



## BMGT 2290

**Division:** Business and Technology

**Department:** Business Management

**Course:** BMGT 2290

**Title:** Human Resource Management

**Catalog Description:**

This is a course devoted to the study of those essential functions and activities associated with managing the human resources of an enterprise. Special attention will be given to procurement, development, compensation, integration, empowerment, maintenance, and separation of the human resource in a business setting.

**General Education Requirements:** N/A

**Semesters Offered:** Spring

**Credit/Time Requirement:** Credit: 3; Lecture: 3; Lab: 0

**Clock/Hour Requirements:** 0

**Offered for Non-Credit:** Yes

**Prerequisites:** None

**Corequisites:** None

**Justification:**

Small business operators must understand how to manage those who work for them, not only to increase worker satisfaction and productivity, but to avoid legal problems. This class was considered essential by the Business Management Advisory Committee for those choosing a two-year business education.

**Student Learning Outcomes:**

Students completing the Human Resource (HR) Management course will be able to do the following: Explain the purposes and objectives of human resource management Summarize the major activities associated with human resource management Describe the human resource responsibilities of all managers Discuss the impact of work force diversity on Equal Employment and Affirmative Action List the major Equal Employment laws and their main provisions Discuss the leading court cases that interpret Equal Employment laws Explain the effect of Equal Employment laws on the role of HR Outline the key elements of an Affirmative Action program Explain why human resource departments must have job analysis information List the major methods of collecting job analysis information Describe the content and uses of a job description Identify the efficiency and behavioral considerations in the design of jobs Identify the factors that shape an organization's demand for human resources Describe how recruiters use Affirmative Action plans, job analysis information, and human resource plans to plan recruitment strategies Explain the dependency of human resource activities on the selection process Describe the standards found in the Equal Employment Opportunity Commission's Uniform

Guidelines on Employee Selection Explain the importance of validity and reliability in employee selection Tell why orientation is needed for new employees and employees in new jobs Explain how placement decisions affect the human resource department Discuss the human resource department's role in separations Identify the employee and organizational benefits of training Identify the issues that influence selection of a performance appraisal system Explain the objectives of effective compensation management Distinguish between incentives and gain-sharing Discuss the role of government in furthering work place security Explain the need for a proactive approach to employee security, safety, and health by the human resource department Describe the human resource department's role in quality of work life (QWL) Explain how progressive discipline works Discuss the impact of unions on managers and human resource professionals Identify the human resource department's role in dispute resolution.

### **Content:**

Students will be required to read selected chapters, answer end-of-chapter questions, write papers on current human resource practices and issues, analyze cases and recommend solutions in oral presentations, as well as complete selected assignments. The following topics will be covered: Fair Employment Practices Human Resource Planning Recruitment and Hiring Psychological Testing Individual and Organizational Development Performance Appraisal and Management By Objective (MBO) Compensation Nature of Human Resources Motivation Labor Unions Safety and Health Separation

### **General Education Outcomes:**

#### 1) Read effectively, constructively, and critically.

Students will be required to read material from the text book, case studies, and periodical articles. These readings must be considered carefully and critically as independent thinking is applied to the analysis of case studies.

#### 2) Write clearly, informatively, and persuasively.

. Students will write approximately thirty case analyses during the semester. Each case analysis must inform the reader of the facts, problem(s), alternatives, implementation and follow-up suggested by the student. Students must persuade the reader that the proposed solution will resolve the problem at hand.

#### 3) Speak effectively in a variety of contexts.

Students will be expected to present two oral presentations of their written cases. These case presentations must be persuasive and informative.

#### 4) Retrieve, evaluate, interpret, and deliver information through a variety of traditional and electronic media.

Each case analysis requires students to retrieve the facts, evaluate the data, interpret the information and deliver a proposed solution. All cases will be written and some will be presented orally. The oral presentations require

the use of electronic presentation software.

5) Apply a cultural and historical awareness to a variety of phenomena.

Human resource cases require that a critical eye be given to the cultural context of the event. Affirmative Action plans and Equal Employment laws are based on historical awareness of past government policy and cultural practices. These issues are addressed in this course.

6) Apply computational skills to a variety of contexts.

Some computation of ratios and statistical data are required; e.g., correlation coefficient, adverse impact ratio, turnover, variable compensation, etc.

7) Apply scientific reasoning to a variety of contexts.

Each of the thirty cases analyzed must follow a scientific reasoning pattern of defining the problem, developing alternatives, evaluating the alternatives, selecting the best alternative (solution), implementing the solution with follow-up and evaluation of the action.

8) Apply ethical reasoning to a variety of contexts.

Most human resource cases involve ethical consequences. Emphasis is placed on the ethics of each situation and applying that reasoning to the case analysis.

**Key Performance Indicators:**

Internal-class outcomes assessments 1) Exams (40%): Two mid-term exams and a final exam will be given to assess the students understanding of the theory and concepts embraced in each objective. 2) Key Concept Projects (20%): Several key concept projects will be given which will require students to apply their understanding of the above objectives to practical problems confronted by typical human resource managers. The purpose of these projects will be to assess the students' ability to apply knowledge. 3) Written Material (40%): Each student will develop a written explanation of questions, chapter objectives and cases. External-class outcomes assessments 1) Feedback from DEX competitions in Human Resource Management Decision Making competitions. Students will be encouraged to participate in these events. 2) Follow-up surveys on the value of skills learned as students further their education or pursue employment.

**Representative Text and/or Supplies:**

Mondy, R. Wayne, Noe, Robert M. , Premeaux, Shane R., Human Resource Management, current ed., Prentice Hall, Upper Saddle River, NJ 2002.

**Optimum Class Size:** 20  
**Maximum Class Size:** 40

**Signatures:**

I hereby submit this course syllabus:

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Doug Dyreng, MS, Associate Professor

I hereby find this course consistent with the goals and resources of the Business Management Department:

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Russ Johnson, MIM, Assistant Professor, Chair

I hereby find this course consistent with the goals and resources of the Business and Technology Division:

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Doug Dyreng, MS, Associate Professor, Dean

I have discussed the need for library resources related to this class with the person submitting the syllabus:

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Lynn Anderson, MLIS, Technical Services Librarian (Main Campus)

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Michelle Olsen, MLS, Campus Librarian (Richfield Campus)