

**University of San Diego**  
**School of Business Administration**  
**GSBA 530 HUMAN RESOURCE MANAGEMENT**

Prof. Miriam Rothman  
Olin 224  
619-260-4856

rothman@sandiego.edu  
Mon 5-7 p.m.; T & Th 7:45-9:15 a.m.  
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**Course Description:** An overview of the field of Human Resource Management is covered highlighting such topics as recruitment, selection, benefits, performance appraisal, compensation, labor relations, and recent trends within the context of relevant laws.

**Course Objectives:** With the rapid expansion of technology and globalization, the field of HR has undergone dramatic changes in the 21<sup>st</sup> century. Consequently the role of HR has shifted to strategic partner - setting policy and developing processes to ensure that human and organizational resources are utilized effectively. Regardless of your intention to enter the field of HR as a professional, MBA/IMBA graduates will be involved with talent management. Therefore this course is geared toward familiarizing yourself with the functions associated with HR for maximizing effectiveness, impact and efficiency.

**Learning Objectives:**

1. Describe the field of HRM and its potential for creating and sustaining a competitive advantage for organizations.
2. Develop an understanding of how to “get, keep and grow” talent
3. Explain important trends relevant to HRM such as diversity, internationalization, outsourcing, and work-life balance within the context of corporate social responsibility.
4. Identify metrics for effective and strategic HRM practices.
5. Recognize the legal issues affecting HRM and their implications.
6. Understand that different procedures emphasize or utilize different kinds of information that may be more or less useful for different HRM functions.
7. Recognize basic laws, policies and procedures associated with discipline, grievance and collective bargaining.

**Course Materials:** The required text is [A Framework for Human Resource Management](#) by Gary Dessler, 5<sup>th</sup> ed., 2009. A list of **required readings** is provided in the attached class schedule which is available on e-reserve. Some cases and other assignments will be handed out in class to be read and prepared for the following class.

**Course Requirements and Student Evaluation:.** All assignments are to be read *before* coming to class. In order for this class to work, your participation is vital. Grading will be based on:  
35% = HRM Policy Issue: Presentation and Paper  
35% = Final Exam  
10% = Discussion Leader for assigned reading  
10% = Participation  
10% = Attendance

### HRM Policy Issue Presentation and Paper (35%)

As Vice-President of HR you will make a presentation to the Board of Directors (us) on a policy issue that is being debated for implementation in our “company”. The presentation will be given extemporaneously, although you may use limited power point to enhance your presentation. Each person conducts research on h/h topic using current periodicals (e.g. *Business Index*, *Business Periodicals Index*) in addition to academic journals, books and the internet. The presentation will be 12-15 minutes, with extra time available for Q & A. Although the last 2 sessions of the semester will be reserved for the presentations, you or I may request an earlier time in the semester if the topic can be integrated into a chapter discussion. A *sample* of paper topics is provided but other topics are possible with approval.

Each student prepares a written paper (8-10 pages) analyzing both sides of the topic in addition to presenting your own arguments. The presentations are evaluated by the “Board” (forms to be provided). Paper to be handed in when presentations made. Sign up in class on Sept. 22. Grade determined by a combination of oral presentation and written paper.

#### Paper Format:

##### I. Introduction

- a. statement of the policy issue and your position
- b. why is the issue important?
- c. origin and history of the issue – keep it brief
- d. outline the conflicting arguments – why might there be a controversy?

##### II. Discussion (this is the major section of your analysis)

- a. present your arguments to support your position
- b. back up your arguments with sound reasoning and evidence
- c. include the impact, effectiveness and efficiency of implementing or not implementing this policy

##### III. Recommendation

- a. prescriptions for success
- b. end with a *pro* or *con* conclusion

References – minimum of 5 references no more than 2 being web sites. ( e.g. academic: *Academy of Management Perspectives (formerly Executive)*, *HBR*, *Personnel Psychology* etc., and popular: *Business Week*, *HR Magazine*, *books*, *web links*, etc.) General criteria for written paper include: depth of analysis and specificity of response, analysis of pros and cons, soundness of logic and judgment, creativity in analysis and recommendation, incorporation of course material, writing clarity, organization, conciseness, grammar and spelling.

Final Exam (35%) is a take home exam. On Dec. 8 you will be given an article to read and respond to, integrating your knowledge of HRM into the paper you will submit on Monday Dec. 15 (our final exam date). Specific directions will be handed out with article.

Class Participation (10%) All students are expected to be thoroughly familiar with reading assignments and to be actively involved in class discussion. Bring assigned readings to class. Active engagement with course ideas and concepts (i.e., thinking about how they apply and why, generating questions or examples) helps develop well-rounded reasoned judgments. As a general rule, quality of participation will be rated higher than quantity.

