Course Description

Examines personnel administration for line supervisors and managers, and integrates a systems approach to government regulation of employment, employment laws, conflict resolution, and performance-based personnel management.

Course Textbook


Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Describe the strategic importance of human resource management activities performed in organizations and the contributions of the HRM function and discuss the role that specialists and operating managers play in performing HRM activities.
2. Explain the difference between external and internal environmental forces that affect HRM problems and identify how HRM activities contribute to a firm’s productivity.
3. Determine three major reasons why equal employment opportunity programs have evolved and describe two major criteria used to determine EEO and affirmative action compliance or noncompliance.
4. Discuss the role that culture plays in determining the effective use of human resource management practices in a global organization.
5. Describe the importance of human resources planning in organizations and discuss how managers forecast demand for and analyze the supply of employees in the organization.
6. Illustrate the uses that job analysis information can have in an organization’s HRM and describe four methods used to collect job analysis information.
7. Discuss how to develop an effective recruiting program for an organization and describe the recruiting process: who does it, how recruiters do it, and where they find recruits.
8. Define the steps in the selection process and describe how to use selection tools such as interviews and biodata more effectively.
9. Compare the advantages of various performance evaluation techniques and describe the process of feedback review and the skills required for it.
11. Analyze and evaluate methods of training and development for various types and levels of organization.
12. Explain the various methods and concerns associated with motivation and morale building that are used by the modern HRM manager.
13. Discuss the goals and functions of collective bargaining in the workplace.

Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

Course Structure

1. Unit Learning Outcomes: Each unit contains Unit Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
2. Unit Lesson: Each unit contains a Unit Lesson, which discusses lesson material.
3. **Reading Assignments:** Each unit contains Reading Assignments from one or more chapters from the textbook. PowerPoint presentations that correspond with each chapter reading assignments are provided in each unit as supplemental readings. Additional supplemental readings are provided in each unit to aid students in their course of study.

4. **Learning Activities (Non-Graded):** These non-graded Learning Activities are provided in Units I-VII to aid students in their course of study.

5. **Key Terms:** Key Terms are intended to guide students in their course of study. Students should pay particular attention to Key Terms as they represent important concepts within the unit material and reading.

6. **Discussion Boards:** Discussion Boards are a part of all CSU term courses. Information and specifications regarding these assignments are provided in the Academic Policies listed in the Course Menu bar.

7. **Unit Assessments:** Unit Assessments are to be taken by students at the completion of Units I-VII in this course.

8. **Unit Assignments:** Students are required to submit for grading Unit Assignments in Units I, VII, and VIII. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with the Unit I, VII, and VIII Assignments. Specific information about accessing these rubrics is provided below.

9. **Ask the Professor:** This communication forum provides you with an opportunity to ask your professor general or course content related questions.

10. **Student Break Room:** This communication forum allows for casual conversation with your classmates.

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**CSU Online Library**

There is a virtual library with resources, including both journals and ebooks, to support your program and your course at Columbia Southern University. eResources are accessible 24 hours a day/7 days a week from the CSU Online Library gateway page. To access the library, log into myCSU, and then click on CSU Online Library. Resources are organized in the library by title, but if you click on Research Guides, you will find eResources arranged by subject.

The Library Reference service is available 7 days a week; you can reach CSU's virtual librarians by e-mailing thevirtuallibrarian@columbiasouthern.edu. These professional librarians will be glad to help you develop your research plan or to assist you in any way in finding relevant, appropriate, and timely information.

Librarian responses may occur within minutes or hours, but it will never take more than 24 hours for a librarian to send a response to the e-mail address you have provided. Replies to reference requests may include customized keyword search strategies, links to videos, research guides, screen captures, attachments, a phone call, live screen sharing, meeting room appointments, and other forms of instruction.

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**Unit Assignments**

**Unit I Scholarly Activity**

In this unit, we learn that employee motivation and morale can have a direct effect on employees reaching their goals and on the company’s profitability. Imagine that you are a new HR employee at your current place of employment, a previous place of employment, or at a company for which you would like to work. You have been tasked with creating an activity to boost employee motivation and morale that will have a direct effect on employee productivity.

In at least 500 words, describe the company and the motivational/morale boosting activity that you would implement to increase employee productivity. Be sure to discuss why this particular activity could possibly have an effect on productivity and how you might assess its effectiveness.

Use APA style formatting, including a title page, running head, page numbers, double spacing, Times New Roman size 12 font, one inch margins, and a separate reference page.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit VII Essay**

**The Benefits of Employee Training**

Training and development are among the first areas within an organization to be eliminated due to budget constraints. Although this may happen, trained employees are vital to an organization. If cuts are made, companies should still take interest in developing and retaining quality employees. Some companies already struggle with maintaining positive employee motivation and morale; however, things get even worse when budget cuts are involved.

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MHR 6451, Human Resource Management Methods
In this assignment, discuss why it is important for companies to provide continuous quality training for employees, along with investing in career planning and development, and how both can be used as motivational tools to improve employee morale.

