, practices, theory, and current issues facing organizations as related to attracting, selecting, and maintaining a productive workforce in today's competitive operating environment.

This course helps students to better understand the complexities of managing people in organizations, with a primary focus on human resource environment, acquiring, training, developing human resources, assessing and improving performance, and compensating human resources. By focusing on the strategic, operational, and administrative roles of human resource management, students acquire critical knowledge of the changing nature of issues facing their most important organizational asset: human resources.

Learning Objectives
Overall Course Objective: Students will develop a comprehensive knowledge of strategic issues affecting the employer-employee relationship, including analysis of global, national and organizational
conditions that impact HRM outcomes. Based on this knowledge, students will be able to advance appropriate organizational HRM practices.

- The student will interpret recruiting and selection data in light of the responsibilities of human resource departments for ensuring that the organization complies with equal employment opportunity and Americans with Disabilities regulations.
- The student will compare and contrast the basic uses of job analysis information and explain which job and workflow variables should be tracked according to each use.
- The student will demonstrate how to compose a recruiting/screening/selection process that serves a given strategy.
- The student will explain how to assess training programs on the four common measures of training success: trainee reaction, declarative knowledge, specific job behavior, and return on investment.
- The student will explain and illustrate the various performance appraisal data that can be tracked by an HRIS and tell how tracking individual performance helps to improve overall organizational effectiveness.
- The student will demonstrate how to analyze job description data and use it in job evaluation.
- The student will explain how strategic compensation can be used to further organizational objectives.
- The student will explain what variables are important to track in maintaining good employee and labor union relations.
- The student will assess certain organizational practices in terms of their compliance with OSHA.
- The student will evaluate organizational safety and health practices in terms of their ability to increase employee well-being and productivity.

**Course Pedagogy**

- Lecture/discussions lead by the instructor
- Case discussions
- Individual and team experiential exercises and assignments
- Examinations

**Important Course Policies**

- **Academic Integrity:** By the singular act of registering for this course, you agree to abide by the UNCG Academic Integrity Policy. All written work submitted must be original and produced by the student/team for this class only. If you are for any reason unfamiliar with the contents of the code, please review it on the school’s website link: [http://sa.uncg.edu/dean/academic-integrity/](http://sa.uncg.edu/dean/academic-integrity/). Violations will be pursued. Academic Integrity applies to all aspects of BUS328. Please be aware that the following also constitute Integrity Violations in BUS328:
  - You may not be in possession of any unauthorized exam or related materials, including old exams.
  - Signing an attendance sheet for another student and/or failing to attend the entire class is a falsification of your attendance and an academic integrity violation.
  - Once an exam begins, you are not allowed to leave for any reason until you have submitted the exam.
  - Falsification of any material used in the preparation or development of assignments is a code violation.
  - The Bryan School of Business and Economics has recently developed and accepted Faculty and Student Guidelines, focusing on the expected performance of each. Since these guidelines are new, please take the time to review them. They can be found at the following link: [http://bae.uncg.edu/assets/faculty_student_guidelines.pdf](http://bae.uncg.edu/assets/faculty_student_guidelines.pdf)
• **Communicating:** For purposes of this course, I will request that you check your personal email (E-Spartan) daily as well as Canvas for messages and/or assignments.

• **Extra Credit:** Extra credit assignment will be provided, and details can be found on Canvas. All students will be given an equal opportunity to participate.

• **Religious Observance:** The University allows for 2 excused absences each academic year for religious observances required by the faith of the student. Students requesting a religious absence must notify the instructor of each absence **14 days in advance of the date** of the religious observance. The request must state in writing the nature of the religious observance and the date(s). Student’s participation must be confirmed in writing by an official of the religious organization. The instructor will require the student to complete any test or assignment in advance of the originally scheduled date of the test or assignment that is impacted by the absence due to the religious observance. The requirement for students to make such requests for excused absences applies only to days when the University is holding class.

• **UNCG Athletics & Performing Artists:** It is up to each athlete or artist to identify future missed classes at the start of the semester and notify me in writing (email) by no later than the second week of the semester. If your UNCG event interferes with an exam/assignment, you are required to submit the assignment/take the exam **prior to** the regularly scheduled date.

• **Students with Disabilities:** UNCG seeks to comply fully with The Americans with Disabilities Act and section 504 of the Rehabilitation Act of 1973. Students requesting accommodations based on a disability must be registered with the Office of Disability Services in 215 Elliott University center, 334-5440, [www.uncg.edu/ods](http://www.uncg.edu/ods).

