Course Title: Introduction to Human Resource Management – MGT 283
Sections: 1001
Credits: Three (3)
Instructor: Stephen J. Theriault, MBA
Instructor Contact:
  Cell Phone (775) 220-5582
  Office Phone (775) 753-2235
Classroom: Internet/Canvas Platform
Course Week: Monday 12:01 AM through Sunday 11:59 PM
Office Hours: Monday 9:00 – 11:30 AM; Thursday 1:00 – 3:30 PM
  Additional times by appointment
Email: stephen.theriault@gncnv.edu
Skype: stephenjtheriault
  Mathis, Jackson, & Valentine (2014)
  ISBN: 9781133953104

Catalog Description:
Duties and responsibilities of personnel management. Areas covered include employee needs, human relationships, orienting and training employees, benefit programs, and economics of supervision.

Prerequisite:
None.

Course Purpose and Objectives:
Develops an understanding and be able to apply the basic principles of personnel management.

<table>
<thead>
<tr>
<th>Expected Learner Outcomes</th>
<th>Learner Outcome Measurements</th>
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<tbody>
<tr>
<td>Demonstrate understanding of the basic principles of Human Resource Management</td>
<td>Chapter 3, 7, 12, and 15 Cases, Discussion 1, 2, and 3, Exam 1 - 5</td>
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<tr>
<td>Demonstrate understanding of the basics of leadership</td>
<td>Chapter 12 and 15 Cases, Discussion 1, Exam 1, 3, 4, and 5</td>
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<td>Demonstrate the ability to formulate plans and strategy</td>
<td>Chapter 12 Case, Discussion 2, and 3, Exam 1, 2, 3, and 4</td>
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<tr>
<td>Demonstrate the ability to communicate in a management setting</td>
<td>Jung Typology Assignment, Chapter 15 Case, Discussion 1, 2, Exam 2, 3, &amp; 5</td>
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Methodology:
This course is offered as an online class. In order for students to be successful, they should read the text, participate in the discussions, and complete the Chapter Cases and all other deliverables as assigned.

Course content and all learning activities are presented using behavioral, affective, and cognitive formats with the end result focused on the student’s ability to apply the theories and concepts. Practical scenarios will be presented to allow students to develop their own unique management skills while examining what other managers have done when faced with these same dilemmas. Posted on the course website will be an overview of the materials in each weekly module plus specific chapter PowerPoints®, for those who prefer a more visual medium of presentation. Progress through the weekly modules as arranged and do not skip around as you may miss important data. **All written work is to be submitted as a Microsoft Word doc or docx files.**

**GENERAL EDUCATION COURSE SUBSTANTIATION**
The Human Resource Management course is part of the general education curriculum at Great Basin College, and is therefore expected to meet certain requirements in five broad categories. The following is an explanation of how this course meets these requirements.

**Communication Skills (Strong Emphasis)**
Communication is a critical business skill and is an especially important skill for successful human resource management.

**Critical Thinking (Moderate Emphasis)**
**Quantitative Ability.** Human resource management doesn’t use many metrics so this is not applied in this course.
**Reasoning and Independent Thought.** The appropriate application of human resource management procedures and concepts require both reasoning and independent judgment.

**Scientific Understanding.** Human resource management is an area of business practice and so scientific understanding beyond simple human psychology is not part of the subject.

**Personal and Cultural Awareness (Strong Emphasis)**
**Sense of the Individual in Society.** The various laws and regulations that have been put in place to protect minorities and historically discriminated groups are covered in detail, along with the history of their need.

**Sense of the Past.** In order to understand the role of government in human resource management the past history of discrimination and how government responded to it is covered in detail as part of the basic foundation of human resource management knowledge.
Sense of Accountability. The importance of workplace ethics and respect for the worker along with the social contract between worker and employer are discussed.

Appreciation of Fine Arts. This aspect is not part of the basic human resource management knowledge.

Personal Wellness (Not Covered)

Technological Understanding (Strong Emphasis)
Students will learn how the human resource management function has adapted and leveraged technological advancements to improve workplace efficiency. The impact of technological advancements on employer workforce needs and strategic workforce management are discussed as part of the basic knowledge of the human resource management field.

