

MG212
H.R.M.
TRCC, Spring '05
BMG, K220
RM 218, T.V.
9:00-11:45 AM (Sat)

DATE	CHAPTER	ACTIVITY
1.22	Intro	Administration
1.29	2,3	
2.5	4	
2.12	5,6	
2.19	7	
2.26	8	
3.5	9,10	Midterm Exam
3.12	11,12	
3.19	No Class	Spring Break March 18-27
3.26	No Class	
4.2	13	
4.9	14	
4.16	15,16	
4.23	17	
4.30	18	
5.7	Review	
5.11-19		Final Exams

SYLLABUS

for

MGT 212 H.R. & Personnel

Instructor's Name : Ed Sylvia

Office Hours : 7:00-5:00

Home Phone : 848-3647

Text : Mathis, Robert L. & Jackson, John H. Human Resources Management,
South-Western College Publishing, New York,

Course Philosophy :

The well - being of society is dependent upon the well - being of organizations. From modern organizations the food, water, clothing, shelter, transportation, health care, and other necessities are created and distributed. Thus, our standard of living and even our survival depend on these creative inventions.

The success of these organizations depends upon the human resources that enable organizations to achieve their objectives. This course in human resource management is the study of how organization obtain, maintain, and retain their human resources.

Course Objectives :

After completing this course, you will have a firm foundation upon which to:

- * Further your study of personal management and human resources;
- * Manage your organization's human resources regardless of your functional speciality or industry.

More specifically, you will learn how human resource departments define their objectives and meet various challenges they face ; how they address international

challenges and provide equal employment opportunity ; and how they recruit, select, train, develop, evaluate, and compensate human resources.

Student Responsibilities :

To obtain the maximum benefit from this course, it is recommended that you :

- * STUDY, not just read, the assigned text chapters and other reading material.
- * TAKE your own detailed notes.
- * ASK questions on material presented in the text or class.

Tests and Grading:

Grades in this course will be assigned according to the following :

A = 90

B = 80

C = 70

D = 60

Grades will be based on 2 tests, attendance, class participation, and a term project.

Testing, Grading, Weight

Midterm Exam	30%
Final Exam	30%
Term Project	30%
Attendance & Participation	10%

You have several choices for your term project:

Prepare 2 article briefs, using the enclosed format. The articles must be concerning HRM issues worldwide today. 3-4 pages, typed double spaced, enclose copy of article with your submittal. Due anytime during the semester.

Prepare a term paper, 5-7 pages, A.P.A. format. Select an H.R.M., subject i.e. outsourcing tasks, staffing issues today, benefits for the future, labor relations issues in the service sector, ET.AL. You will need 3 sources.

Interview a current H.R.M. practitioner. Select a generalist, or a specialist for your project. Prepare an interview outline, and submit a 5 page, typed, detailed assessment of your interview. **See me for prior approval.**

Section 1

Nature Of Human Resource Management

- Chapter 1: Changing nature of H.R.M.
- Chapter 2: Strategic H.R.M.
- Chapter 3: Individual Performance & Retention

Section 2

Staffing The Organization

- Chapter 4: Legal Framework For Equal Employment
- Chapter 5: Managing Diversity & Equal Employment
- Chapter 6: Jobs
- Chapter 7: Recruiting In Labor Markets
- Chapter 8: Selecting & Placing H.R.

Section 3

Training & Developing Human Resources

- Chapter 9: Training H.R.
- Chapter 10: Careers & H.R. Development
- Chapter 11: Performance Management & Appraisal

Section 4

Compensating H.R.

- Chapter 12: Compensation Strategies & Practices
- Chapter 13: Variable Pay & Executive Compensation
- Chapter 14: Managing Employee Benefits

Section 5

Employee Relations & Global H.R.

- Chapter 15: Health, Safety, & Security
- Chapter 16: Employee Rights & Discipline
- Chapter 17: Union - Management Relationship
- Chapter 18: Globalization of H.R.M.

MGT 212

Human Resource Management

“Desired Learning Outcomes” (Objectives)

Chapter 1

- . List and define each of the seven major categories of HR activities.
- . Identify three different roles of HR management.
- . Discuss the three dimensions associated with HR management as a strategic business contributor.

Chapter 2

- . Define HR planning and outline HR planning process.
- . Explain how an internal assessment of current jobs and skills is vital to HR planning.
- . Identify factors to be considered in forecasting the supply and demand for human resources in an organization.

Chapter 3

- . Identify three areas where HR departments should set performance goals.
- . Describe your current job using the job characteristics model.
- . Discuss advantages and disadvantages of work teams.

Chapter 4

- . Discuss the major factors influencing global HR management.
- . Define culture and explain how national cultures can be classified.
- . List and define several types of international employees.