Your paper must be at least two pages, and you must use at least one additional source outside the textbook to support your conclusions. Use APA style formatting, including a title page, running head, page numbers, double spacing, Times New Roman size 12 font, one inch margins, and a separate reference page.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit VIII Case Study

This assignment consists of two case studies worth 50 points each. Three case studies are listed below; choose two of the three case studies. Identify the case studies you have chosen with your responses. Both case studies and their corresponding reference pages should be included in one document for submission. All references should be cited according to APA guidelines, including the textbook.

1. Case study choice 1:

Read the Application Case 15-1 on pages 503-505 of the textbook. Answer the following questions based on your reading of the case and the material in Chapter 15. Your response should be at least three pages in length, and you should cite references relied upon for your answers. All references should be cited according to APA guidelines, including the textbook.

   a. Evaluate the various claims made by the union and counterclaims made by the company regarding the charges of unfair labor practices. Which of the arguments are most persuasive?

   b. Was the statement by Nord to Snow on the date of the representational election a threat or a legitimate prediction and personal opinion protected by the free speech provisions of the act? Why, or why not?

   c. Was the company obligated to accept the union’s majority status claim on the basis of the authorization cards submitted by the union? Explain your answer.

   d. If the company is found to have violated the act, what would be the appropriate remedy: a bargaining order or a new election? Explain your answer.

2. Case study choice 2:

Read the Application Case 16-1 on pages 532-534 of the textbook. Answer the following questions based on your reading of the case and the material in Chapter 16. Your response should be at least three pages in length, and you should cite references relied upon for your answers. All references should be cited according to APA guidelines, including the textbook.

   a. Should Castulon Corporation establish a drug-testing program? If so, recommend a specific policy for the program that includes disciplinary procedures for dealing with employees who test positive for drug use.

   b. What are the most difficult challenges facing an organization in establishing a drug-testing program? Discuss.

   c. Some observers assert that, since alcohol abuse is more prevalent in the workplace and its effects are just as costly, companies should also test for alcohol use. Do you agree? Explain.

3. Case study choice 3:

Read the Application Case 17-1 on pages 564-565 of the textbook. Answer the following question based on your reading of the case and the material in Chapter 17. Your response should be at least two pages in length, and you should cite references relied upon for your answers. All references should be cited according to APA guidelines, including the textbook.

   a. What should Cindy do, and why? Frame your answer in terms of a safe and healthy workplace.
To submit your completed Case Study, upload your assignment using the link provided in Unit VIII. **Do not e-mail your paper directly to your professor.** By uploading your assignment using Blackboard, your university record will automatically be updated to indicate you have submitted your paper and it will be provided to your professor for grading.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**APA Guidelines**

CSU requires that students use the APA style for papers and projects. Therefore, the APA rules for formatting, quoting, paraphrasing, citing, and listing of sources are to be followed. A document titled “Citation Guide” is available for you to download from the Citation Resources link found in the Learning Resources area of the myCSU Student Portal. This document includes examples and sample papers and provides information on how to contact the CSU Success Center.

**Blackboard Grading Rubrics**

**Assignment Rubrics**

One or more assignments in this course utilizes a Blackboard Grading Rubric. A rubric is a tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of an assignment. Your professor will use the Blackboard Grading Rubric to assign points and provide feedback for the assignment.

You are encouraged to view the assignment rubric before submitting your work. This will allow you to review the evaluation criteria as you prepare your assignments. You may access the rubric in “My Grades” through the “Tools” button in your course menu. Click the “View Rubric” link to see the evaluation criteria for the assignment. Upon receiving your assignment grade, you may view your grade breakdown and feedback in the rubric.

**CSU Grading Rubrics for Papers/Projects, Discussion Boards, and Assessments**

The Learning Resource area of the myCSU Student Portal provides the rubrics, and information on how to use them, for Discussion Boards, written response questions in Unit Assessments, and Research Papers/Projects.

The course writing assignments will be graded based on the CSU Grading Rubric for all types of writing assignments, *unless otherwise specified within assignment instructions*. In addition, all papers will be submitted for electronic evaluation to rule out plagiarism. Course projects will contain project specific grading criteria defined in the project directions.

To view the rubrics, click the Academic Policies link on the Course Menu, or access it through the CSU Grading Rubric link found in the Learning Resources area of the myCSU Student Portal.

**Communication Forums**

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

[Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.](#)

**Ask the Professor**

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are **NOT** to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.
Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

Student Break Room

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

Grading

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<tr>
<th>Component</th>
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<tbody>
<tr>
<td>Discussion Boards (8 @ 2%)</td>
<td>= 16%</td>
</tr>
<tr>
<td>Assessments (7 @ 6%)</td>
<td>= 42%</td>
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<tr>
<td>Unit I Scholarly Activity</td>
<td>= 14%</td>
</tr>
<tr>
<td>Unit VII Essay</td>
<td>= 14%</td>
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<tr>
<td>Unit VIII Case Study</td>
<td>= 14%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>= 100%</strong></td>
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Course Schedule/Checklist (PLEASE PRINT)

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.
By following this schedule, you will be assured that you will complete the course within the time allotted. Please keep this schedule for reference as you progress through your course.

