



## MERCER COUNTY COMMUNITY COLLEGE

BUS 240  
Course Number

Human Resource Management  
Course Title

3  
Credits

3  
Class Hours

0  
Laboratory Hours

Business & Technology  
Division

15 Weeks  
Length of Semester

Text: Title: Human Resource Management  
Author: Gary Dessler  
Publisher: Pearson Prentice Hall  
Edition: See MCCC Bookstore for latest edition

### Catalog Description:

Study of the typical operations of a personnel office including determination of manpower requirements, the employment process, and the maintenance and control of the staff through wage and salary administration, insurance, safety, discipline, and employee relations. Secondary emphasis is on fringe areas such as morale, research, and preparation for collective bargaining.

Prerequisites: ENG101

Corequisites: None

### Is course New, Revised, or Modified?

Updated Spring 2019

**Course Coordinator:** Professor Jonathan Rowe [rowejo@mccc.edu](mailto:rowejo@mccc.edu)

### Information resources:

Textbook  
Library data bases  
Company Internet Sites and Videos  
Guest Speakers

**Other learning resources: NA**

Instructor's Name \_\_\_\_\_  
 Time/Location \_\_\_\_\_  
 Office/Phone Nos. \_\_\_\_\_  
 Office Hours \_\_\_\_\_  
 E-Mail \_\_\_\_\_

**Course Competencies/Goals (=CC):*****The student will be able to:***

1. Identify the components of the Human Resource Management process, the responsibilities of managers, and environmental forces which affect the process and strategic planning (GE Goal 1; Core Skills A and B)
2. Apply steps in the recruiting process to ensure necessary workforce staffing plans are carried out (GE Goal 1; Core Skills A and B)
3. Recommend appropriate training techniques and appraisal methods to ensure a skilled workforce and improve employee retention and morale. (GE Goal 1; Core Skills A and B)
4. Explain the elements of compensation packages (GE Goal 1; Core Skills A and B)
5. Identify ethical and legal HR issues which may arise in the workforce and discuss how business can avoid or manage such situations. (GE Goal 1 and 9; Core Skills A, B and C)
6. Explain unique HRM issues which arise in the global business environment or small business (GE Goal 1 and 8; Core Skills A, B and G)

**Course-specific General Education Knowledge Goals and Core Skills.****General Education Knowledge Goals**

**Goal 1. Communication.** Students will communicate effectively in both speech and writing.

**Goal 2. Mathematics.** Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.

**Goal 4. Technology.** Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

**Goal 8. Diversity.** Students will understand the importance of a global perspective and culturally diverse peoples.

**Goal 9. Ethical Reasoning and Action.** Students will understand ethical issues and situations.

**MCCC Core Skills**

**Goal A. Written and Oral Communication in English.** Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

**Goal B. Critical Thinking and Problem-solving.** Students will use critical thinking and problem solving skills in analyzing information.

**Goal C. Ethical Decision-Making.** Students will recognize, analyze and assess ethical issues and situations.

**Goal D. Information Literacy.** Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

**Goal E. Computer Literacy.** Students will use computers to access, analyze or present information, solve problems, and communicate with others.

**Goal G. Intra-Cultural and Inter-Cultural Responsibility.** Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate

cultural, global, and environmental awareness.

## **Unit I – The Environment of Human Resource Management (HRM)**

### **Learning Objectives:**

The student will be able to...

- Define HRM and explain the HR duties of the HR manager, staff manager and line manager (CC#1)
- Identify the global, socio-political, economic and technological specific factors facing HRM today and the development of trends in the field which have arisen as a result (CC#1)
- List and define major US Equal Employment Opportunity legislation and describe its role on the HRM Function (CC#1 and 5)
- Illustrate discriminatory employment practices and discuss defenses against discrimination allegations. (CC #1 and 5)
- Discuss the HRM responsibilities and issues surrounding diversity in the workplace. (CC #1 and 5)
- Explain the steps in the strategic management process and its importance to all managers (CC#1)
- Explain the components of a strategic HRM plan and how it fits into the organization's overall strategic plan (CC#1)

## **Unit II – Recruitment**

### **Learning Objectives:**

The student will be able to...

- Explain the use of a job analysis (CC#2)
- Describe potential methods for collecting job analysis data (CC#2)
- Write a job description (CC#2)
- Explain the importance of planning for labor needs (CC#1 and #2)
- Identify both internal and external sources of candidates (CC#2)
- Explain the benefits of recruiting a diverse workforce (CC#2)
- Develop an effective job application form compliant with EEO law (CC#2)
- Define the various types of selection techniques including tests, work samples, simulations, and background investigations and discuss the issues unique to each (CC#2)
- Explain how to validate an employment test (CC#2)
- Identify issues surrounding the hiring of the new workforce (CC#2)
- Explain the different approaches to interviewing and discuss common errors which could potentially undermine the usefulness of any method (CC#2)
- Design and conduct an effective interview (CC#2)

## **Unit III –Employee Development**

### **Learning Objectives:**

The student will be able to...

- Explain the importance of training and its link to employee motivation and retention (CC#3)
- Discuss alternative forms of training programs, the pros and cons of each, and new approaches to training (CC#3).
- Discuss alternative approaches to appraising employees, pros and cons of each, the role of the supervisor, and the importance of on-going appraisals (CC#3)

- Identify potential issues, both legal and non-legal, with performance appraisals and methods for avoidance and management (CC#3 and 5)
- Discuss the importance and responsibilities of a mentor (CC#3)
- Explain both the employee and employers roles in career management (CC#3)

#### **Unit IV – Compensation**

##### **Learning Objectives:**

The student will be able to...

