Syllabus for: ORGL 4300 Human Resources and Risk Assessment
Summer 2015

This is a compressed WEB class and will be conducted during the first eight weeks of the 2015 Summer Semester. Dates for the class will be: Tuesday, June 2, through Friday, July 24, 2015.

As an Online based course, the class will be delivered over the Internet. It is critically important that you have access to a computer. I am assuming that if you have met the prerequisites for this course (completion of ORGL 3304) and participation as a cohort member in the Organizational Leadership program, you are computer and online course literate. If for some reason that is not the case, please contact me immediately so that we can discuss your qualifications for taking this course.

If you do not have a computer at home you can access the RGC computer labs during the following times: Monday-Thursday, 8am to 9 pm and on Friday, 8am to 4pm.

Required Text:

Text: Human Resource Management
14th Edition, Cengage Learning 2011
ISBN: 978-1-133-95310-4;
AUTHOR: Robert Mathis and John Jackson

By law, Sul Ross is required to tell you the following: "A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer."

In fact, bargains on textbooks for purchase or rental are often found on the websites of many Internet booksellers. Major online vendors typically accept major credit cards, checks, and money orders.

While the textbook will be the primary resource necessary for the course, other resources will be required and/or helpful in the understanding and comprehension of course objectives.

Purpose of the Course:

This course is designed to introduce students to the fundamentals of human resource management, including the business case for human resource management and an overview of the skills necessary to effectively manage human resources. The course is divided into five sections that correspond to the same outline as found in the text: *Human Resource Management* by Robert Mathis, John Jackson and Sean Valentine.

Section 1 -- The Environment of Human Resource Management: we will begin with an introduction of the "Big Picture" of why human resource management matters in today's business world.

Section 2 -- Jobs and Labor: we will discuss how employee performance and legal compliance serve as intermediary processes that connect human resource practices to organizational performance and effectiveness.

Section 3 – Training, Development, and Performance: we will discuss the implementation of staffing and talent management practices.

Section 4 – Compensation: we will discuss the dynamics surrounding employee compensation and benefits.

Section 5 – Employee Relations: we will explore risk management, employee rights and responsibilities as well as union and management relations
The course is designed to present a systematic framework for analyzing and understanding the human resource management functions within an organization.

Upon completion of the course a student will be competent in:

- **Distinguishing human resource management functions and responsibilities;**

- **Demonstrating the importance of job analysis and describing the job analysis process;**

- **Analyzing the legal environment in human resource management;**

- **Identifying the recruitment sources;**

- **Comparing and contrasting interview techniques;**

- **Analyzing the use of employment tests;**

- **Analyzing the performance appraisal process;**

- **Analyzing the role of the benefits and nonfinancial compensation packages in attracting and maintaining employees;**

- **Assessing safety and health programs and employee assistance programs.**

Successful Participation In and Completion of the course will include the following:

Discussion Post Guidelines (50% of Grade):

Class participation is an important expectation of this course. Students are expected to offer comments, questions, and replies to the discussion question that have been posed for each unit as well as to classmate postings. Students are expected to actively participate in EACH unit's discussion each week throughout the course based on the assignments.

A discussion post will be held every week. The post are scheduled to open at 12:00 a.m. on Monday and close at 11:00 p.m. on the subsequent Saturday night. Active and Timely participation in the discussions is essential. **IN GENERAL, THERE ARE NO PROVISIONS FOR MAKING UP A MISSED WEEKLY DISCUSSION. IF YOU MISS A DISCUSSION BOARD YOU WILL RECEIVE A GRADE OF "0" FOR THAT WEEK'S DISCUSSION.**

In the event that you know you will miss a deadline and contact me prior to an assignment being due (at least 48 hours notice) indicating that you need more time your grade will automatically be reduced the number of points equivalent to one whole letter grade. If you miss the negotiated date for late submission you will receive an automatic zero as the grade for that assignment.

