**Management 3620 / Fall 2021 Dr. Peter Villanova**

### Human Resource Management 4088 Peacock Hall

Hybrid Course Phone: 262‑6220

Peacock Hall 4018 & 4020 & ASU Learn Office Hours: online

Tuesday & Thursday 3:30-4:45 & by appointment

PURPOSE

This course introduces students to the study of human resource management. Human resource management includes all management decisions that directly affect or influence the people who work for an organization. As such, HRM is considered essential for business success. Work in this course will require students to apply the core competencies of human resource management, including technical proficiency, project management skills, and the management of interpersonal relations to achieve team goals.

POLICY

Students who keep up with the readings and who attend regularly are likely to do better in this course. Students are responsible for class attendance and for obtaining lecture notes from other students when they miss lectures. Make‑up exams will only be administered if students provide a valid medical excuse. Make‑up exam formats are at my discretion.

I usually check my e-mail everyday so this may be more convenient than an office visit for some questions you have or comments you wish to share. Simply send an email to:

VillanPD@Appstate.edu

TEXT

Textbook: Dessler (2013). A Framework for Human Resource Management, 7th ed.

WEB SITE

The syllabus, PowerPoint presentations, and other course-related material are available on ASUlearn.

COURSE REQUIREMENTS

Three required exams will be administered. Exams will consist of approximately 40 multiple‑choice, true‑false, and matching questions. A team-teaching requirement involves students assuming the role of instructors for their peers. Participation grades include attendance, good citizenship behavior, class lecture participation, quality peer narratives, and other evidence of engagement with the course subject matter.

Coursework grades will include an individual and team component. The individual component of your grade amounts to some 70%+ of your final grade. The team component includes the team-teaching grade and team grades on course exercises.

* Team-teaching will involve selecting a chapter from the text and presenting the information to the class as peer learners. Teams will prepare a PowerPoint or Prezi presentation that is intended to run 15 minutes. (8%)
* Team exercise grades involve group work on exercises I assign during the semester. Each exercise requires a 2 to 3-page business memo response. Team members will each ‘sign off’ on the final product and it will be graded as to its completeness, originality, accuracy, and quality of work. (12%)
* A provision for peer evaluation of team contributions will be included at the end of the term and will be consulted for purposes of adjusting team-based grades. (10%)
* Teams may fire a team member for failure to make effective and timely contributions to team success. If a student is removed from their team, that individual will have to complete the same or projects of similar scope and difficulty at the instructor’s discretion. In the event a team member is fired, that individual cannot receive better than a grade of C for the team assignments.
* *Should scheduling prohibit Team Presentations, team-based grades will then be equally based on Team Exercise and Peer Ratings. That is, each would account for one-half of the team-based grade.*

GRADING

Each of the exams will count 20% of your final grade. Team-based grades will count 30% of your final grade and course engagement will account for another 10% of your final grade.

The exams consist of 40 multiple-choice, true-false, and matching questions. The home assignments require written responses that use appropriate business language and are consistent with the standard business memo format.

 Exams 1-3 each @ 20% A > 92%

 Team Teaching & Team Exercises 30% A- > 90%

 Participation 10% B+ > 88%

 B > 82% & etc.

TENTATIVE SCHEDULE

We will follow the schedule below as closely as possible given circumstances.

**This course will include synchronous and asynchronous learning.** *I intend for us to have in-class meetings once a week, but we may meet less frequently.* In-class meetings will be a mix of administrative, lecture, and assignment information. I trust students will devote time to viewing recorded Zoom lectures that I have prepared in advance. Since the actual attendance requirement is modest, you miss class at your own peril. What’s more, your team won’t want you to be egregiously absent from class.