- Explain the steps in establishing pay rates (CC#4)
- Discuss the determination of executive and managerial pay (CC#4)
- Define performance based pay and how it can be used (CC#4)
- Debate current topics in compensation (CC#4)
- Discuss the effectiveness of alternative financial and non-financial forms of employee incentives in improving performance in management, non management, executives, sales and teams (CC#3 and 4)
- Explain various forms of benefits and services offered to employees, including insurance, retirement, and work-life (CC#4)

#### **Unit V – Issues in HR Management**

##### **Learning Objectives:**

The student will be able to...

- Define ethics and identify unethical behavior in HRM (CC#5)
- Explain what determines ethical behavior at work (CC#5)
- Explain what HRM tools can be used to help promote fair treatment of employees (CC#5)
- Explain the legal grounds for dismissal, the process for termination, and how to avoid wrongful discharge suits (CC#5)
- Provide a brief history of collective bargaining in the US and explain major related legislation (CC#5)
- Explain how a union is formed (CC#5)
- Explain the collective bargaining process and procedures for a grievance (CC#5)
- Discuss the state of unions today (CC#5)
- Explain OSHA standards and how managers can avoid unsafe acts in the workplace (CC#5)

#### **Unit VI – International HRM and Small Businesses**

##### **Learning Objectives:**

The student will be able to...

- Discuss the global challenge facing managers of multinational corporations (CC#6)
- Explain how culture, politics, legal and economic factors in other countries will affect the HRM process (CC#6)
- Discuss the issues relevant to staffing a global workforce, including the pros and cons of a home versus local policy for staffing managers (CC#6)
- Discuss the unique issues surrounding the staffing, training, compensating, and appraising of expatriates (CC#6)
- Explain global differences in collective bargaining (CC#6)
- Explain how small business HRM differs from HRM in a large firm (CC#6)

- Identify government and internet tools which will help in all stages of the HRM process for small business (CC#6)
- Discuss how a small business can leverage its size to be successful in HRM (CC#6)

### **Evaluation of Student Learning.**

Achievement of the course competencies will be evaluated through the use of the following tools:

- Multiple choice exams assessing the student's understanding and application of key terminology and management practices (Note: On-line course exams will be proctored in the West Windsor Testing Center)
- Individual and group written assignments and/or projects (including casework and readings) assessing the students ability to apply academic material to real world cases.

### **Final Grades will be assessed based upon:**

Units 1-3 Exam(s) 30%  
 Units 4-6 Exam (s) 30%  
 Written Assignments 30%  
 Participation 10%

\*Note that the above distribution may change for online courses.

### **Academic Integrity Statement:**

Mercer County Community College is committed to Academic Integrity -- the honest, fair and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work, and that faculty and academic support services staff members will take reasonable precautions to prevent the opportunity for academic dishonesty.

The college recognizes the following general categories of violations of Academic Integrity, with representative examples of each. Academic Integrity is violated whenever a student:

#### **A. Uses or obtains unauthorized assistance in any academic work.**

- copying from another student's exam.
- using notes, books, electronic devices or other aids of any kind during an exam when prohibited.
- stealing an exam or possessing a stolen copy of an exam.

#### **B. Gives fraudulent assistance to another student.**

- completing a graded academic activity or taking an exam for someone else.
- giving answers to or sharing answers with another student before, during or after an exam or other graded academic activity.
- sharing answers during an exam by using a system of signals.

#### **C. Knowingly represents the work of others as his/her own, or**

**represents previously completed academic work as current.**

- submitting a paper or other academic work for credit which includes words, ideas, data or creative work of others without acknowledging the source.
- using another author's words without enclosing them in quotation marks, without paraphrasing them or without citing the source appropriately.
- presenting another individual's work as one's own.
- submitting the same paper or academic assignment to another class without the permission of the instructor.
- falsifying bibliographic entries.
- submitting any academic assignment which contains falsified or fabricated data or results.

**D. Inappropriately or unethically uses technological means to gain academic advantage.**

- inappropriately or unethically acquiring material via the Internet or by any other means.
  - using any electronic or hidden devices for communication during an exam.
- Each instructor and academic support service area is authorized to establish specific guidelines consistent with this policy.

**Consequences for Violations of Academic Integrity**

For a single violation, the faculty member will determine the course of action to be followed. This may include assigning a lower grade on the assignment, assigning a lower final course grade, failing the student in the course, or other penalty appropriate to the violation. In all cases, the instructor shall notify the Chair of the Academic Integrity Committee of the violation and the penalty imposed.

When two (or more) violations of academic integrity are reported on a student, the Academic Integrity Committee (AIC) may impose disciplinary penalties beyond those imposed by the course instructors. The student shall have the right to a hearing before the AIC or a designated AIC subcommittee.

**Appeals**

The student has a right to appeal the decision of the instructor or the Academic Integrity Committee. Judicial procedures governing violations of Academic Integrity are contained in the Student Handbook.

**GRADING**

Letter Grade	Nominal %
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	70-76

D	60-69
F	0-59