MANAGEMENT of HUMAN RESOURCES
MGMT 44301 - 001 FALL 2023
(Credit hrs. 3.0)

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CLASS MEETING TIMES: TR 4:30 PM – 5:45 PM Krannert Building RM 140

COURSE DESCRIPTION: Survey of theory and techniques used in human resource management within organizations. Emphasis is placed on legal concerns, human resource staffing and development, reward systems, and the role of unions in American society. Techniques studied include job analysis, the use of various recruitment and selection procedures, compensation, administration, and collective bargaining.

COURSE OBJECTIVES: The object of this course is to introduce you to modern Human Resource Management (HRM) policies and practices. As such, we are interested in how HRM should be used to create and implement competitive advantages in various types of organizations, and how and to what degree Human Resources will increase the effectiveness of those organizations. Based on the best available theory, empirical research, and organizational practice we will work to develop a sound understanding of the capabilities (and limits) of leading-edge Human Resource Management.

The course is taught from the perspective of the general manager, rather than an HRM specialist. It focuses on the application and effects of HRM, and how the HR System can increase the effectiveness of the firm. Topics focusing on the nature of managerial work, recruiting, selection, performance measurement and feedback, compensation, employee benefits, and others are designed to help students understand how their own careers will be affected by each of these systems, and the roles they must play as managers responsible for executing each of these systems.

TEXTBOOK:
Human Resource Management
13th Edition
By Raymond Noe and John Hollenbeck and Barry Gerhart and Patrick Wright
ISBN: 978-1-266-01816-9
Copyright: 2022

*You CANNOT pass this course without reading the required textbook. There are many

homework assignments that are in the electronic textbook. Therefore, you must purchase online access to the textbook.

WEB ACCESS TO COURSE INFORMATION AND POWERPOINT SLIDES*:

To access course information, go to Purdue BrightSpace. *Select PowerPoint slides for each class will be made available on BrightSpace.

COURSE REQUIREMENTS: Consistent with the grading system (i.e., "+" and "–" letter grades), final grades will be based upon the following criteria, weighted as specified:

SEATING CHART: One of my personal goals for this course is to learn as many of the students' names as possible. Students are required to sit in their assigned seats with a name plate in front of them. Students are also required to pick up their name plates at the beginning of class and return them at the end of each class.

EVALUATION CRITERIA

How to Use Connect Assignment	5.56%	50 points
Exam 1	11.11%	100 points
Exam 2	11.11%	100 points
Exam 3	22.22%	200 points
eBook Assignments	38.89%	350 points - 25 pts. Each 14 Assignments
Participation	11.11%	100 points
	100 %	900 total points

MISSED OR LATE WORK Missed exams, assignments, discussions, and quizzes cannot be made up – no exceptions. However, I do realize that students might have to miss class sometime throughout the semester (due to interviews, university-sponsored events, illness, etc), therefore, only students with officially documented and excused absences will be allowed to make-up these missed exams, assignments discussions, and quizzes or be given credit, at the professor's discretion. STUDENTS MUST INFORM THE PROFESSOR OF ANY CONFLICTS WITH SCHEDULED EXAMS AT A MINIMUM OF THREE WEEKS PRIOR TO THE EXAM. In such cases, students will be given an opportunity to take the exam at an alternate date. This alternate date will ALWYS be before the regularly scheduled exam. In no situation will any student ever be given an opportunity to take an exam after the regularly scheduled exam. No exceptions.

Grade cutoffs will be assigned based on the following scale*:

A+ = 100%   A= 94-99%   A- = 90-93%
B+ = 87-89%   B= 84-86%   B- = 80-83%
C+ = 77-79%   C= 74-76%. C- = 70-73%
D+= 67-69%   D= 64-66%   D- = 60-63%
F = Less than 59%

*Final grades will be dependent on the relative performance of students.

