I. INTRODUCTION
A. Behavioral and legal approaches to the management of human resources in organizations.
B. HRPO 2301 is a required course for an Associate Degree in applied Business Management and may be used as an elective in other programs.
C. Prerequisites: None

II. LEARNING OUTCOMES

Upon successful completion of this course, Human Resources Management, the student will:

A. Describe and explain the development of human resources management.
B. Evaluate current methods of job analysis, recruitment, selection, training/development, performance management, promotion, and separation.
C. Discuss management’s ethical, social, and legal responsibilities.
D. Assess methods of compensation and benefits planning.
E. Analyze the role of strategic human resource planning in support of organizational mission and objectives.
F. The following SCANS competencies and foundation skills will be covered in this course:

1. Competencies
   a. Resources
      (1) Time (CA1)
      (2) Human Resources (CA4)
   b. Interpersonal Skills
      (1) Cultural Diversity (CB6)
   c. Information
      (1) Acquires/uses (CC1)
      (2) Organizes/maintains (CC2)
      (3) Interprets/communicates (CC3)
2. Foundation Skills
   a. Basic Skills
      (1) Reading (FA1)
      (2) Writing (FA2)
      (3) Listening (FA4)
      (4) Speaking (FA5)
   b. Personal Qualities
      (1) Responsibility (FC1)
      (2) Self-esteem (FC2)
      (3) Sociability (FC3)
      (4) Self-management (FC4)
      (5) Integrity/honesty (FC5)

III. INSTRUCTIONAL MATERIALS

   The instructional materials identified for this course are viewable through www.ctcd.edu/books.

IV. COURSE REQUIREMENTS

   A. Reading Assignment: Read text assignments prior to class and be prepared to discuss the text material, answering instructor questions orally with well-organized thoughts and ideas. At the beginning of the course, the instructor will furnish a written list of any additional course requirements, daily reading assignments, and exam dates. (CC 3, FA 1, FA5)

   B. Written and Oral Assignments: The instructor will assign at least one writing assignment such as a case analysis, research paper, article report, etc., and will also require an oral presentation of the written product to the class. Test grades only are do not allow enough points to earn a passing grade. (FA2,5). Online courses will include additional written work instead of an oral presentation and classroom participation.

   C. Mindtap – Students are required to complete an assignment for each chapter.
D. **Class Attendance**: (Refer to CTC Catalog for detailed policy). You are expected to attend each class period, be on time and stay the full class period or be counted absent. You are responsible for all course material missed due to absence. The instructor does not provide class notes for classes missed. (FC1 & 4).

V. **EXAMINATIONS**

A. Scheduled Examinations:

1. There will be four major scheduled examinations, including the final examination.
2. Each major scheduled examination will cover material assigned in a specific unit of instruction to be determined by the instructor.
3. Students who miss a major scheduled examination do not have an automatic right to a make-up examination.
4. The type of examination questions to be given will be specified by the instructor.

B. Pop Quizzes/Examinations:

1. The instructor may administer unscheduled exams and quizzes as deemed appropriate.
2. The point value or percentage value in the determination of final grade scores will be determined by the instructor and announced to the class at the beginning of the semester.
3. Students who miss an unscheduled examination do not have an automatic right to take a make-up examination.

VI. **SEMESTER GRADE COMPUTATIONS**

A. The Central Texas College grading system is as follows:

<table>
<thead>
<tr>
<th>Numerical Value</th>
<th>Grades</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>90-100</td>
<td>A = Superior</td>
<td>4</td>
</tr>
<tr>
<td>80-89</td>
<td>B = Above Average</td>
<td>3</td>
</tr>
<tr>
<td>70-79</td>
<td>C = Average</td>
<td>2</td>
</tr>
<tr>
<td>60-69</td>
<td>D = Passing, but Unsatisfactory</td>
<td>1</td>
</tr>
<tr>
<td>Below 60</td>
<td>F = Failure</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>I = Incomplete</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>W = Withdrawal</td>
<td>0</td>
</tr>
</tbody>
</table>
B. Letter grades will be assigned based on total points earned as follows: (Note: Pop quiz/examination points will be added and point/letter grade requirements will be adjusted as required.)

<table>
<thead>
<tr>
<th>Grade</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points</td>
<td>900-1000</td>
<td>800-899</td>
<td>700-799</td>
<td>600-699</td>
<td>0-599</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Component</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (4 @ 150 points each)</td>
<td>600 points</td>
</tr>
<tr>
<td>Case Studies (2 @ 50 points each) / Research Paper</td>
<td>100 points</td>
</tr>
<tr>
<td>Discussion Questions (4 @ 50 points each)</td>
<td>200 points</td>
</tr>
<tr>
<td>Participation (MindTap Assignments, Student Introduction, Eaglemail)</td>
<td>100 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1000 points</strong></td>
</tr>
</tbody>
</table>

VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM THE INSTRUCTOR

A. Course Withdrawal: It is the student's responsibility to officially withdraw from a class if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file a Central Texas College Application for Withdrawal. The withdrawal form must be signed by the student.