• **Health and well-being impact learning and academic success.** Throughout your time in the university, you may experience a range of concerns that can cause barriers to your academic success. These might include illnesses, strained relationships, anxiety, high levels of stress, alcohol or drug problems, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may experience. You can learn about the free, confidential mental health services available on campus by calling 336-334-5874, visiting the website at [https://shs.uncg.edu/](https://shs.uncg.edu/) or visiting the Anna M. Gove Student Health Center at 107 Gray Drive. For undergraduate or graduate students in recovery from alcohol and other drug addiction, The Spartan Recovery Program (SRP) offers recovery support services. You can learn more about recovery and recovery support services by visiting [https://shs.uncg.edu/srp](https://shs.uncg.edu/srp) or reaching out to recovery@uncg.edu.

• **COVID-19 Spartan Shield Video**
UNCG Chancellor Frank Gilliam has challenged us to create a Culture of Care at UNCG where we all wear face coverings and social distance, less to protect ourselves but rather more to protect everyone around us. It shows that you care about the well being of everyone around you. We have created this video featuring your student body presidents to better explain how and why this is so important. Please watch this video before the first day of classes. [https://youtu.be/Mb58551qxEk](https://youtu.be/Mb58551qxEk)
The grades for this class will be determined based upon:

<table>
<thead>
<tr>
<th>ASSIGNMENT AND TESTS</th>
<th>SCALE</th>
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<tbody>
<tr>
<td></td>
<td>A: 93.0-100 A-: 90-92.9</td>
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<tr>
<td></td>
<td>B+: 87.0-89.9 B: 83.0-86.9</td>
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<tr>
<td>Exam 1</td>
<td>B- 70.0-72.9 C+: 77.0-79.9</td>
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<tr>
<td>Exam 2</td>
<td>C: 73.0-76.9</td>
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<tr>
<td>Exam 3</td>
<td>C-: 70.0-72.9</td>
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<tr>
<td>Exam 4</td>
<td>D+: 67.0-69.9 D: 63.0-66.9</td>
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<tr>
<td>Weekly Quizzes</td>
<td>D-: 60.0-62.9</td>
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<tr>
<td>Peer Evaluation</td>
<td>F: 59.9 or below</td>
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<tr>
<td>Final Group Project</td>
<td>*decimals will be rounded up/down</td>
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<td>Extra Credit Project: Book</td>
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**ASSIGNMENTS AND TESTS**

**Examinations 60%**: There will be four exams during the semester. The exams may only include multiple choice. Questions will cover material from the textbook.

The exams will be performed on-line on Canvas platform, and they are all open-book exams. In a given time period, each student can take the exam only once, and when it is started, you need to finish the exam in 60 minutes. All instructions and details of the exams will be provided on Canvas.

Make-up examinations must be scheduled prior to the exam. In order to arrange a make-up exam, the student must provide legitimate, written documentation (i.e., physician’s medical excuse or official excuse) of the reason for absence, as specified by UNCG policy. Excused absences include medical emergencies and funerals for immediate family members with appropriate documentation to be given to the instructor. If the instructor is notified prior to the day of the exam, and acceptable written documentation is provided, the student will have one week (7 days) from the original test date to take the make-up exam. Make-up exams will contain different and/or more questions than the original exam. If a legitimate, University accepted excuse cannot be provided, the student will receive a zero (0) on the missed exam.

**Quizzes 10%**

There will be weekly mini quizzes (10 multiple choice questions) on the Canvas. These are open book and the purpose is for you to test yourself on the basic information on that week’s chapter. No-make up quizzes will be provided, and no late quizzes will be accepted.

**Group Research Project 20%**

Each group is required to conduct first-hand field research on a local off-campus business or non-profit organization. Each group will be required to interview a higher-level manager, an employee, and a middle-level manager and report their findings in a final paper of 1200-1500 words. Interviews should focus on “best practices” as well as “areas for improvement” related to the human resource management of this particular organization integrated from all three sources of interviewees. An interview protocol and questionnaire will be provided to help guide your interview on Canvas. There is also a grading form/structure outline for this group research project in the appendix of this syllabus.

**Peer Evaluation 10%**
You will rate your group peers’ contribution to your group project (i.e., group paper, presentation, and other activities). The rating is a percentage a rater thinks a group peer deserves out of the group’s scores on the group projects. It can be anywhere between 0% and 100% for a group peer. For example, if you believe that all peers in your group have contributed significantly and equally to the group projects, you could give every peer a rating of 100%. If you think that peers A and B contributed most, but C and D did much less than A and B, and E helped little, you might want to give A and B 100%, C and D 60%, and E 20%.