CLASS ATTENDANCE/PARTICIPATION AND ENGAGEMENT

Attendance and participation will be assessed beginning on Week 2. **Participation** is important since not only does it aid in learning the material presented, but also helps you refine your communication skills. Thus, as a member of this class, you are expected to attend all class sessions. You are expected to come prepared for each class session (in-class or via zoom) having read the assigned reading. You are also **expected to consistently participate in class discussions and activities**, which will contribute to the "participation" portion of your grade.

Students are expected to be present for every meeting of the classes in which they are enrolled. Only the instructor can excuse a student from a course requirement or responsibility. When conflicts or absences can be anticipated, such as for many University sponsored activities and religious observations, the student should inform the instructor of the situation as far in advance as possible...For unanticipated or emergency absences when advance notification to an instructor is not possible, the student should contact the instructor as soon as possible by email, or by contacting the main office that offers the course. When the student is unable to make direct contact with the instructor and is unable to leave word with the instructor's department because of circumstances beyond the student's control, and in cases of bereavement, the student or the student's representative should contact the Office of the Dean of Students.

As part of Purdue's return to normal operations as much as possible this semester, attendance may be a factor in course grades as outlined in University Senate academic regulations listed on the [Academic Regulations & Student Conduct section](#) of the University Catalog website. The regulations provide excused absence guidance for cases of grief/bereavement, military service, jury duty, and parenting leave. In all other cases, the concluding language sets the following general expectation:

> *"The University expects that students will attend classes for which they are registered. At times, however, either anticipated or unanticipated absences can occur. The student bears the responsibility of informing the instructor in a timely fashion, when possible. The instructor bears the responsibility of trying to accommodate the student either by excusing the student or allowing the student to make up work, when possible. The University expects both students and their instructors to approach problems with class attendance in a manner that is reasonable."*

The General Guidelines also state that attendance is a shared responsibility, with instructors establishing and clearly communicating attendance policies in the course syllabus and students being responsible for class-related work missed as a result of an unavoidable absence. Further, make-up work is "at the discretion of the instructor."

General Attendance Considerations
- *Guidance on class attendance related to COVID-19 are outlined in the [Protect Purdue Pledge for Fall 2021](#) on the Protect Purdue website.*
  - **While attendance can be a factor in final grades, we strongly encourage that instructors avoid creating grading structures that would unintentionally disincentivize or penalize students for following the Protect Purdue Pledge and staying home when ill or instructed to quarantine or isolate.**

- *Physical presence in the classroom is not the same as engagement. We encourage a focus on ways for students to demonstrate their engagement by following suggestions in the [Student Engagement During In-Person Class Sessions PDF](#).*
- *Take proactive measures to address individual student needs and remove barriers to an equitable learning experience. For example, some students may experience a variety of technology issues (e.g., connectivity off campus) that affect their ability to participate and/or access the course Brightspace. Consider how these students, their peers, and you can work together to ameliorate these barriers.*
- *All courses should have a robust presence in the Brightspace learning management system (LMS) in order to be resilient to perturbations caused by COVID-19. Guidance for classrooms, instructional labs, and experiential courses have been developed and are available on the [Innovative Learning website](#).*
- *Instructors are highly encouraged to communicate expectations regarding attendance with their students early and often. All graded assessments and activities should be tied to course learning outcomes. For courses with experiential components, see the [Experiential Education Resources webpage](#) on the Innovative Learning website.*

[Attendance Policy sample language](#)

ACADEMIC GUIDANCE IN THE EVENT A STUDENT IS QUARANTINED/ISOLATED

You may add a statement on how you will support students' academic progress in the event they become quarantined or isolated. Instructors are asked to do their best in supporting students who may need to complete their assignments and course requirements remotely. As referenced in the Attendance section of the template: The instructor bears the responsibility of trying to accommodate the student either by excusing the student or allowing the student to make up work, when possible. For help developing potential alternatives, contact InnovativeLearningTeam@purdue.edu.

Details on [Isolation-Quarantine Communication for Instructors](#) may be found on the Innovative Learning website. You do not need to do anything else regarding notification, safety, and cleaning. The Protect Purdue Health Center contact tracers and staff will be responsible to handle these issues. However, if you have any concerns about the health or

status of your teaching team, your students, your instructional space, or yourself, contact the Protect Purdue Health Center at 765-496-4636.