The form will be accepted at any time prior to Friday, the 12th week of classes during the 16-week fall and spring semesters. The deadline for sessions of other lengths is:

- 10-week session: Friday of the 8th week
- 8-week session: Friday of the 6th week
- 5-week session: Friday of the 4th week

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

A student may not withdraw from a class for which the instructor has previously issued the student a grade of "F" for scholastic dishonest.

B. Incomplete Grade: The College catalog states, "An incomplete grade may be given in those cases where the student has completed the majority of the course work but, because of personal illness, death in the immediate family, or military orders,
the student is unable to complete the requirements for a course." Prior approval from the instructor is required before the grade of "IP" is recorded. A student who merely fails to show for the final examination will receive a zero for the final and an "F" for the course.

C. **Cellular Phones and Beepers:** Cellular phones and beepers will be turned off while the student is in the classroom or laboratory.

D. **Americans with Disabilities Act (ADA):** Disability Support Services provides services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at [www.ctcd.edu/disability-support](http://www.ctcd.edu/disability-support) for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

E. **Instructor Discretion:** The instructor reserves the right of final decision in course requirements.

F. **Civility: (FC3)** Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.

G. **Honesty and Integrity: (FC5)** All students are required and expected to maintain the highest standards of scholastic honesty in the preparation of all course work and during examinations. The following will be considered examples of scholastic dishonesty:

- Plagiarism: The taking of passages from writing of others without giving proper credit to the sources.
- Collusion: Using another’s work as your own or working together with another person in the preparation of work unless joint preparation is specifically approved in advance by the instructor.
- Cheating: Giving or receiving information on examinations or assignments.

Students guilty of scholastic dishonesty will be administratively dropped from the course with a grade of “F” and will be subject to disciplinary action.

**VIII. COURSE OUTLINE**

A. Lesson One: Human Resources Management in Perspective
   1. **Learning Outcomes:**

   **Chapter 1**
   1. Explain how human resources managers and other managers can have rewarding careers by helping their firms gain a sustainable competitive advantage through the strategic utilization of people.
2. Explain how good human resources practices can help a firm's globalization, corporate social responsibility, and sustainability efforts.
3. Describe how technology can improve how people perform and how they are managed.
4. Explain the dual goals HR managers have in terms of increasing productivity and controlling costs.
5. Discuss how firms can leverage employee differences to their strategic advantage and how educational and cultural changes in the workforce are affecting how human resources managers engage employees.
6. Produce examples of the roles and competencies of today's HR managers and their relationship with other managers.

**Chapter 2**

1. Explain how human resources planning and a firm's mission, vision, and values are integrally linked to its strategy.
2. Discuss how an organization's external environment influences its strategic planning.
3. Discuss why it is important for an organization to do an internal resource analysis.
4. Explain the linkages between competitive strategies and HR.
5. Discuss what is required for a firm to successfully implement a strategy and assess its effectiveness.
6. Describe how firms evaluate their strategies and HR implementation.

**Learning Activities:**
- Classroom lecture/discussion (FA4)
- Reading assignments (FA1)
- Homework and other assignments designated by the instructor (CC1, FC1)

**Learning Outline:** Follow the sequence of unit learning outcomes.

B. Lesson Two: Meeting Human Resources Requirements

1. **Learning Outcomes:**

**Chapter 3**

1. Prepare an outline describing the major equal employment opportunity (EEO) laws related to issues such as age, gender, religion, weight, and sexual orientation. Determine the employment practices they prohibit and the reason behind passage of EEO legislation. Describe what a bona fide occupational qualification is.
2. Explain how the Uniform Guidelines on Employee Selection Procedures were developed and how firms use them to ensure they are abiding by the law. Understand adverse impact and disparate treatment.
3. Discuss EEOC record-keeping and posting requirements and describe how discrimination charges are processed by the EEOC.
4. Explain what affirmative action is and how companies today are seeing the value of voluntarily having diverse workforces.

**Chapter 4**

1. Explain what a job analysis is, and how the information it generates is used in conjunction with a firm’s HRM functions.
2. Explain how the information for a job analysis typically is collected and incorporated into various sections of a job’s description.
3. Produce examples illustrating the various factors that must be taken into account when designing a job, including what motivates employees.
4. Describe the different group techniques and types of work schedules used to broaden a firm’s job functions and maximize the contributions of employees.

2. **Learning Activities:**
   - Classroom lecture/discussion (FA4)
   - Reading assignments (FA1)
   - Homework and other assignments designated by the instructor (CC1, FC1)

3. **Learning Outline:** Follow the sequence of unit learning outcomes.