COURSE DELIVERABLES

Syllabus Quiz:
You must complete the Syllabus Quiz and earn a perfect score to have any other assignments, exams, and Discussion points allocated to you in the course. The Syllabus Quiz must be completed by September 6, 2015 at 11:59 PM, no exceptions! Failure to do so will result in a failing grade in the course.

Written Chapter Cases and Jung Typology Assignment:
The student will write a thorough essay (500 to 1000 words for Chapter Cases, and 1000 – 1250 for the Jung Typology assignment; excluding cover, abstract, and reference pages) that answers all questions that apply to the case and are provided by the author or instructor. Do not submit as a numbered Q & A submission or as a bulleted list of data submission but rather as a completed written paper. Students are responsible for their own time management and as such, should ensure they complete the papers earlier, rather than waiting until the night the assignment is due. Avoid the overwhelmed feeling a student can encounter when they wait until the last minute to start a written paper with significant point allocation.

The student should relate the papers to the chapter materials and issues. All students should do any Internet and/or library database research required prior to writing his or her response. Note that the instructor does not recognize Wikipedia as a suitable reference source due to the editable nature of the material found there that raises concerns about veracity and validity of content. Do not cite Wikipedia, dictionaries, or other student submissions, or list in your references for any assignments. Ensure that proper grammar, sentence structure, and material citations are included for maximum point consideration. Neglecting to cite other authors original material is plagiarism and will be graded accordingly (see the Academic Honesty section in the syllabus on page 9). Your reference page for the Chapter Case Studies and the Jung Typology Assignment has to include at least two resources, in addition to your textbook and web link.
Submit as an attachment in proper APA format as a Microsoft® Word document only with proper grammar, spelling, citations, cover and reference pages. Access GBC’s Academic Success Center web page for resources to aid in proper formatting http://www.gbcnv.edu/asc/. Due to the high point allocation of these assignments, an exceptionally high quality submission is expected with depth, detail, and analysis for maximum point consideration. Anticipate approximately one week grading turnaround time. It is recommended that you complete these assignments sooner rather than later for best results and efficient time management.

Discussions:
Discussion topics will be posted for student’s consideration. Students must access and post high quality content on at least 3 of the seven days in the discussion week (the 3 days of posting are worth 10 points). The discussion week runs from Monday at 12:01 AM thru Sunday at 11:59 PM. Students can earn up to 20 points for an initial substantive posted response to the topic and, an additional 30 points during the discussion week with thoughtful and informative replies to their fellow students that enhance the discussion and concept development (minimum of three additional insightful and substantive posts required to be eligible for the full 30 points available).

The student must post their initial substantive discussion response no later than Tuesday at 11:59 PM in the discussion week to earn the full 20-point credit allowable for that portion of the deliverable. As a point of Clarification - a substantive initial response and student replies are approximately 100 to 150 words of quality insight each, from the week’s assigned materials and personal work experience that relates to the topic.

Initial response to the DQ and replies to fellow students made late in the week do not help us to build a strong discussion. Posts of “I agree” and others of similar limited depth and/or significance do not qualify for points. I assign significant point value to the DQ activities, as it is a critical component of your learning. Enhance our learning and engage each other in civil discourse. Please let me know if you have need of further clarification.

To recap:
- Initial Discussion response posted by Tuesday at 11:59 PM that is considered substantive by the instructor – 20 points
- Substantive engagement with at least three of your peers during the discussion week - 30 points
- Posting of a substantive nature in the discussion forum on at least three of the seven days in the discussion week – 10 points.

Exams:
Exams usually consist of a combination of True/False, Multiple Choice, Fill in the Blanks, and/or Essay Questions/Short Answer taken from your textbook. The Exams have up to 50 questions and a two hour time limit (there are a varying number of questions and point allocations per questions in each exam). The two hour time window starts when you log into the exam and ends exactly two hours later. You cannot pause the exam and return at a later time to complete it. You will be required to download the
Respondis LockDown Browser software to take all exams. Specific instructions are contained in the Announcement section of the course. Note that the Respondis Lockdown Browser cannot be loaded onto smart phones or iPads.