Academic Guidance in Event of Q/I sample language

EVALUATION CRITERIA FOR CLASS ENGAGEMENT

Your engagement / participation in this class will be essential for what you learn in this course. It is a truism that you will get out what you put in. The criteria that I use to evaluate your "Engagement / Participation" are shown below:

A. The student consistently takes an active and constructive part in essentially all class activities. The student contributes superior value to not only his or her own learning, but also to the learning of the class as a whole. The student consistently has done all the work assigned and participates actively and constructively in effectively all class sessions. Further, the student frequently demonstrates work and involvement at a superior level beyond what is required and assigned for each class session.

B. The student takes an active and constructive part in most class activities and adds some value to the overall learning of the class. The student does the work assigned and is usually an active and constructive member of each class session. Further, the student regularly demonstrates work and involvement beyond what is required and expected for each class session.

C. The student attends class regularly but adds little-to-no value to the overall learning in the class. The student regularly does the work assigned but provides little evidence of learning or involvement beyond this level. Sometimes the student demonstrates work and involvement beyond the minimum expected for each class session.

D. The student regularly misses class or adds little, if any, value to the overall learning in the class while there. This student often fails to meet even the minimum expectations for learning and engagement in this class. The student may participate in class discussions, but rarely adds value in his or her contributions and sometimes detracts. The student often works below the minimum requirements for the class and provides very weak, to no, evidence of being an active, constructive learner in the class. In some instances this student may make noteworthy contributions to the class, but not enough to offset his or her other distractions.

F. The student misses a significant number of classes and/or adds effectively no value to the overall learning in the class. In fact, the student often detracts value. The student may participate in class discussions, but often infrequently, and not in a helpful manner. The student works substantially below the minimum

requirements for the class and provides almost no appreciable evidence of either being an active, constructive member of the class or of having learned at an acceptable, passing level. Further, the student never, or almost never, demonstrates work and involvement at even the minimum level for each class.

UNDERGRADUATE MANAGEMENT PROGRAMS GRADING POLICY

The Krannert School of Management has recommended a grade distribution mean of no higher than 3.0 (or average grade of "B") for this and other upper division required undergraduate Management courses.

EXAMS: Three multiple-choice online exams will be given. The exam questions will cover the assigned readings, material presented in class, as well as any in-class assignments. **While the content of the course schedule is flexible and will change somewhat throughout the semester, the exam dates are firm**. The exams are **not** cumulative; rather each exam will only cover the material up to the class preceding it. There is **no** final exam in this course.

HOW TO SUCCEED IN THIS COURSE:

- Attend every class.
- Complete reading and homework assignments on time and before class lectures.
- Think through and write down your responses to class discussion questions prior to class.
- Stay focused and engaged during class by taking notes, asking questions, answering questions, and contributing to everyone's learning during lectures and small group discussions.
- Study three hours for every one-hour of class.
- Study for exams at least two weeks before the scheduled exam.
- On a regular basis, visit the professor during office hours to engage with course materials.
- Be proactive.
- Be motivated.
- Be focused.
- Exercise self-discipline.
- Practice delayed gratification.
- Enact the Pyramid of Success in your life:
    - https://engineering.purdue.edu/ME/Academics/Undergraduate/PyramidOf Success

Emails and BrightSpace Announcements: Throughout the semester, course updates will either be announced in class or communicated through BrightSpace Announcements. It is your responsibility to regularly check BrightSpace and your emails. Not reading your emails in a timely manner is not an acceptable excuse.

MISSED OR LATE WORK Missed - assignments / quizzes cannot be made up – no

exceptions. However, I do realize that students might have to miss class sometime throughout the semester (due to interviews, illness, etc), therefore, only students with officially documented and excused absences will be allowed to make-up these **missed** *in-class* **assignments/ quizzes.**

Late Electronic Textbook Chapter Homework and Electronic Textbook Assignments will not be accepted. No exceptions.