**Policy for Late Assignments**
If you are late on an assignment, your grade on that assignment will be reduced by 25% for each day (24 hours) it is late. You are always welcome to hand in an assignment before its due date if you anticipate that you will be busy as the due date approaches.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Readings and Assignments</th>
<th>Assignment</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Aug 17 ~ Aug 21</td>
<td>Managing HR</td>
<td>Chapter 1</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Trends in HRM</td>
<td>Chapter 2</td>
<td></td>
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<tr>
<td>2</td>
<td>Aug 24 ~ Aug 28</td>
<td>Providing Equal Employment Opportunity and a Safe Workplace</td>
<td>Chapter 3</td>
<td>Quiz 1 due on Friday midnight</td>
</tr>
<tr>
<td>3</td>
<td>Aug 31 ~ Sep 4</td>
<td>Analyzing Work and Designing Jobs</td>
<td>Chapter 4</td>
<td>Quiz 2 due on Friday midnight</td>
</tr>
<tr>
<td>4</td>
<td>Sep 7 ~ Sep 11</td>
<td>Exams</td>
<td>Chapter 1, 2, 3, 4</td>
<td>Exam 1 date: Sep 7 ~ Sep 11</td>
</tr>
<tr>
<td>5</td>
<td>Sep 14 ~ Sep 18</td>
<td>Planning for and Recruiting HR</td>
<td>Chapter 5</td>
<td>Quiz 3 due on Friday midnight</td>
</tr>
<tr>
<td>6</td>
<td>Sep 21 ~ Sep 25</td>
<td>Selecting Employees and Placing Them in Jobs</td>
<td>Chapter 6</td>
<td>Quiz 4 due on Friday midnight</td>
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<tr>
<td>7</td>
<td>Sep 28 ~ Oct 2</td>
<td>Training Employees</td>
<td>Chapter 7</td>
<td>Quiz 5 due on Friday midnight</td>
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<td>8</td>
<td>Oct 5 ~ Oct 9</td>
<td>Exams</td>
<td>Chapter 5, 6, 7</td>
<td>Exam 2 date: Oct 5 ~ Oct 9</td>
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<tr>
<td>9</td>
<td>Oct 12 ~ Oct 16</td>
<td>Developing Employees for Future Success</td>
<td>Chapter 8</td>
<td>Quiz 6 due on Friday midnight</td>
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<tr>
<td>10</td>
<td>Oct 19 ~ Oct 23</td>
<td>Creating and Maintaining High-Performance Organizations</td>
<td>Chapter 9</td>
<td>Quiz 7 due on Friday midnight</td>
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<tr>
<td>11</td>
<td>Oct 26 ~ Oct 30</td>
<td>Managing Employee Performance</td>
<td>Chapter 10</td>
<td>Quiz 8 due on Friday midnight</td>
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<td>12</td>
<td>Nov 2 ~ Nov 6</td>
<td>Exams</td>
<td>Chapter 8, 9, 10</td>
<td>Exam 3 dates: Nov 2 ~ Nov 6</td>
</tr>
<tr>
<td>13</td>
<td>Nov 9 ~ Nov 13</td>
<td>Establishing a Pay Structure</td>
<td>Chapter 12</td>
<td>Quiz 9 due on Friday midnight</td>
</tr>
<tr>
<td>14</td>
<td>Nov 16 ~ Nov 20</td>
<td>Providing Employees Benefits</td>
<td>Chapter 14</td>
<td>Quiz 10 due on Friday midnight</td>
</tr>
<tr>
<td>15</td>
<td>Nov 23 ~ Dec 3</td>
<td>Exams</td>
<td>Chapter 12 &amp; 14</td>
<td>Exam 4 dates: Nov 23 ~ Dec 3</td>
</tr>
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The professor will notify students by email of any changes to the proposed topic outline.
Group Research Project Final Paper: Evaluation Form

I. Background (15%)
1. Information about the company (see Interview Protocol) 0 1 2 3
2. Information about the job (see Interview Protocol) 0 1 2 3
3. Information about the person (see Interview Protocol) 0 1 2 3

II. “Best Practices” (25%)
1. Described each “best practice” using specific, causal statements (e.g., not “weekly parties” but rather “weekly parties strengthen employee solidarity and reinforce key organizational values”) 0 1 2 3
2. Illustrated each argument using quotes and anecdotes from the interview and/or data from the survey (i.e., what was said or reported that led you to identify each “best practice”?) 0 1 2 3
3. Concepts from the class were used appropriately to sharpen the analysis 0 1 2 3

III. Possible Areas for Improvement (25%)
1. Described each “possible improvement area” using specific, causal statements (e.g., not “low employee motivation” but rather “repetitive work fails to stimulate employees and leads to turnover and low productivity”) 0 1 2 3
2. Illustrated each argument using quotes and anecdotes from the interview and/or data from the survey 0 1 2 3
3. Described what the manager is doing now or what the manager could be doing to work on each “possible improvement area.” 0 1 2 3
4. Concepts from the class were used appropriately to sharpen the analysis 0 1 2 3

IV. Style Points (15%)
1. The presentation was well-organized and easy to follow 1 2 3

V. Substance Points (10%)
1. The presentation was engaging, interesting, and insightful 1 2 3