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BUS 566--PERSONNEL & HUMAN RESOURCE MANAGEMENT

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Spring, 2009

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COURSE DESCRIPTION

Because of the long-term trends in the U.S. economy, such as the growth of the service sector (which requires a high proportion of labor relative to capital), the rising cost of labor and the trend toward “downsizing” to increase efficiency, managers have become more aware of the importance of human resource management. Increasingly, competent personnel management can make the difference between a firm which produces high quality goods and/or services at a low cost and one which is inefficient. In order to remain competitive in the domestic and international markets, future managers will need to develop an in-depth understanding of human resource management.

The purpose of this course is twofold: 1) to provide a broad view of the role of human resources in a business organization; and 2) to help students to acquire the **detailed, technical** expertise needed to plan, implement and evaluate personnel activities. The following topics will be emphasized:

- a) Job Analysis – purposes and procedures;
- b) Job Evaluation – purposes and procedures;
- c) Selection and Managerial Assessment – validation of instruments and legal issues;
- d) Performance Appraisals – procedures, instruments and evaluation of the appraisal process;
- e) Training and Development – techniques and program evaluation;
- f) Organizational Development – procedures for conducting organizational research to assess employee’ reactions to work and their effect on organizational performance.

Students should be able to perform these HRM functions under supervision. They should also be capable of advising general managers (non-personnel experts) as to the usefulness of employing these techniques for solving specific organizational problems. Lastly, they should be able to advise managers in the selection and oversight of personnel consultants should some of these services be instituted through subcontracting.

COURSE REQUIREMENTS

I Successful completion of three examinations based on class notes and textbook material.

Textbook: Fisher, Schoenfeldt & Shaw Human Resource Management, 5th edition.

II Successful completion of an HRM paper

Graduate Students will select a topic in HRM and conduct a search of the published scholarly literature on their topic. Based on the literature, each student will write an individual paper that reviews the state of our scientific knowledge of this topic. This should NOT be a chronological account or historical narrative. Instead it should be a critical, issue-oriented review. The issues that should be discussed will depend on the topic the student selects. Some common issues might be methods, problems such as measurement problems, disagreement among scientists about definitions of constructs, conflicting findings, etc. Students should select their topics by the third week of classes at the very LATEST. Prof. Rech from the Burrow Library will teach a class for us on how to conduct a literature search. The paper will be due March 12th and the presentations will be scheduled for mid-April. The paper will be graded based on content and manuscript preparation. I have attached a separate handout that provides information about the criteria I will use to evaluate the paper.

GRADES

Examinations (Final is NOT comprehensive)	60%
Project	40%

TOPICS AND READING ASSIGNMENTS

I Overview of the Course

Evolution of Human Resource Management

Researching People at work

Work Roles

The Relationship between Work Attitudes and Work Behavior

Organizational versus Occupational Imperatives

(Assignment: Read Chapters 1-3)

II Assistance with Project

Library Searches

Reviewing a Research Literature

Organizing a Review of the Literature

Citations and Plagiarism

(Assignment: Choose a topic and search for articles in the library and Read Chapter 4)

III Job Analysis – Chapter 4

Purposes of Job Analysis

Job Analysis Techniques

(Assignment: Read Chapters 12 & 13)

IV Job Evaluation – Chapter 12 & 13

The Meaning of \$\$\$\$ & Compensation

Point Systems

Factor Comparison Systems

Job Evaluation & Comparable Worth

(Assignment: Read Chapters 5 – 8)

V Selection of New Employees & Assessment of Managerial Potential – Chapters 5 – 8

Reliability & Validity

Validation of Selection Instruments

Assessment Centers

Selection Interviews

Selection Decisions and Federal Law

(Assignment: Read Chapters 10 & 11 and the AT&T Case on reserve)

VI Performance Appraisal Systems – Chapters 10 & 11

Performance Appraisal Conferences

Appraisal Instruments

Ratings Errors

Performance Appraisals and Information Systems

(Assignment: Read Chapter 9)

VII Training and Development – Chapter 9

Learning Theory

Training Methods (Experiential)

Training Evaluation

(Assignment: Read Chapters 14 [pp 653-657], 15 & 16)

VIII Employee Relations – Chapters 14 (pp 653-657), 15 & 16

Disciplinary Action

Labor Relations (Unions & Labor Law)

(Assignment: Read Chapter 17)

IX Industrial Democracy – Chapter 17

Models from Eastern and Western Europe and Israel

Life Satisfaction versus Job Satisfaction

Note: No definite dates can be given for the completion of topics as the pace of the course is determined by the students.

BUS 466/566 Personnel and Human Resource Management

Criteria for Evaluation of Projects/Papers

	Poor	Acceptable	Advanced
Question/Topic	Unsophisticated. Does not draw on any material from the course.	Makes a minor contribution to the literature such as combining literature in a new way.	Makes a significant change in established model, significant contribution to the literature.
Literature Review	a.) Incomplete, few scholarly sources. Poor integration or analysis of existing literature.	Complete. Demonstrated understanding of cited articles.	Complete. Demonstrated understanding of articles and their place in the larger literature. Demonstrated understanding of shortcomings of literature (advanced critical thinking).
	b.) Uses historical chronology as organizing framework or has no logical framework for organizing literature.	Literature partially organized by key issues.	Literature review organized by key issues, including conflicting perspectives and methodological problems.
Model	Poorly constructed, reflecting poor understanding/integration of HRM concepts.	Accurate, but simple model, or a minor change in an existing model.	Advanced modeling or a significant change to an existing model; making a unique contribution reflecting an understanding of models and modeling techniques.
Writing	Poor grammar. Poor organization. Incomplete citations.	Clear presentation of question, literature review, model, empirics, results and conclusions using correct grammar and well-organized format for scholarly writing. Proper citations used. Technical writing style employed.	Same as "acceptable" plus advanced correct use of jargon, reflecting ability to understand scholarly literature, and technical writing style and format following published academic articles.
Oral Presentation	Poor organization. Little demonstrated understanding of project. Extraneous material presented.	Clear oral presentation of question, literature review, model, empirics, results and conclusions using well-organized format, following demonstrated format for scholarly presentations. Demonstrated understanding of the material; ability to field questions from fellow students.	Clear oral presentation of question, literature review, model, empirics, results and conclusions using well-organized format, following demonstrated format for scholarly presentations. Demonstrated understanding of the material; ability to field difficult/technical questions from fellow students and professors. Advanced correct use of jargon, reflecting ability to understand scholarly literature.
Scientific Objectivity	Does not identify obvious limitations of proposed study.	Identified obvious limitations of proposed study.	Identifies obvious and more subtle limitations of proposed study.