

North Park University  
School of Business and Nonprofit Management  
SBNM 5030– Principles of Human Resource Management  
Summer 2009

**Course Objective:**

Course Objective: This course exams current theory and practice of human resource management in the context of ethical strategic management. The human resource perspective will be one of a fully functioning, strategic partner in developing and implementing the mission and vision of the organization as well as developing human resource strategies that support the bottom line. As part of a practitioner world model, specific tools for H.R. compliance, recruitment, selection, performance appraisal, discipline and compensation/benefit will be provided in a hands-on case study. The class will also identify, analyze and present solutions for several current human resource-related issues.

**Professor:**

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**Text & Supplements:**

Dessler, Gary. A Framework for Human Resource Management. Prentice Hall. 10<sup>th</sup> Edition. (ISBN-0-13-144097-7). The 11<sup>th</sup> Edition has just been released; however I plan to use the 10<sup>th</sup> Edition for one more quad.

Maidment, Fred. Annual Editions: Human Resources 2008/2009. McGraw Hill/Dushkin 2007. (ISBN-13: 978-0-07-352847-2).

**ASSIGNMENTS ARE SUBJECT TO CHANGE**

The instructor reserves the right to alter this syllabus at his or her discretion. Assignments may change and the week that an assignment is due may also be altered. The required text book and accompanying case studies will not be altered.

**Individual Grades:**

Individual Class Participation:	15%
Regular postings; interaction, insight, analysis	
Individual Assignments Relating to Case Study	10% (total)
• Statement of Vision/Mission	2.5%
• Definition of corporate strategy	2.5%
• Definition and explanation of 3 terms	2.5%

- Individual participation in mock interview 2.5%

Final Paper 30% (total)  
Due Week 6

- Adequate research/issue identification 6%
- Explanation of current HR relation issue 6%
- Development of viable HR strategy 6%
- Steps for strategy roll-out/Evaluation 6%
- Paper is succinct, concise, logical 6%

### **Team Participation:**

Assignments Relating to Case Study 25% (total)

- Defining essential elements of job 5%
- Development of selection process 5%
- Your vote counts 5%
- Performance appraisal/review of employee 5%
- Defensible discipline of employee 5%

Team Annual Editions Article Presentations 10% (total)  
Each Team Presents Assigned Articles:

- Week 4 (Team 1)
- Week 5 (Team 2)
- Week 6 (Team 3)
- Week 7 (Team 4)

Peer Review/Evaluations 10%

### **HOMEWORK**

Each week you will have a considerable amount of reading from the book and from class hand-outs/articles and case studies. Please do your homework and readings so that you are prepared for classroom participation. Keeping up with the reading will have additional benefits when it is time to complete your final paper.

### **INDIVIDUAL FINAL PAPER**

Using your own organization, or one of your choosing, in a 7-9 page paper, identify the following:

- The Organizations' Vision and Mission
- An Existing Organizational H.R.-related issue
- Analyze the internal environment (SWOT)
- Analyze the external environment (SWOT)
- Identify HR Objectives and Strategies That Would Address the Issue

( choose from those listed in the horizontal integration model, p. 41 Annual Editions)

- Identify HR Policies and Procedures To Roll Out the Plan  
( choose from those listed on p. 97, Dessler)
- Summarize and Close