|  |  |  |
| --- | --- | --- |
| **Week of** | **TOPIC** | **Text Chapters** |
| Aug 17 | Introduction to the course & DELTA forces in HRM | 1 |
| Aug 24 | Work Analysis Methods | 3 |
| Aug 31 | Team and Job Study Assignments * ***Team Assignment 1: Job Study***
 | 3 |
| Sep 7 | Job Design & Staffing | 3 |
| **Sep 14** | **Team Assignment 1 DUE** |  |
| **Sep 16** | **EXAM 1**  | **1 & 3** |
| Sep 21 | HRM Legal Framework & *First Union ADEA Case* | 2 |
| Sep 28 | Performance Management* ***Team Assignment 2: Performance Management***
 | 6 |
| Oct 7 | Walker Business ConnectionsFall Break |  |
| **Oct 19** | **Team Assignment 2 DUE** |  |
| **Oct 21** | **EXAM 2**  | **2 & 6** |
| Oct 26 | Personnel Selection 1* ***Team Assignment 3: Personnel Selection***
 | 4 |
| Nov 2 | Personnel Selection 2 & *Person-Job Fit at AMC Theaters Case* |  |
| **Nov 9** | **Team Assignment 3 DUE** |  |
| **Nov 11** | **EXAM 3**  | **4** |
| Nov 16 | Team Meetings |  |
| **Nov 23 & 30** | **Team Project Presentations Due** |  |
| All dates are tentative and may be subject to change. |

### Walker College of Business Writing Expectations Policy

This writing expectations policy is intended to reinforce appropriate written communications skills among our students in the Walker College of Business (WCOB), Appalachian State University. The policy is based upon the belief that it is crucial for our graduates to communicate effectively in order to succeed in the workplace. To encourage our students to practice such skills, we, the WCOB faculty, require our students to demonstrate a basic level of writing proficiency in their written assignments in order to graduate from our business program.

As part of this policy, we adopt the following important expectations.

## Higher-Order Expectations

Students should:

1. Organize text logically.
2. Write clearly and coherently.
3. Follow conventions of business writing, where appropriate.
4. Give sources proper credit and avoid plagiarism.

## When followed, these higher-order expectations will improve the likelihood that the reader will easily understand the student’s intended meaning.

## Fundamental Expectations

Students should:

1. Use complete sentences.
2. Use proper verb tense.
3. Spell words correctly.
4. Use proper punctuation.
5. Cite references correctly.
6. Use other grammatical conventions appropriately.

When followed, these secondary expectations will improve the clarity and appearance of the written material.

## Implementation

*Poorly written assignments will not receive a grade better than ‘C’. In order to earn a ‘B’ grade, papers must evidence all fundamental and higher-order expectations. Papers must exceed good writing form in order to receive an ‘A’ grade. To assure your receipt of a premium grade, you are encouraged to respond to an assignment on time, completely, thoughtfully, and with good form.* Students who desire to have papers reviewed before submission should consult the ASU Writing Center, located in Room 008 of the Belk Library & Information Commons.

## Resources and Recommended Readings

* ASU’s Writing Center, <http://www.writingcenter.appstate.edu>
* WCOB’s online resource page, <http://www.business.appstate.edu/students/writing.php>
* The Elements of Business Writing: A Guide to Writing Clear, Concise Letters, Memos, Reports, Proposals, and Other Business Documents, by Gary Blake and Robert W. Bly.
* Business Grammar, Style & Usage: The Most Used Desk Reference for Articulate and Polished Business Writing and Speaking by Executives Worldwide, by Alicia Abell.
* Business Writing, Period. by K. T. Maclay.
* The Elements of Style, by William Strunk, Jr., and E. B. White.

### ASU Attendance Policy

5.5.1 General Attendance Policy

*5.5.1.1 It is the policy of Appalachian State University that class attendance is an important part of a student's educational experience. Students are expected to attend every meeting of their classes and are responsible for class attendance. Since attendance policies vary from professor to professor, students should refer to the course syllabus for detailed information. Regardless of what reasons there may be for absence, students are accountable for all academic activities, and faculty may require special work or tests to make up for the missed class or classes.*

### ASU Integrity Policy

This course will follow the provisions of the Academic Integrity Code, which can be found on the Office of Student Conduct Web Site: <http://studentconduct.appstate.edu/>.