PURDUE HONORS PLEDGE
"As a boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together - we are Purdue."

ACADEMIC INTEGRITY

The Brightspace template includes a link to Purdue's Student Guide for Academic Integrity and to Use of Copyrighted Materials under University Policies. Share your personal policy regarding academic dishonesty for your course. Appendix B of this document includes important Guidelines for Academic Integrity in your class and a link to a faculty guide. Additional tips and resources on Academic Integrity are available on the [Innovative Learning website](), including alternatives to high stakes exams, as a way to foster academic integrity, and the use of [Purdue's Honor Pledge](): "As a Boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together - we are Purdue."

The Purdue Honor Pledge Task Force, a student organization responsible for stewarding the mission of the Honor Pledge and encourages a culture of academic integrity, asks all instructors to prominently include the student-initiated Purdue Honor Pledge on their syllabus, as well as exams and key assignments.

Suggestions & tips:
1. *Consider alternate forms of assessment relative to high-stakes exams and only use [digital proctoring]() when all other options have been exhausted.*
2. *See [Exams and Academic Integrity Considerations]() PDF.*

Note regarding the use of commercial websites:
1. *Instructors from class to class treat the materials that appear on commercial web pages very differently, causing confusion among students. Examples include web pages like Course Hero or Quizlet. It is common to find answer keys to old exams or homework. In the worst case, students can find online services to complete the work for them.*
2. *In general, notes are "considered to be 'derivative works' of the instructor's presentations and materials, and they are thus subject to the instructor's copyright in such presentations and materials." As such, they cannot be sold or bartered without your express written permission. See the policy with regard to commercial note-taking in classes that you may wish to include in your syllabus ([see part J of the Purdue student miscellaneous conduct regulations](). Thus, be*

clear in your syllabus as to whether your materials may be posted or considered to be derivative works. See the Academic Integrity section of the OSRR website for guidance and reporting forms.

Academic Integrity sample language

There will be a *Zero-Tolerance* policy for lack of personal integrity in this course. At a minimum, cheating will result in a grade of "F" on the assignment or exam in question. *It's also possible that a student will fail the class as a result.* It is always best to avoid the very *appearance* of cheating. To become conversant with Krannert and Purdue's guidelines go to: http://www.purdue.edu/odos/osrr/ academicintegritybrochure.php https://www.purdue.edu/odos/academic-integrity/

USE OF COPYRIGHTED MATERIALS
Students are expected, within the context of the Regulations Governing Student Conduct and other applicable University policies, to act responsibly and ethically by applying the appropriate exception under the Copyright Act to the use of copyrighted works in their activities and studies. The University does not assume legal responsibility for violations of copyright law by students who are not employees of the University.

A Copyrightable Work created by any person subject to this policy primarily to express and preserve scholarship as evidence of academic advancement or academic accomplishment. Such works may include, but are not limited to, scholarly publications, journal articles, research bulletins, monographs, books, plays, poems, musical compositions and other works of artistic imagination, and works of students created in the course of their education, such as exams, projects, theses or dissertations, papers and articles.

University Regulations on policies: http://www.purdue.edu/policies/academic-research-affairs/ ia3.html

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS) Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, such individuals should contact Counseling and Psychological Services (CAPS) at (765)494-6995 and http://www.purdue.edu/caps/ during and after hours, on weekends and holidays, or through its counselors physically located in the Purdue University Student Health Center (PUSH) during business hours.

UNIVERSITY GRIEF POLICY

Purdue University recognizes that a time of bereavement is very difficult for a student. The University therefore provides the following rights to students facing the loss of a

family member through the Grief Absence Policy for Students (GAPS). GAPS Policy: Students will be excused for funeral leave and given the opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for misses assignments or assessments in the event of the death of a member of the student's family.

See the University's website for additional information: http://www.purdue.edu/studentregulations/regulations_procedures/classes.html

VIOLENT BEHAVIOR POLICY

Purdue University is committed to providing a safe and secure campus environment for members of the university community. Purdue strives to create an educational environment for students and a work environment for employees that promote educational and career goals. Violent Behavior impedes such goals. Therefore, Violent Behavior is prohibited in or on any University Facility or while participating in any university activity.