Chapter 5

- . Define diversity management and discuss what it encompasses.
- . Discuss several arguments supporting and opposing affirmative action.
- . Explain how to identify when illegal discrimination occurs, and define five basic EEO concepts.

Chapter 6

- . Identify two age discrimination issues besides sexual harassment.
- . Discuss the major requirements of the Americans with Disabilities Act.
- . Describe two bases of EEO discrimination in addition to those listed above.

Chapter 7

- . Discuss why job analysis is changing as organizations change.
- . Compare task-based job analysis with the competency approach of job analysis.
- . Develop an organization chart using job families.

Chapter 8

- . Compare internal and external sources of candidates.
- . Discuss why more employers are using flexible staffing.
- . Identify three internal sources of candidates.

Chapter 9

- . Discuss the reception and application phases of the selection process.
- . Identify two general and three controversial types of tests.
- . Construct a guide for conducting a selection interview.

Chapter 10

- . Define training and identify two types of training.
- . Discuss at least four learning principles that relate to training.
- . Discuss the three major phases of a training system.

Chapter 11

- . Describe the development process.
- . Identify four on-the-job and four off-the-job development methods.

- . Explain how dual-career ladders for engineers and scientists function..

Chapter 12

- . Distinguish between job criteria and performance standards, and discuss criterion contamination deficiency.
- . Identify the two major uses of performance appraisal..
- . Explain several rater errors by giving examples of them.

Chapter 13

- . Give examples of two different compensation philosophies in organizations.
- . Discuss four strategic compensation design issues currently being used.
- . Identify the basic provisions of the Fair Labor Standards Act (FLSA).

Chapter 14

- . Identify four guidelines for successful incentive programs.
- . Discuss three types of individual incentives.
- . Explain the three different ways that sales employees typically are compensated.

Chapter 15

- . Describe two security benefits.
- . List and define at least six pension-related terms.
- . Discuss why family-oriented and time-off benefits have grown in importance to many employees.

Chapter 16

- . Define health, safety, and security and explain their importance in organizations.
- . Identify the basic provisions of the Occupational Safety and Health

Act of 1970.

- . Discuss three different health problems and how employers are responding to them.

Chapter 17

- . Explain the difference between statutory rights and contractual rights.
- . Define employment-at-will and identify three exceptions to it.
- . Describe what due process is and explain some means of alternative dispute resolution .

Chapter 18

- . Describe what a union is and why employees join unions.
- . Explain the acts that compose the "National Labor Code".
- . Identify and discuss the stages in the process of unionization.

MEDIA CLIPPINGS (OP 1-3) HANDOUT

For each clipping, include information on the article (author, year published, title, title of source, volume, and page numbers) and a brief summary. Then answer the five critical thinking questions.

CLIPPING REFERENCE:

CLIPPING SUMMARY:

1. What am I being asked to believe or accept in this article?
2. What evidence is available to support the assertions?
3. Are there alternative ways to interpret the evidence?
4. What additional evidence would help me to evaluate the alternatives?
5. What conclusions are most reasonable?

Does HRM Walk the TQM Talk?

BY RICHARD BLACKBURN
AND BENSON ROSEN

When HR departments put more emphasis on quality management in their own function, they will find it easier to become a full partner in organization-wide TQM efforts.

Do your HR department's products and services exceed your internal customers' expectations? How quickly can you deliver a new training program or respond to employee inquiries about company benefits? Have you benchmarked costs, cycle times and value of HR services against your competition? In other words, has your HR department embraced the basic principle of total quality management (TQM) with the same enthusiasm as the engineering, manufacturing or marketing departments? Recent survey findings suggest that while line units often lead the TQM charge, HR units have just begun to walk the TQM talk.

IMPORTANCE OF TQM PHILOSOPHY

The belief that organizations can gain a competitive advan-

tage in the market by focusing on customer needs, continuously improving product and service quality, measuring improvements, and developing employees to their fullest potential is the core of TQM.

HR must play a key role in building an organization's TQM culture. In some organizations, HR managers champion TQM by sponsoring educational initiatives, communicating successes and bringing in outside consultants to redesign work processes. Other HR departments take a more direct, hands-on role in implementing TQM, training employees in leadership and team

building. Several recipients of the Baldrige National Quality Award have HR departments that revolutionized policies for selecting, training, evaluating and rewarding employees in a way



and third shift employees. We are trying to make our department more accessible to employees who do not work first shift."