Because it is important for students to use the terms and concepts of this course, all tests and written assignments will require the student to use the correct vocabulary and apply the theories given various scenarios and practical examples whenever possible. The primary goal of each examination and assignment is to allow the students an opportunity to demonstrate their knowledge of the course concepts, within the time constraints and parameters available, and to apply these concepts even when given several competing alternatives. **Note: Exams are available to students from Monday at 12:01 AM through Wednesday at 11:59 PM**

**Late Submission Policy:**
See course Modules for **specific due dates** of Chapter Cases, Discussion Questions, Jung Typology Assignment and Exams.

Chapter Cases, the Jung Typology Assignment and Exams must be complete and submitted within the time frames posted in the WebCampus module. Technical difficulties are not an acceptable excuse for a late posting (you know in advance about all course deliverables by reading the syllabus and looking through the course modules) and will not be considered for point allocation. Do note that slow upload times due to high volume on the servers (common occurrence on days when many courses have a deliverable due) is not an acceptable excuse for lack of submission. I highly recommend that you do not wait until 11:58 PM on the night an assignment is due to start your attempted upload. Plan your time wisely. If you have unreliable internet connectivity, I recommend using the college computer resources available in Elko and at all centers. Additional computer access is generally available at many public libraries. Failure to post on time will cause the student to forfeit the points for that particular item. Effective time management is your responsibility. **The instructor does not offer “make up” work, late posting allowances, or extra credit opportunities.**

Any student who posts all five of the exams, all the Case Studies, and the Jung Typology Assignment by the original due dates; will receive a 30 point bonus at the conclusion of the semester as identified in the “Methods of Evaluation” below.

**Method of Evaluation:**
A standard grading scale will be used. The following items will be graded accordingly and with the following values on the overall course grade:

<table>
<thead>
<tr>
<th>Items</th>
<th>Max. Value Per Assessment</th>
<th>Total Value</th>
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<tbody>
<tr>
<td>Exams (5)</td>
<td>100</td>
<td>500</td>
</tr>
<tr>
<td>Jung Typology Assignment (1)</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Discussion Questions (3)</td>
<td>60</td>
<td>180</td>
</tr>
<tr>
<td>Chapter Cases (4)</td>
<td>50</td>
<td>200</td>
</tr>
<tr>
<td>Syllabus Quiz (1)</td>
<td>20</td>
<td>20</td>
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Cumulative Point Grading Scale:
Final grades for the semester where the instructor employs the plus (+) and minus (-) grading system will be based on the following scale of cumulative points.

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
</tr>
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<tbody>
<tr>
<td>940 to 1000</td>
<td>A</td>
</tr>
<tr>
<td>900 to 939</td>
<td>A-</td>
</tr>
<tr>
<td>870 to 899</td>
<td>B+</td>
</tr>
<tr>
<td>830 to 869</td>
<td>B</td>
</tr>
<tr>
<td>800 to 829</td>
<td>B-</td>
</tr>
<tr>
<td>770 to 799</td>
<td>C+</td>
</tr>
<tr>
<td>730 to 769</td>
<td>C</td>
</tr>
<tr>
<td>700 to 729</td>
<td>C-</td>
</tr>
<tr>
<td>670 to 699</td>
<td>D+</td>
</tr>
<tr>
<td>630 to 669</td>
<td>D</td>
</tr>
<tr>
<td>600 to 629</td>
<td>D-</td>
</tr>
<tr>
<td>0 to 599</td>
<td>F</td>
</tr>
</tbody>
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COURSE OUTLINE:
The following course outline sets forth the course work for the Fall 2015 Semester. The course outline and schedule is subject to change and amendment at the sole discretion of the instructor. Any and all amendments made shall be announced in class.

**WEEK 1  Week of August 31 through September 6, 2015**
Start of Fall 2015 Semester – Monday August 31, 2015
Topic – Introduction to Course Curriculum/Student review of deliverables
Post personal bio to discussion thread and respond to peers
**Syllabus Quiz** – Students must complete with a perfect score to submit additional graded items. **Final deadline for submission is Sunday, September 6, 2015 by 11:59 PM. NO exceptions!**
Read Chapter 1: Human Resource Management in Organizations
Reading Assignment to be completed before Week 2 – Ch 1.