### Unit I  
**Introduction to Human Resource Management**

| Review: | □ Unit Lesson Guide  
|         | □ **Learning Activities (Non-Graded):** See Study Guide |
| Read:   | □ **Chapter 1:** Human Resource Management  
|         | □ **Chapter 2:** A Strategic Management Approach to Human Resource Management  
|         | □ **Supplemental Reading:** See Study Guide |
| Discuss: | □ **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, Midnight (Central Time) |
| Submit: | □ **Assessment** by Tuesday, Midnight (Central Time)  
|         | □ **Scholarly Activity** by Tuesday, Midnight (Central Time) |

**Notes/Goals:**

### Unit II  
**The Environment of Human Resource Management**

| Review: | □ Unit Lesson Guide  
|         | □ **Learning Activities (Non-Graded):** See Study Guide |
| Read:   | □ **Chapter 3:** Equal Employment Opportunity: Legal Aspects of Human Resource Management  
|         | □ **Chapter 4:** Global Human Resource Management  
|         | □ **Supplemental Reading:** See Study Guide |
| Discuss: | □ **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)  
|         | □ **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time) |
| Submit: | □ **Assessment** by Tuesday, Midnight (Central Time) |

**Notes/Goals:**
<table>
<thead>
<tr>
<th>Unit III</th>
<th>Human Resource Planning</th>
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</table>
| **Review:** | ✔️ Unit Lesson Guide  
 | ✔️ Learning Activities (Non-Graded): See Study Guide |
| **Read:** | ✔️ Chapter 5: Human Resource Planning and Alignment  
 | ✔️ Chapter 6: Job Analysis and Design  
 | ✔️ Supplemental Reading: See Study Guide |
| **Discuss:** | ✔️ Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)  
 | ✔️ Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time) |
| **Submit:** | ✔️ Assessment by Tuesday, Midnight (Central Time) |

| Notes/Goals: |

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<table>
<thead>
<tr>
<th>Unit IV</th>
<th>Acquiring Human Resources</th>
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</table>
| **Review:** | ✔️ Unit Lesson Guide  
 | ✔️ Learning Activities (Non-Graded): See Study Guide |
| **Read:** | ✔️ Chapter 7: Recruitment  
 | ✔️ Chapter 8: Selection  
 | ✔️ Supplemental Reading: See Study Guide |
| **Discuss:** | ✔️ Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)  
 | ✔️ Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time) |
| **Submit:** | ✔️ Assessment by Tuesday, Midnight (Central Time) |

| Notes/Goals: |
# Course Schedule

## Unit V: Human Resource Performance Evaluation and Compensation Overview

**Review:**
- [ ] Unit Lesson Guide
- [ ] **Learning Activities (Non-Graded):** See Study Guide

**Read:**
- [ ] [Chapter 9](#): Performance Evaluation and Management
- [ ] [Chapter 10](#): Compensation: An Overview
- [ ] **Supplemental Reading:** See Study Guide

**Discuss:**
- [ ] **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)
- [ ] **Discussion Board Comment:** Comment on another student's Discussion Board response by Tuesday, Midnight (Central Time)

**Submit:**
- [ ] **Assessment** by Tuesday, Midnight (Central Time)

## Unit VI: Rewarding Human Resources

**Review:**
- [ ] Unit Lesson Guide
- [ ] **Learning Activities (Non-Graded):** See Study Guide

**Read:**
- [ ] [Chapter 11](#): Compensation: Methods and Policies
- [ ] [Chapter 12](#): Employee Benefits and Services
- [ ] **Supplemental Reading:** See Study Guide

**Discuss:**
- [ ] **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)
- [ ] **Discussion Board Comment:** Comment on another student's Discussion Board response by Tuesday, Midnight (Central Time)

**Submit:**
- [ ] **Assessment** by Tuesday, Midnight (Central Time)

Notes/Goals:
### Unit VII: Developing Human Resources

**Review:**
- Unit Lesson Guide
- **Learning Activities (Non-Graded):** See Study Guide

**Read:**
- Chapter 13: Training and Development
- Chapter 14: Career Planning and Development
- **Supplemental Reading:** See Study Guide

**Discuss:**
- Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)
- Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time)

**Submit:**
- Assessment by Tuesday, Midnight (Central Time)
- Essay by Tuesday, Midnight (Central Time)

Notes/Goals:

### Unit VIII: Labor Relations and Safety and Health

**Review:**
- Unit Lesson Guide

**Read:**
- Chapter 15: Labor Relations and Collective Bargaining
- Chapter 16: Managing Employee Discipline
- Chapter 17: Promoting Safety and Health
- **Supplemental Reading:** See Study Guide

**Discuss:**
- Discussion Board Response: Submit your response to the Discussion Board question by Saturday, Midnight (Central Time)
- Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, Midnight (Central Time)

**Submit:**
- Case Study by Tuesday, Midnight (Central Time)

Notes/Goals: