BUS-237 HUMAN RESOURCE MANAGEMENT
MASTER SYLLABUS
LECTURE/LAB HOURS/CREDITS: 3 Lecture / 3 Credits

CATALOG DESCRIPTION
Prerequisite: RDG 099
This course will discuss the implications of human resource planning, recruiting, selecting, training, and evaluating. Emphasis will also be place on motivation, leadership, activities and labor relations in the culturally-diverse workplace.

TEXTBOOK AND COURSE MATERIALS

It is the **responsibility of the student** to confirm with the bookstore and/or their instructor the textbook, handbook and other materials required for their specific course and section.

Please see current textbook prices at www.rcgc.bncollege.com

EVALUATION AND ASSESSMENT

Grading Distribution

The following assessments will be used in this course: - Exams - Quizzes - Class Discussions - Written Assignments - Attendance and Participation	**Grading to be determined by individual instructors.**

Grading Scale

The grading scale for each course and section will be determined by the instructor and distributed the first day of class.

ROWAN COLLEGE AT GLOUCESTER COUNTY CORE COMPETENCIES
(Based on the NJCC General Education Foundation - August 15, 2007; Revised 2011)

This comprehensive list reflects the *core* competencies that are essential for all RCGC graduates; however, each program varies regarding competencies required for a specific degree. Critical thinking is embedded in all courses, while teamwork and personal skills are embedded in many courses.

	RCGC Core Competencies
1	**Written and Oral Communication** Students will communicate effectively in both speech and writing.
2	**Quantitative Knowledge and Skills** Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.
3	**Scientific Knowledge and Reasoning** Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.
4	**Technological Competency** Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
5	**Society and Human Behavior** Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
6	**Humanistic Perspective** Students will analyze works in the fields of art, history, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language
7	**Historical Perspective** Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.
8	**Global and Cultural Awareness** Students will understand the importance of a global perspective and culturally diverse peoples.
9	**Ethical Reasoning and Action** Students will understand ethical issues and situations.
10	**Information Literacy** Students will address an information need by locating, evaluating, and effectively using information

BUS 237 - CORE COMPETENCIES
This course focuses on the following RCGC Core Competencies: Society and Human Behavior, Global and Cultural Awareness, Ethical Reasoning and Action.

Revised Fall 2014

STUDENT LEARNING OUTCOMES: BUS 237- HUMAN RESOURCE MANAGEMENT

BUS-237 students will	RCGC's Core Competencies	Evaluation / Assessment
• Explain what human resource management is and how it relates to the management process. • Provide examples to demonstrate why human resource management is important to all managers.	Society & Human Behavior Global & Cultural Awareness	Exams Quizzes Projects, Homework & Participation
• Identify the most important EEO Laws and apply their protections to specific case situations. • Cite specific discriminatory human resource management practices in each segment aspect of the recruitment and employment process.	Society & Human Behavior Ethical Reasoning and Action	Exams Quizzes Projects, Homework & Participation
• Cite the 5 main responsibilities of a human resource manager and explain the relevance of those functions to the day to day responsibilities of a manager. • Define the challenges of and strategies for managing a human resource function in a global environment.	Society and Human Behavior Global and Cultural Awareness Ethical Reasoning and Action	Exams Quizzes Projects, Homework & Participation

TOPICAL OUTLINE

Introduction:

1. Provide examples to demonstrate why human resource management is important to all managers.
2. Illustrate the human resources responsibilities of line and staff (HR) managers.
3. List the important trends influencing human resource management today.
4. List and briefly describe important traits of today's human resource managers.

Equal Employment Opportunity:

1. Identify the most important EEO Laws, including Title VII of the 1964 Civil Rights Act, and apply their protections to specific case situations.
2. Explain how to avoid and deal with accusations of sexual harassment at work.
3. Define *adverse impact* and provide examples as to how it is proven.
4. Explain and illustrate two defenses you can use in the event of discriminatory practice allegations.
5. Cite specific discriminatory personnel management practices in recruitment, selection, promotion, transfer, layoffs, and benefits.

Job Analysis and the Talent Management Process

1. Explain why talent management is important.
2. Describe the purpose of job analysis - including what it is and how it's used.
3. Demonstrate at least three methods of collecting job analysis information, including interviews, questionnaires, and observation.
4. Write a job description, including a summary and job functions, using the Internet and traditional methods.
5. Write a job specification.
6. Explain competency-based job analysis, including what it means and how it's done in practice.

Personnel Planning and Recruitment**:**

1. List the steps in the recruitment and selection process.
2. Explain the main techniques used in employment planning and forecasting.
3. Explain and give examples for the need for effective recruiting.
4. Name and describe the main internal sources of candidates.
5. List and discuss the main outside sources of candidates.
6. Develop a help wanted ad.
7. Explain how to recruit a more diverse workforce.

Interviewing:

1. List the main types of selection interviews.
2. List and explain the types of errors that can undermine an interview's usefulness.
3. Define a structured situational interview.
4. Prepare a set of legally defensible set of interview questions.
5. Conduct a legally defensible interview.

Training and Developing Employees:

1. Explain the purpose and process of employee orientation.
2. List and briefly explain each of the four steps in the training process.
3. Describe and illustrate how you would identify training requirements.
4. Explain how to distinguish between problems you can fix with training and those you can't.
5. Propose techniques for motivating trainees.
6. Explain how to use five training techniques.
7. List and briefly discuss four management development programs.
8. List and briefly discuss the importance of the eight steps in leading organizational change.
9. Answer the question, "What is organizational development and how does it differ from traditional approaches to organizational change?"

Performance Management and Appraisal:

1. Define performance management and describe how it differs from performance appraisal.
2. Describe the appraisal process.
3. Set effective performance appraisal standards.
4. Develop, evaluate, and administer at least four performance appraisal tools.
5. Explain and illustrate the problems to avoid in appraising performance.
6. Discuss the pros and cons of using different raters to appraise a person's performance.
7. Perform an effective appraisal interview.

Pay for Performance and Financial Incentives
Benefits and Services

1. Apply five motivation theories in formulating an incentive plan.
2. List the main incentives for individual employees.
3. Describe the main incentives for managers and executives.
4. Propose an effective incentive plan, demonstrating required steps.
5. Name and define each of the main pay for time not worked benefits.
6. Propose a benefits package including insurance, retirement and services.

Ethics and Employee Rights and Discipline

1. Explain what is meant by ethical behavior at work.
2. Discuss important factors that shape ethical behavior at work.
3. Describe at least four specific ways in which HR management can influence ethical behavior at work.
4. List at least four important factors in managing dismissals effectively.

Employee Safety and Health

1. Explain OSHA.
3. Answer the question, "What causes accidents?"
4. List and explain five ways to prevent accidents.
5. List five workplace health hazards and how to deal with them.
6. Explain how to set up a basic security program.

Managing Global Human Resources

1. Cite the HR challenges of international business.
2. Illustrate with examples how inter-country differences affect HRM.
3. Describe the main methods for staffing global organizations.
4. Explain with examples how to implement a global human resource management program.

Affirmative Action Statement

The Board of Trustees is committed to providing an educational and workplace environment free from unlawful harassment and discrimination. All forms of employment and educational discrimination and harassment based upon race, creed, color, national origin, age, ancestry, nationality, marital or domestic partner or civil union status, sex, pregnancy, gender identity or expression, disability, liability for military service, affectional, or sexual orientation, atypical cellular or blood trait, genetic information (including refusal to submit to genetic testing) are prohibited and will not be tolerated.

For questions concerning discrimination contact Almarie J. Jones, Executive Director, Diversity and Equity, Affirmative Action/Title IX Officer at 856-415-2154 or ajones@rcgc.edu.