Reengineer work processes. Because TQM seeks to eliminate unnecessary work, streamline procedures, increase flexibility and reduce response time, creating cross-functional teams of HR specialists, managers and employees can identify bottlenecks and lead to more efficient procedures. Reengineering may require decentralizing HR functions while building closer relationships between HR experts and line managers. Empowering lower-level HR managers to initiate programs and commit resources increases the department's responsiveness. As one HR executive from a nuclear waste management company in Idaho put it, "Instead of only changing processes for the betterment of HR, we look at changing processes and activities to improve our internal customer service."

The respondent from a high tech computer software company in Minnesota reports, "We do a flow chart of our work processes so that we understand what we do, how we do it, and who we are dependent on." At a West Virginia manufacturing company, "The entire HR function has been reorganized to become more customer-focused. Many functions previously performed by our centralized, hierarchical HR staff have now been decentralized. Each major subdivision of the corporation now has its own HR manager and support staff to render services closer to the client."

Track performance and set goals. A commitment to TQM requires monitoring performance and dedication to continuous improvement. A few HR departments in the survey

the HR function to support improvements to HR products and services."

IMPLEMENTING THE TQM BLUEPRINT

Organizations must take a pragmatic approach to adopting these TQM principles within the HR function. Industry characteristics, organizational size and resources will dictate how quickly and comprehensively TQM can be implemented. Research suggests that at both the corporate and departmental levels, piecemeal attempts to implement TQM principles frequently fall short. Fully integrated TQM efforts—those with quality objectives, staff training, measures of improvement and reward systems aligned—have the best chance for success.

TQM cannot be viewed as an end in itself. Implementing TQM principles should be viewed as a means to the ultimate goal of delivering products and services that add value to the organization. As one Baldrige Quality Award-

winning company noted, "TQM is a journey, not a destination." ■

Richard Blackburn is an associate professor of business administration, and Benson Rosen is Hanes professor of management at the Kenan-Flagler Business School, University of North Carolina at Chapel Hill.

Editor's note: The interpretations, conclusions and recommendations in this article are those of the authors and do not necessarily represent those of the SHRM Foundation.

The HRM-TQM Survey

HR managers in 245 companies, representing a wide range of industries and from all regions of the country, responded to the survey. Most respondents were senior HR professionals with an average of eight years experience in their positions. More than two-thirds worked in companies with 1,000 or more employees.

Survey participants reported on how well their HR departments have implemented seven TQM principles. The responses provide a good barometer of how TQM has changed the internal operations of HR departments.

Most HR departments in the sample had adopted the TQM philosophy of viewing other departments as customers, but few have translated that philosophy into specific actions. Less than one third of respondents had embraced the other TQM principles.

Breaking down the sample by industry, location and size did not significantly change the pattern of results. However, dividing the sample according to overall organizational commitment to TQM revealed a strong, positive relationship between organization-wide commitment and implementing TQM principles within HR. The HR departments with the most significant progress in implementation of TQM principles were in companies with strong TQM commitments.

systematically track customer feedback on quality, speed and responsiveness of their systems. They also use reward and recognition to reinforce achievement of quality objectives. "We are beginning to measure criteria our customers recognize as beneficial: timeliness, courtesy, consistency, accuracy and completeness of information received," says one HR manager from Illinois. An oil and gas company in Louisiana reports having "designed and implemented a new reward and recognition system within

Teamwork Takes Time and a Lot of Energy

BY WILLIAM R. CORADETTI

Going step by step and practicing the process is how to successfully change a department into a self-managed work team. Here's one HR manager's story.

At Perdue Farms, we have implemented team management with varying degrees of success throughout the organization since the mid-1980s. In this operation—a vertically integrated poultry processing complex made up of four operating units and about 850 associates (employees)—we realized in late 1992 that we had reached a stagnation point and were ready for the next level of team management.

Our senior quality improvement team decided it was time to venture into the most attractive area of employee involvement: self-managed work teams. As a believer in this concept, I eagerly volunteered to make my department the pilot for the complex's first team effort. The human resource department has nine associates, four exempt and five nonexempt. I set our goal to become a fully functioning self-managed work team in one year. The transition took much more time, effort and practice than we had estimated at the outset.

TEAM-MAKING NOT A FAST FIX

One of the major reasons organizations fail in implementing self-managed teams is impatience. The biggest obstacle to effective employee empowerment is operating managers who pride themselves in their ability to make quick decisions and get fast results. We've all heard about the company president who read about one organization's success with team management and announced to the staff that he wanted it in place in his organization "yesterday!"

I thought I had recognized this and that a year was plenty of time. But developing the ability to make team decisions and gain a small comfort level in doing this took us a good nine months. We have had some successes, but we have yet to reach that plateau where all members of the team are comfortable with the decision-making process.

Another mistake was in regarding our team approach as a program



HR staff members at Perdue Farms hold one of many organizing discussions during their conversion to a self-managed work team. From left are Mike Carlson, Beverly Davis, Alaine Chesson, Bill Coradetti, Hernan Castellanos, Mary Land and Lisa Britt. Others not pictured are Andrea Beckwith and Bob Reed.