*As a community of learners at Appalachian State University, we must create an atmosphere of honesty, fairness, and responsibility, without which we cannot earn the trust and respect of each other. Furthermore, we recognize that academic dishonesty detracts from the value of an Appalachian degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form and will oppose any instance of academic dishonesty.*

### ASU Accommodations for the Disabled Policy

Appalachian State University is committed to making reasonable accommodations for individuals with documented qualifying disabilities in accordance with the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. Those seeking accommodations based on a substantially limiting disability must contact and register with The Office of Disability Services (ODS) at <http://www.ods.appstate.edu/> or 828-262-3056. Once registration is complete, individuals will meet with ODS staff to discuss eligibility and appropriate accommodations.

It is the responsibility of the student to inform the professor of student disabilities that may be reasonably accommodated.

### ONLINE Access and Other Matters

* Arrive to class on-time and behave with courtesy toward your peers and professor. Help each other.
* It is the responsibility of the student to establish official registration for this course. Students who are not officially registered should not expect to be added late.
* COVID concerns have obviously impacted delivery of this course. Powerpoints of the lecture material are available on classdat and ASUlearn. While you can adjust your class attendance to suit your own scheduling needs, I do expect you to remain informed about the class and to attend faithfully. Moreover, you will be working with a team and so expect them to also be interested in your desire to succeed. Conspicuous absence or disengagement will reflect poorly on your participation grade.
* I intend the class to meet on Zoom or in-class once a week for both lecture and administrative purposes, *but we may in-class less frequently, depending on circumstances*. I intend to supplement the synchronous meetings with recorded Zoom presentations that will be available on ASUlearn.
* Please be patient as this is a learning situation for most of us. I’ll do my best to assure you have the information necessary to support both your success in this class and to augment your knowledge about human resource management. Admittedly, some information will be abbreviated and my traditional embellishment with examples that occur in a live in-class circumstance will be scant. Some of you may be relieved about that whereas some of you enjoy the additional (often arcane) information that professors are wont to share in a classroom setting.

14 August 2021

To: Students enrolled in Human Resource Management (MGT 3620)

Fr: Dr. Peter Villanova

Re: Course Expectations

All written communications addressed to me will take the form of a business memo format. That is precisely the format of this memo and you should become acquainted with it since it is the format you will use for written communication in the business world. In rare instances, I may require a different format. However, in the absence of specific instructions, students will use this format when communicating in written form with me. I encourage you to adopt this format in all your formal communications with business professors.

The exams I compose are known to be challenging but fair. You can expect each exam to have about 30 multiple-choice items and 10 items that reflect a mix of true-false and matching questions. When studying for these exams you should try to master concepts so that you would be able to understand how the concept applies in specific situations. I test for comprehension and the ability to apply an idea correctly. Some good study habits include:

 a) reading the chapter(s) in advance of the lecture;

 b) re-reading the chapters and outlining them (one page per chapter is enough!);

 c) discussing concepts and their applications with other students;

 d) sharing lecture notes (what you miss may be in someone else’s notes);

 e) asking questions in class when something is not clear;

 f) asking for examples of how a concept applies (I’m known to provide

 good practical examples of tough to understand concepts); and

 g) visiting me in my office, prepared with the questions you have.

I am careful in assigning grades to students and review my exams to identify suspect items according to both psychometric and content validity standards.

I will set aside class time this semester to better accommodate class requirements for team decisions. Technology affords us numerous advantages to pursue teamwork and so a significant portion of your grade will come from being a ‘team player’ both in your own team and as a student in the course.

The course does require you to read in advance in order to be better prepared to understand lecture concepts and HRM practices. I use the technical vocabulary appropriate to the profession and expect you to do so as well. You will be better prepared to understand lecture and participate in class discussion when you read assigned material in advance.

Finally, I wish you an enjoyable and successful semester. I hope you will find the class stimulating, satisfying, and useful to your business career.