See the University's website for additional information:

http://www.purdue.edu/policies/facilities-safety/iva3.html

NONDISCRIMINATION STATEMENT

A link to Purdue's Nondiscrimination Policy Statement is included in the Brightspace template under University Policies. You may direct students to the policy link in Brightspace or also include the first paragraph of the policy in your syllabus.

Nondiscrimination Statement sample language

ACCESSIBILITY

In Brightspace under Student Help and Accessibility is a screenshot for your information of the Student Resources Widget that links to the Disability Resource Center. Additionally, Purdue's Web accessibility policy and the Accessibility Standards for Brightspace are provided. Your syllabus should address your personal policy for making the learning experiences in your course as accessible as possible.

The Disability Resource Center (DRC) is a resource for students and instructors. Students may present a "Course Accessibility Letter" to you at any point in the semester. Should you have questions about accommodations, please contact the DRC at 765-494-

1247 or [email](). In many cases, the DRC can collaborate with you to develop inclusive teaching strategies that benefit all students in your class.

The DRC recommends including the following or similar statement in your syllabus.

"**Purdue University is committed to making learning experiences accessible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: drc@purdue.edu or by phone: 765-494-1247.**"

Suggestions & tips:
1. *Purdue also offers resources to help you make learning materials accessible. Some examples include:*
   - *Information from Innovative Learning on [Universal Design for Learning]()*
   - *Guidance from Innovative Learning on [creating accessible documents]()*
   - *Contact innovativelearningteam@purdue.edu with questions.*

MENTAL HEALTH/WELLNESS STATEMENT

Information on CAPS (listed as Purdue Counseling and Psychological Services) is in the Brightspace Student Widget. The University Senate (Senate Document 19-18) calls for the university to require a mental health statement on your syllabus. You are also urged to speak to students during the first week of classes about the various resources available to them regarding mental health.

Suggestions & tips:
1. *Further [Resources for Working with Students]() under the frameworks of the pandemic, wellness, and racial justice and equity are available on the Innovative Learning website.*
2. *Students are more likely to access campus resources if instructors make specific reference to help-seeking as a life skill rather than as an indication of weakness. We seek to foster a culture at Purdue where students are explicitly encouraged and even expected to access the resources available. We need them to Boiler Up!—to Reach Out!*
3. *Campus resource offices exist for the sole purpose of serving students and yet were underutilized during the 2020-2021 academic year For example, Purdue data indicate that students who regularly access the Academic Success Center (ACS) receive significantly higher course grades than those who do not. However, the ACS was drastically underutilized—in some cases down by 50%. Student access of CAPS was also down by--at some points by 20%.*

[Mental Health/Wellness Statement sample language]()

BASIC NEEDS SECURITY

The Purdue Faculty Senate encourages the inclusion of a statement highlighting the importance of students' basic needs (particularly, but not limited to food and housing). Primarily through the Dean of Students Office, Purdue has a range of ways to support students through times of struggle and insecurity. In addition to highlighting the availability of the Dean of Students, you may also want to familiarize yourself with some of the following resources:

- *ODOS overall resources portal and the Critical Need Fund.*
- *Student of concern reporting (anyone on campus can submit a report if they are unsure where to go or in what way they can help a student - it does not need to be an emergency).*
- *The ACE Campus Food Pantry (open to the entire Purdue community)*
- *The Center for Advocacy, Response & Education (open to the entire Purdue community)* "provides support and advocacy for survivors of sexual violence, dating violence, and stalking.*

Basic Needs Security sample language

EMERGENCY PREPARATION

Instructors of all courses must have a presence in and maintain a point of contact in Brightspace. A link to Purdue's Emergency Preparedness resources is located on the Brightspace shell under University Policies. Your syllabus can outline what students should do in emergency situations. Define procedures for communicating with the students and submitting assignments. In addition, please take advantage of the resources found on the Emergency Preparedness Resources for Faculty and Teaching Assistants webpage and review with students the Emergency Preparedness Safety Briefing on the first day of class.