My hope and expectation for this course is that we will engage in lively discussion about the topics of Human Resource Policy. My role in this, as I see it, is to act as a facilitator but not a director. I hope to see each of you taking a great deal of responsibility for making this course work. I am happy to share my personal experience as appropriate, but I clearly don't want to impose that on all of you. Because we will not be meeting in a classroom, I view the Discussion Board as our Classroom in which we can engage in thoughtful debate, analysis and questioning of Human Resource topics. You must add something of substance to the discussion in your responses each week -- this would consist of new ideas, your perspectives, pointed follow-up questions, etc. Please note that both quantity and quality are important considerations when it comes to participation. To elaborate, substantive participation includes posting messages that:

- Add value to the discussion and avoid simply repeating, agreeing with, or answering yes or no to peers' comments

- Challenge comments in class, including those of the facilitator

- Constructively disagree

- Ask insightful questions

- Answer other people's questions

- Exemplify the point with real-life events, when possible

- Make comments that are relevant to the course content and objectives

- Integrate or apply relevant readings to the discussion

Our discussion goal is to be collaborative, not combative. Experience shows that even an innocent remark in the online environment can be easily misconstrued. I suggest that you always reread your responses carefully before you post them to make certain that you have worded the message in a way that will not be seen as a personal attack. Be positive in your approach to others and diplomatic with your words. I will do my best to do the same. Respect, as demonstrated in what we say (**words**) and how we say it (**tone**), is the foundation of successful Online learning.

Evaluation of Discussion Assignment:

Postings will be evaluated on the quality of the postings and the degree that the postings promote discussion with classmates. Participation on all discussion boards is required.

Analysis of the Discussion Board Post will include:

1. Evidence of critical thought in the discussion, not just recitation of facts*

2. Contains rich and fully developed new ideas, connections, and applications

*Discussion that includes critical thought means discussing things such as your opinion of the point mentioned, why you hold that opinion, what you see wrong with the point mentioned, how you see the point consistent/inconsistent with what you have learned so far, implications for the future, consistencies/inconsistencies within the article or reading itself, and so forth. In other words, critiquing means analyzing the good and or bad aspects and justifying your analysis; not restating. This means to use outside references in addition to the text and draw conclusions and look at the implications.

As stated, students will be expected to actively participate in the discussions that will cover topics from the text and/or external links posted for the course. **The discussion board posts will constitute 50% of you're your grade for the semester.**

Case Study Guidelines (50% of Grade):

Each chapter of your text also includes a Case Study(s) and/or a Case Study from a current event/situation may be noted. **The topics for the Case Study will be**

noted on the Assignment link on Blackboard. In addition to the discussion posts, students will submit a weekly two page (double spaced) paper on the case studies assigned. Your response to the Case Study assigned must include an analysis of the Case Study presented as well as how the Case Study may apply to your current employment. What aspect(s) of the case reviewed can be directly applied/incorporated in your current place of employment?

Analysis of Case Study Reports will include and evaluation of the following:

- Evidence of Critical Thought- not just recitation of quotes

- Contains rich and fully developed ideas, connections, and applications

- Examines implications of the policies and recommendations for contrasting views

- Draws conclusions from the text, other literature and personal experiences

The Case Study papers must be turned in no later than 8pm on the Sunday of the assigned case study as is noted in the class schedule.

Late papers will not be accepted. Students who fail to submit their Case Study papers by the deadline will receive a grade of "0" for the assignment.

The Case Study papers will constitute 50% of your grade.

In the event that you know you will miss a deadline and contact me prior to an assignment being due (at least 48 hours notice) indicating that you need more time your grade will automatically be reduced the number of points equivalent to one whole letter grade. If you miss the negotiated date for late submission you will receive an automatic zero as the grade for that assignment.

Good and Thoughtful Writing is Essential!

Because the lion's share of your work in the course will be via the written word (Discussions & Case Study Papers), it is essential that your writing be well thought and grammatically accurate. When posting to a discussion, refrain from abbreviations and incomplete sentence structure. Do not use phone text or Twitter vernacular.

When constructing your case study analysis, the expectation is that you write at a "college level." Please be mindful of these common writing errors:

- Sentence fragments
- Sentence Sprawl
- Misplaced and dangling modifiers

- Faulty parallelism
- Unclear pronoun reference
- Incorrect pronoun case
- Omitted commas
- Superfluous commas
- Comma splices
- Apostrophe errors
- Words easily confused
- Misspellings
- Ill constructed paragraphs and/or no paragraphing
-

If writing is a challenge for you, please seek assistance. Most importantly, proof read your work, read it again and then, again - out loud. If what you have written doesn't "sound right" when it is read aloud, then it is not "written well." The expectation of well-written work is very high. If your discussion posts and case study reports are not written in a well constructed and thoughtful manner, it will significantly and negatively influence your grade.

GRADING CRITERIA:

The sum of the discussion posts and case study papers will each count for 50% of your grade. Both discussion posts and case study papers will be graded on a 100 point scale.

A—90+
B—80-89
C—70-79
D—60-69
F—scores less than 60

ADA STATEMENT:

Sul Ross State University Rio Grande College is committed to equal access in compliance with the Americans With Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility must contact the Student Support Specialist on their campus.