**WEEK 2  Week of September 7 through September 13, 2015**
Topic – Human Resource Management in Organizations
Jung Typology Assignment: Go to the following link and complete the assessment.
[http://www.humanmetrics.com/cgi-win/JTypes1.htm](http://www.humanmetrics.com/cgi-win/JTypes1.htm)
Due September 16th by 11:59 PM (the only assignment to have this much lead time)!
Read Chapter 2: Human Resource Strategy and Planning
Reading Assignment to be completed before Week 3 – Ch 2

**WEEK 3  Week of September 14 through September 20, 2015**
Topic – Human Resource Strategy and Planning
Discussion 1: Post and respond to peers in a substantive manner
Read Chapter 3: Equal Employment Opportunity
Reading Assignment to be completed before Week 4 – Ch 3
WEEK 4  Week of September 21 through September 27, 2015
Topic – Equal Employment Opportunity
Chapter 3 Case – “Worker Exploitation at Foxconn/Hon Hai?” pg. 103 – 104
Due September 23rd by 11:59 PM!
Read Chapter 4: Workers, Jobs, and Job Analysis
Reading Assignment to be completed before Week 5 – Ch 4

WEEK 5  Week of September 28 through October 4, 2015
Topic – Workers, Jobs, and Job Analysis
Read Chapter 5: Individual/Organization Relations and Retention
Reading Assignment to be completed before Week 6 – Ch 5
Exam 1: Chapters 1 - 3

WEEK 6  Week of October 5 through October 11, 2015
Topic – Individual/Organization Relations and Retention
Read Chapter 6: Recruiting and Labor Markets
Read Chapter 7: Selecting Human Resources
Reading Assignment to be completed before Week 7 – Ch 6 and 7

WEEK 7  Week of October 12 through October 18, 2015
Topic – Recruiting and Selecting Human Resources in diverse Labor Markets
Read Chapter 8: Training Human Resources
Reading Assignment to be completed before Week 8 – Ch 8
Exam 2: Chapters 4 – 7

WEEK 8  Week of October 19 through October 25, 2015
Topic – Training Human Resources
Chapter 7 Case – “Using Data to Enhance Hiring Decisions”, pg. 252
Due October 21st by 11:59 PM!
Read Chapter 9: Talent, Careers, and Development
Read Chapter 10: Performance Management and Appraisal
Reading Assignment to be completed before Week 9 – Ch 9 & 10

WEEK 9  Week of October 26 through November 1, 2015
Topic – Talent Management, and Performance Management & Appraisal
Discussion 2: Post and respond to peers in a substantive manner
Read Chapter 11: Total Rewards and Compensation
Reading Assignment to be completed before Week 10 – Ch 11
Exam 3: Chapters 8 – 10

WEEK 10  Week of November 2 through November 8, 2015
Topic – Total Rewards and Compensation
Read Chapter 12: Variable Pay and Executive Compensation
Reading Assignment to be completed before Week 11 – Ch 12
WEEK 11  Week of November 9 through November 15, 2015
Topic – Variable Pay and Executive Compensation
Chapter 12 Case – “Best Buy Pays Big Bucks for CEO”, pg. 437
Due November 11th by 11:59 PM!
Read Chapter 13: Managing Employee Benefits
Reading Assignment to be completed before Week 12 – Ch 13

WEEK 12  Week of November 16 through November 22, 2015
Topic – Managing Employee Benefits
Read Chapter 14: Risk Management and Worker Protection
Reading Assignment to be completed before Week 13 – Ch 14
Exam 4: Chapters 11 – 13

WEEK 13  Week of November 23 through November 29, 2015
Topic – Risk Management and Worker Protection
Discussion 3: Post and respond to peers in a substantive manner
Read Chapter 15: Employee Rights and Responsibilities
Reading Assignment to be completed before Week 14 – Ch 15

WEEK 14  Week of November 30 through December 6, 2015
Topic – Employee Rights and Responsibilities
Chapter 15 Case – “Evaluate” before “Terminate”, pg. 554 – 555
Due December 2nd by 11:59 PM!
Read Chapter 16: Union/Management Relations
Reading Assignments to be completed before Week 15 – Ch 16