C. Lesson Three: Developing Effectiveness in Human Resources

1. **Learning Outcomes:** Upon successful completion of this lesson, the student will:

HRPO 2301
Chapter 3
1. Prepare an outline describing the major equal employment opportunity (EEO) laws related to issues such as age, gender, religion, weight, and sexual orientation. Determine the employment practices they prohibit and the reason behind passage of EEO legislation. Describe what a bona fide occupational qualification is.
2. Explain how the Uniform Guidelines on Employee Selection Procedures were developed and how firms use them to ensure they are abiding by the law. Understand adverse impact and disparate treatment.
3. Discuss EEOC record-keeping and posting requirements and describe how discrimination charges are processed by the EEOC.
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Chapter 4
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2. Explain how the information for a job analysis typically is collected and incorporated into various sections of a job’s description.
3. Produce examples illustrating the various factors that must be taken into account when designing a job, including what motivates employees.
4. Describe the different group techniques and types of work schedules used to broaden a firm’s job functions and maximize the contributions of employees.

Learning Activities:
   a. Classroom lecture/discussion (FA4)
   b. Reading assignments (FA1)
      c. Homework and other assignments designated by the instructor (CC1, FC1)

Learning Outline: Follow the sequence of unit learning outcomes.

D. Lesson Four: Implementing Compensation and Security
   1. Learning Outcomes:

Chapter 9
1. Distinguish a strategic compensation program from one that is non-strategic.
2. Determine how to design pay systems.
3. Estimate whether or not a pay system is consistent within the firm as well as comparable to industry standards and government laws.
4. Design a compensation scorecard.

Chapter 10
1. Apply a strategic incentive program.
2. Recognize when and what types of individual incentives are appropriate.
3. Differentiate how gains may be shared with employees under different group incentive plans like the Scanlon and Improshare gainsharing systems.
4. Differentiate between profit sharing plans and explain advantages and disadvantages of these programs as an alternative to individual and group incentive systems.
5. Discuss how to apply different incentive systems designed for professionals and executives.

Chapter 11
1. Recognize strategies companies use to develop benefits plans that are cost effective.
2. Identify and explain the employee benefits required by law.
3. Describe the types of work-life benefits that employers may provide.
4. Describe the different types of retirement programs and pension plans and the regulations related to them.

Chapter 12
1. Summarize the general provisions of the Occupational Safety and Health Act (OSHA).
2. Describe the measures managers and employees can take to create a safe work environment.
3. Identify ways to control and eliminate various on-the-job health hazards.
4. Describe the programs organizations utilize to build better health among their workforces.
2. **Learning Activities:**
   a. Classroom lecture/discussion (FA4)
   b. Reading assignments (FA1)
   c. Homework and other assignments designated by the instructor (CC1, FC1)

3. **Learning Outline:** Follow the sequence of unit learning outcomes.

E. Lesson Five: Enhancing Employee-Management Relations
1. **Learning Outcomes:** Upon successful completion of this lesson, the student will:

   **Chapter 13**
   1. Explain the concepts of employee rights and employer responsibilities.
   2. Identify and explain what the privacy rights of employees are.
   3. Establish disciplinary policies and differentiate between the two approaches to disciplinary action.
   4. Identify the different types of alternative dispute resolution methods.

   **Chapter 14**
   1. Explain the reasons that employees join unions.
   2. Describe the process by which unions organize employees and gain recognition as their bargaining agent.
   3. Outline the challenges faced by HR managers when union representation is voted into a company.
   4. Discuss the bargaining process and the bargaining goals and strategies of a union and an employer.
   5. Describe a typical union grievance procedure and explain the basis for arbitration awards.

2. **Learning Activities:**
   a. Classroom lecture/discussion (FA4)
   b. Reading assignments (FA1)
   c. Homework and other assignments designated by the instructor (CC1, FC1)

3. **Learning Outline:** Follow the sequence of unit learning outcomes.

F. Lesson Six: Expanding Human Resources Management Horizons
1. **Learning Outcomes:**

   **Chapter 15**
   1. Explain the political, economic, socio-cultural, and technological factors in different countries that HR managers need to consider.
   2. Identify the types of organizational forms used for competing internationally.
   3. Explain how domestic and international HRM differ. Discuss the recruitment, selection, training, compensation, and performance appraisal needs for different types of employees working across borders.
   4. Explain how labor relations differ around the world.

   **Chapter 16**
   1. Discuss how a firm’s strategy can be achieved with a high-performance work system and what its fundamental principles are.
   2. Describe how a high-performance work system is designed, and explain how the components of it must align horizontally and vertically to support one another and a firm’s strategy.
   3. Relate processes for implementing and evaluating a high-performance work system.
   4. Discuss a high-performance work system’s potential outcomes for both employees and the organization.

2. **Learning Activities:**
   a. Classroom lecture/discussion (FA4)
   b. Reading assignments (FA1)
   c. Homework and other assignments designated by the instructor (CC1, FC1)

3. **Learning Outline:** Follow the sequence of unit learning outcomes.