Related Considerations and Guidelines
1. *Keep your cell phone on to receive a Purdue ALERT text message.*
2. *Log into a Purdue computer connected to the network to receive any Desktop Popup Alerts.*
3. *If you have a "no cell phone" in class policy, allow one or two students who have signed up for Purdue ALERT to keep their phones on to receive any alerts*

Emergency Preparation sample language

DISCLAIMER: This course schedule will change depending on the pace of the lecture. Exam dates and assignment due dates are firm and will not change. The following schedule does not include all assignments, which will be assigned as the professor deem necessary to maximize student learning. Complete all readings before the class period in which it is listed.

All assignments and exams will be taken through McGraw-Hill via BrightSpace.
Training for **Connect** will take place online during the first week of class.

<u>Complete all readings before the class period in which it is listed. If I notice that students do not come to class prepared or having read the assigned chapters, pop quizzes may be given in-class.</u>

Week	Tuesday	Assignment	Thursday	Assessment
Week 1 August 22/24	Introductions, syllabus	How to Use Connect assignment due 08/27/23	Lecture	
Week 2 August 29/31	Chapter 1 Lecture	Chapter 1 assignment due 08/28/23 11:59pm	Chapter 1 Q/A	
Week 3 September 5/6	Chapter 2 Lecture	Chapter 2 assignment due 09/04/23 11:59pm	Chapter 2 Q/A	Participation
Week 4 September 12/14	Chapter 3 Lecture	Chapter 3 assignment due 09/11/23 11:59pm	Chapter 3 Q/A	Participation
Week 5 September 19/21	Chapter 4 Lecture	Chapter 4 assignment due 09/18/23 11:59pm	Chapter 4, Q/A **Exam 1: Chapters 1, 2, 3 & 4 Opens 09/21/23 & Due 09/24/23 11:59pm**	Participation, Exam
Week 6 September 26/28	Chapter 5 Lecture	Chapter 5 assignment due 09/25/23 11:59pm	Chapter 5, Q/A	Participation
Week 7 October 3/5	Chapter 6 Lecture	Chapter 6 assignment due 10/02/23 11:59pm	Chapter 6, Q/A	Participation
Week 8 **October 10 Fall Break** October 12		Chapter 7 assignment due 10/09/23 11:59pm	Chapter 7, Lecture	Participation

Week 9 October 17/19	Chapter 8 Lecture	Chapter 8 assignment due 10/16/23 11:59pm	Chapter 8, Q/A **Exam 2: Chapters 5, 6, 7 & 8 Opens 10/19/22 & Due 10/22/23 11:59pm**	Participation, Exam
Week 10 October 24/26	Chapter 9 Lecture	Chapter 9 assignment due 10/23/23 11:59pm	Chapter 9, Q/A	Participation
Week 11 October 31 & November 2	Chapter 10 Lecture	Chapter 10 assignment due 10/30/23 11:59pm	Chapter 10, Q/A	Participation
Week 12 November 7/9	Chapter 11 Lecture	Chapter 11 assignment due 11/06/23 11:59pm	Chapter 11, Q/A	Participation
Week 13 November 14/16	Chapter 12 Lecture	Chapter 12 assignment due 11/13/23 11:59pm	Chapter 12, Q/A	Participation
Week 14 November 21	Chapter 13 Lecture & Q/A	Chapter 13 assignment due 11/20/23 11:59pm	Chapter 13	Participation
Week 15 November 28/30	Chapter 14 Lecture & Q/A	Chapter 14 assignment due 11/27/23 11:59pm		Participation
Week 16 December 5/7	**Review**		**Review**	
Week 17 December 10/13	**FINAL EXAM WEEK**	**Exam 3: Chapters 9, 10, 11, 12, 13 & 14 Opens 12/10/23 and closes on 12/13/23 11:59pm**	**FINAL EXAM WEEK**	