WEEK 15  Week of December 7 through December 13, 2015
Topic – Union/Management Relations
Prep for Exam 5

WEEK 16  Week of December 14 through December 16, 2015
Exam 5 – Chapters 14 – 16 (Available Dec 14 thru 16 at 11:59 PM)

STUDENT PREPARATION AND PARTICIPATION NOTES:
Student Preparation:
In order for a student to achieve a level of performance in this course that shall be
considered adequate work or better, the student should dedicate two (2) to three (3) hours
of work for credit value (i.e. 3 credits approximate 9 – 10 hours of outside work). This is
the expectation level established by the instructor in the construction of the curriculum
for this course and constitutes a general rule of thumb. Some students may need to
dedicate more hours in preparation. The following procedures should assist a student in
preparing for class quizzes, exams, and discussion.
   a. Read the assigned chapters and deliverables.
   b. Make appropriate notes to aid in material retention and understanding.
   c. Review your reading outline notes in preparation for the examinations.
Note: The course Modules will always reflect the current week and one additional week so you can work ahead on key assignments to maximize your time management skills.

Additionally, the instructor does not offer extra credit or make up assignments. It is the student’s responsibility to use effective time management techniques to complete their work and submit it in a timely manner.

Student Participation:
All students are encouraged to participate in class discussions and each student has the opportunity to earn valuable points by their participation. An often-overlooked aspect of class participation is thinking. Students shall be required to think. Your instructor adheres to the philosophy that there is no such thing as a “stupid question”. However, your instructor is not sympathetic when it comes to “ignorant questions”; those questions asked when it is obvious that the student has not completed the assigned readings in advance of a class session discussion. Prepare ahead – your peers or your instructor will call you on if you don’t 🤓!

STUDENT CONDUCT AND RESPONSIBILITY
Academic Integrity and Student Conduct:
Student conduct shall conform to the standards of conduct as set forth in the Great Basin College 2015 – 2016 Catalog. Cheating in any form or manner could result in an automatic grade of “F” for this course for this semester. The instructor has a zero (0) tolerance policy on plagiarism and written submissions will be subject to plagiarism detection software.

Grade of Incomplete:
The instructor shall not employ the use of and shall not issue the grade of “I”, a grade of incomplete, in this course.

Student Drop Deadlines:
For this particular course offering the drop date deadline to receive a “W” is November 2, 2015. If you do not complete the course with a passing grade and do not formally withdraw by the drop deadline, your instructor will have no choice but to assign you a grade of “F”.

ADDITIONAL MATTERS AND CONCERNS
CAMPUS SECURITY:
GBC is committed to the safety of our students and has a duty to promote awareness and prevention programs for violence on campus under the Jeanne Clery Act as well as the Campus SaVE (Sexual Violence Elimination Act) and VAWA (Violence Against Women Act), which are amendments to Clery. Acts of violence include, but are not limited to, sexual assault, domestic violence, dating violence, and stalking. Acts of violence can occur on the physical campus or centers of GBC in addition to field placement sites, clinical practice settings, and other places where college or class activities occur. As well, the online environment at GBC is considered a GBC site. If you experience any incidence where your safety has been threatened or violated, or if
you feel threatened or harassed, immediately report this to me, any center director, faculty, or staff member, or directly to the Director of Environmental Health, Safety & Security (775.753.2115) or the Vice President for Student Services (775.753.2282).

Disability Policy:
In accordance with the provisions of the Americans with Disabilities Act (ADA) and other applicable statutory provisions, as a student with a disability you have the right to request needed accommodations. If you have a disability for which you will need to request accommodations, please contact the ADA Officer (Julie Brynes) in Elko at (775) 753-2271 at your earliest convenience to request timely and appropriate accommodations.

Email and Telephone Policy:
The instructor is available for contact via email and telephone. The instructor shall not address via email or telephone matters relating to grades, points or student confidential information. Assignments and Handouts shall not be sent to students by the instructor via email. Assignments shall not be sent to the instructor by students via email for point consideration although instructor feedback may be provided as a courtesy, time allowing.

Civility:
Civility is a requirement. Students are expected to assist in maintaining a course environment that is conducive to learning. This includes appropriate verbiage and tone in the discussion environment.