Learning Objectives	Required Readings	Assignments Due
<p><b>WEEK ONE</b></p> <ol style="list-style-type: none"> <li>1. Introduction to the evolution of HR mgmt.</li> <li>2. Initial understanding of changing HR landscape</li> <li>3. Working understanding of H.R. strategic planning as part of corporate strategy</li> </ol>	<p>Dessler: Chapter 1 and Chapter 3</p> <p>Case Study: Intro. To Just About Any Camp</p>	<p>Complete your profile/class introductions</p> <p>Review Case Study Introduction &amp; write a 3-5 sentence statement of the organization's vision and mission With your team</p>
<p><b>WEEK TWO</b></p> <ol style="list-style-type: none"> <li>1. Define and develop working understanding of basic EEO Laws, executive orders, and statutes</li> <li>2. Introduction into developing defensible employment practices</li> <li>3. The EEOC enforcement process</li> <li>4. Diversity management tools for the workplace</li> </ol>	<p>Dessler: Chapter 2</p> <p>Annual Editions: Articles 3,7</p> <p>Case Study: This is Just A Camp!</p>	<p>Define 3 terms on p. 52; be prepared to Share your responses in class</p> <p>Define "corporate strategy" of Just about Any Camp by team Organize teams</p>
<p><b>WEEK THREE</b></p> <ol style="list-style-type: none"> <li>1. Define and conduct initial job analysis</li> <li>2. Use job analysis tools as a technique to develop valid, defensible job description</li> <li>3. Writing a job description for internal use and the recruitment process</li> </ol>	<p>Dessler: Chapter 4</p> <p>Annual Editions: None for this week</p> <p>Case Study: Marketing Job Description</p>	<p>Student identifies topic for final paper</p> <p>Define essential elements of posted marketing job description</p>
<p><b>WEEK FOUR</b></p> <ol style="list-style-type: none"> <li>1. The basics of employee selection</li> <li>2. Types and validity/reliability of personnel screening tools</li> <li>3. The employment interview</li> <li>4. Defensibility and applicability of background and reference checks</li> <li>5. Introduction of individual project on Measurement and Improvement</li> </ol>	<p>Dessler: Chapter 5 and Chapter 14</p> <p>Annual Editions: Article 15, 26</p> <p>Case Study: Review of the Four Candidates</p>	<p>Develop defensible selection process for open marketing position by team Compare and contrast qualifications of four candidates</p> <p>Introduction of individual assignment on Chapter 14 measurements and improvements</p> <p>Team Present Annual Editions articles</p>

<p><b>WEEK FIVE</b></p> <ol style="list-style-type: none"> <li>Using defensible selection Criteria interview candidates.</li> <li>Introduction to compensation methodology</li> </ol>	<p>Dessler: Chapter 5 and Chapter 8 Annual Editions: 27,30 Case Study: The Interview/Selection of the Successful Candidate</p>	<p>Class assumes key stakeholder roles in interviewing team, each students involved in conducting interviews and selection of final candidate</p>
<p><b>WEEK SIX</b></p> <ol style="list-style-type: none"> <li>Performance appraisals as an integral part of corporate and H.R. strategy</li> <li>Performance appraisal methods and their efficacy</li> <li>Performance appraisal relative importance in motivational theory and career management</li> </ol>	<p>Dessler: Chapter 7 Annual Editions: Articles  Annual Editions: 19 and 21 ONLY Case Study: Performance Appraisal</p>	<p>Individual Final Paper Due Teams Present Annual Editions articles  Conduct annual review for successful marketing employee</p>
<p><b>WEEK SEVEN</b></p> <ol style="list-style-type: none"> <li>Defensible discipline and dismissals</li> <li>The role of ethics and fair treatment in the workplace</li> <li>H.R.'s role in managing employee relations and workplace conflict</li> <li>Identify the role of organizational culture in the discipline</li> </ol>	<p>Dessler: Chapter 9  Annual Editions: Articles 20, 36 ONLY Case Study: Discipline</p>	<p>Teams make recommendations re: appropriate and defensible level of discipline for marketing employee Teams Present Annual Editions articles</p>

**Academic Honesty:**

In keeping with our Christian heritage and commitment, North Park University and the School of Business and Nonprofit Management are committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating are subject to discipline up to and including failure of a course and expulsion.

Our definition of cheating includes but is not limited to:

- Plagiarism – the use of another’s work as one’s own without giving credit to the individual. This includes using materials from the internet.
- Copying another’s answers on an examination.
- Deliberately allowing another to copy one’s answers or work.
- Signing an attendance roster for another who is not present.

In the special instance of group work, the instructor will make clear his/her expectations with respect to individual vs. collaborative work. A violation of these expectations may be considered cheating as well.

For further information on this subject you may refer to the Academic Dishonesty section of the University's online catalog.

In conclusion, it is our mission to prepare each student for a life of significance and service. Honesty and ethical behavior are the foundation upon which such lives are built. We therefore expect the highest standards of each student in this regard.

### **Class Attendance Policy**

The graduate courses in the SBNM are all 7 weeks in length. You must fully participate in the class each week. Permission to miss any course discussions or content is granted only for unusual extenuating circumstances (by the instructor). Student runs the risk of receiving a lower overall grade for the class if the class attendance policy is not adhered to or if any assignment is turned in late. Students who drop a course will be held responsible for tuition, based upon the current North Park University policy outlined in the University Catalog (found on the NPU website).