Instead of a whole new way of operating. I did not realize that my team would have more difficulty accepting this new approach than I did. Training is not the sole answer; we did considerable training, as well as discussing and preparing for the change.

GETTING TEAM MEMBERS TO PARTICIPATE

The team's initial resistance was to participation. We were holding 30-minute team meetings twice a month. The format was largely one of information sharing, in which I did most of the talking, except for questions asked.

We realized early that the new approach would take more time. To allow for this, we replaced our weekly staff meetings with one-hour team meetings. The first several of these meetings were difficult, because the team was accustomed to having me dominate most of the time. Despite my pleas and the team's intentions, people simply were unaccustomed to and uncomfortable with active participation in running our department.

To overcome this reluctance, I required all team members to lead a five-minute discussion at each meeting on any topic related to work. Since the meetings were held on Monday mornings, each person was required to identify his or her topic by noon the preceding Friday. Failure to meet this deadline meant that I assigned a topic. Soon, team members realized it was more desirable to lead a discussion on their own selected topics than one assigned by me.

Around the beginning of the third month, the team members became comfortable, and productive, in this interaction and insisted that the predetermined agenda was no longer necessary. They felt there was plenty to discuss with everyone now participating, and we did not need

to limit topics to five minutes. They were right. We now hold our team meetings in a much different format that is scientifically known as the "free for all." This at times can be difficult to control, and during some of our more lively discussions, the team leader is afforded little respect. But what's most important, this process is productive.

LEARNING TO MAKE TEAM DECISIONS

Doing away with the agenda was a major step for team members—this was their first unsolicited team decision. Getting the team to make decisions was the second major obstacle and was one of the toughest for us to conquer.

Making decisions is difficult for people who are not used to making them (or those who have never been allowed to make them). In the early months, my team

would agonize over such decisions as setting up their own staggered lunch periods so that we would have full

One mistake was in regarding our team approach as a program instead of a whole new way of operating.

phone coverage in the department. As a manager with a busy schedule, it was immensely frustrating for me to listen to a 30-minute debate on who would go to lunch when.

The team, whether consciously or not, thought that if they stayed unproductive long enough, I would step in and make the decision for them. The training tip here is that the team must not be allowed to avoid making its own decisions. The team leader must force the team, if necessary, to make those first few decisions and continue to coach them during this adjustment phase, until team members begin to actively participate in the decision-making process.

Even if the team leader knows a decision is wrong, he or she must allow the team members to decide and learn for themselves if at all possible. Learning from our mistakes is the most powerful form of learning.

ASSUMING THE "TEAM" MENTALITY

The team's third major accomplishment was thinking beyond the "I" mentality and regarding themselves as a team. As a team, we have learned to perform beyond job descriptions, and think more about achieving the departmental mission we developed during one of our early training sessions.

In the old days, it took definitive management involvement to assess priorities and reschedule workloads to cover for vacations, sick days, sick children, training sessions or any other reason an associate might be absent. Now, team members generally do this. They manage the department's workload and, in most cases, manage it well.

The "team mentality" that we currently enjoy is a direct offshoot of our highly participative team meetings and of becoming accustomed to the decision-making process. What's most important is that members now think in terms of team management rather than individual workload. This has led—at the team's suggestion—to interviewing HR department job candidates as a group. Being able to work with our

team is now as important as technical skills. Thus, our newest hire had to be approved by all nine team members.

Lately, members of my team have

- Assisted a newly hired manager during a relocation crisis in my absence (and within company policy).
- Revamped and restructured five administrative processes that have gained us about 11 hours per month.
- Scheduled the department's regular hours and overtime for the past three months so that we are within our budget and behind in none of our major projects.

• Put together an office equipment proposal that was more cost-effective than the one I prepared.

Major accomplishments? Certainly not, in terms of major technological breakthroughs that would revolutionize our industry. But in one year this department has achieved a much higher level of performance. We have become a team that serves its customers well. Rarely do they hear, "I can't help you. You'll have to wait for Bertha to get back before that is done." Members have accepted responsibility for accomplishing the team's mission as well as their individual jobs. Rarely is something left undone because the boss is out of town. I can go and know the team will take care of it. The HR department is not only participating in team management, but is leading by example.

I remain convinced that employee empowerment is not just the latest "management fad." The idea of self-managed work teams is built on a belief that strongly motivates most HR managers—our employees are our greatest asset. ■

William R. Coradetti is human resources manager for the Eastern North Carolina Complex of Perdue Farms Inc. based in Robertsonville, N.C. A member of SHRM, he has been involved in team management since 1986.

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