For disability issues, contact Dennis M. Cook, Director, Department of Special Services, ADAAA/504 Officer at 856-415-2265 or dcook@rcgc.edu.

Department of Special Services

The Department of Special Services, located in the Instructional Center, room 425A, welcomes students of all abilities. The staff members in Special Services are committed to providing support services and ensuring equal access to eligible students with documented disabilities as outlined by the Americans with Disabilities Act (ADA) and the Americans with Disabilities Act with Amendments Act (ADAAA).

To maximize the potential of eligible students who self-identify, the Special Services staff provides an array of support services which may include extra time for tests and quizzes, testing in a separate location, advisement, interpreters, scribes, tutors, assistive technology (such as magnification devices and audio amplification), touch screen computers, audio books and note-taking assistance.

As students embark on their academic journey, they are encouraged to meet with staff members to identify, develop and implement support services that are in accord with their individual academic needs. Students are also encouraged to make use of other college support services that are available to all RCGC students currently enrolled in credited academic courses, such as tutoring services and the college library, which offer online information research and other materials needed to complement their studies.

Students registered with the Department of Special Services and who plan to earn an associate degree, further their education and transfer to a four-year institution, or enter the workforce, are encouraged to choose a corresponding program of study (college major) as soon as possible. The Special Services staff assists enrolled students with additional support that focuses on advancing students through their selected programs of study towards a goal of graduating.

Students who request academic support from the Department of Special Services can be assured that confidentiality will always be maintained. Accommodations are provided to address the special needs of individuals with disabilities under Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990 together with the ADA Amendments Act

of 2008 (ADAAA). Under these acts, the office advocates a user-friendly campus for accessibility and a learning-friendly campus for academic success.

For more information or to schedule an appointment to meet Special Services staff, please call 856-415-2265 or visit *RCGC.edu/SpecialServices*.

To Register with Special Services

Students must follow these steps:

- Complete and submit the Student Profile form. Access the [Student Profile Form](#).
- Submit documentation detailing the student's disability. Support services will not be granted without documentation specifying the student's disability. Documentation should include the following information:

  a. Diagnosis with written evaluation of current disability;
  b. Date the student was diagnosed;
  c. Tests used to reach diagnosis;
  d. Credentials of the medical professional conducting evaluation; and
  e. How the disability affects daily activities and/or academic performance.

- By clicking on the following links, students can download the [Special Education Records Release Form](#) and/or Medical Release Form to present to their medical care professional.
- Contact the Special Services office to schedule a meeting with a staff member.

  1. Students should schedule a meeting after submitting the [Student Profile Form](#), proper documentation and completing the College's placement test. (Click on [Special Accommodations for Placement Testing](#) to determine whether student should arrange his/her placement test through the Special Services office or the general Testing Center.
  2. During the meeting, the student and staff member will discuss his or her disability and determine eligible accommodations.

Accommodations

Students who qualify for accommodations are encouraged to register with the Department of Special Services at RCGC before they begin their academic career at Rowan College. This allows students to take advantage of any special accommodations and auxiliary aids that they might need and be eligible to receive.

- **Special accommodations** include but are not limited to extended time on tests, private test rooms to complete tests with the assistance of a reader or scribe, as well as a distraction-free test room.
- **Auxiliary aids** include but are not limited to note takers, tape recorders, large display calculators, interactive calculators, desktop magnifiers, large-screen computer monitors, touch-screen computer monitors, touch-screen laptop computers and JAWS® software. More information about adaptive technology can be found on the [technology](#) link. Students are responsible for identifying which accommodations and auxiliary aids they require for academic support.

Confidentiality

Students who register with the Department of Special Services are assured that their information is kept confidential.

In addition, the student's transcript will not indicate that the he or she is registered with the Department of Special Services. The student's specific special need is not disclosed to the student's instructors. However, accommodation letters are sent to each of the student's professors if the student needs testing accommodations or accommodations in the classroom. It is the student's choice whether or not to disclose the specifics of his or her special need.