Discussion Leader for assigned reading (10%) Assigned readings are listed in the class schedule and may be accessed through E-Reserve. For each meeting, students should be prepared to effectively lead discussions, and to contribute insightful, integrative comments with text material while respecting the rights of other class members as participants. You should prepare at least 3 questions for the class to discuss for each assigned reading and lead the discussion. On a random basis throughout the semester, discussion leaders will be called upon **in class** to lead the discussion which will occur at the beginning of class and will last about 20 minutes.

Retrieve the assigned readings through E-Reserve as follows:

1. From USD homepage <http://www.sandiego.edu/>
2. Click on “Libraries”
3. Choose Copley Library
4. In the Library Services section, click on “E-Reserves”
5. Click on “Electronic Reserves and Course Materials”
6. Using the pull down menu, choose the department or the last name of the faculty: Rothman and click on “go”
7. Click on the course you are looking for: GSBA 530
8. Enter the password: HRM and click on “accept”
9. Then click on any of the titles of the documents and it will open the document.

Attendance (10%) You are expected to arrive on time to all classes and not leave early. While you are in class, you are expected to be engaged, attentive and participative.

**Academic Integrity** USD's policy on academic integrity is explicitly made a part of this course. (See the graduate bulletin for a summary.) Please read this policy. Any deviation from the standards of this policy will result in a grade of "F" for the course. Your work in this course must be your own. Any unauthorized assistance will be considered a violation of the academic integrity policy. If you have any doubt regarding any actions of your own or other students concerning this course, see me for an interpretation of this policy. All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University. Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor's files or computer account; or g) any other serious violation of academic integrity as established by the instructor.

**Computer and Cell phone usage:** All cell phones are to be turned off in class. Students may only use computers to take notes in class. Anyone using their computer to surf the web, prepare for other classes etc. will be asked to leave the class for the day. This also applies to students who attempt to do work from other courses in this class. Such behavior does not indicate that the student is engaged in the class.

**SBA Mission Statement:** To develop socially responsible business leaders with a global outlook through academically rigorous, relevant, and values-based education and research.

## Class Schedule

9/8	Intro to Course	DVD: <i>How great companies achieve...</i>
9/15	Ch. 1 Managing HR Today Ch. 2 Managing EO & Diversity	Thomas, D. Diversity as Strategy. <b>HBR</b> Sept. 2004, 98-108.
9/22	Ch. 3 Personnel Planning and Recruitment	Byrnes, N. & Barrett, A. Star Search, <b>Business Week</b> , Oct. 10, 2005, 68-78.
10/6	Ch. 4 Testing & Selection <b>resume due</b>	Kraut, A. Pedigo, P. McKenna, D. & Dunnette, M. The role of the manager: What's really important in different management jobs. <b>Academy of Management Executive</b> , 19(4), Nov. 2005, 122-9.
10/13	Ch. 5 Training & Development	Tichy, N. No ordinary Boot Camp, <b>HBR</b> , April 2001, 63-70.
10/20	Ch. 6 Perf. Mgmt & Appraisal	Axelrod, B Handfield-Jones, & Michaels, E. A new game plan for C players, <b>HBR</b> , Jan. 2002, 81-88.
10/27	Ch. 7 Compensation	Casio, W. Decency means more than "Always Low Prices": A comparison of Costco to Wal- mart's Sam's Club . <b>Academy of Management Perspectives</b> , 20(3) Aug. 2006, 26-37.
11/3	Ch. 8 Ethics & Fairness in HRM	Litsky, B., Eddleston, K & Kidder, D. The Good, bad & misguided: How managers inadvertently encourage deviant behaviors. <b>Academy of Management Perspectives</b> , 20(1) Feb. 2006, 91-103.
11/10	Ch. 9 Labor Relations & Collective Bargaining	Grocery workers begin contract vote, <b>SDUT</b> 2/29/04, A1;8. and Grocery workers..., <b>SDUT</b> , 7/23/07 B. 1 and 7/24/07 C.1.
11/17	Labor Relations role-play	Roles will be handed out in previous class
11/24	Module A: Managing HR Globally	Lengnick-Hall, M & Lengnick-Hall, C., HR's role in building relationship networks. <b>Academy of Management Executive</b> , 17(4), 2003, 53-63.
12/1 & 8	In class presentations	

HRM Policy Issue Presentation and Paper : *Possible* topics:

1. A “no dating coworker” policy should be established in the workplace.
2. What are the most successful strategies to manage the “outsourced”?
3. Policy to not hire smokers in the workplace.
4. Job sharing programs should be established in the workplace.
5. How can we best use a Human Resource Information System?
6. We should provide some type of child/elder care benefit to employees.
7. Health Savings Accounts, are they for us?
8. Graphology is useful as a selection tool.
9. Establishing metrics for HR...where? How?
10. The company should have a policy allowing pets at work.
11. What should our privacy policy be and why (i.e., emails, computer files, desk drawers telephones etc.)
12. What actual benefits accrue to companies that provide educational tuition reimbursement and how to best set up the process?
13. Institute peer grievance panels & give them authority in cases of employee discipline.
14. Shall we institute environmentally friendly programs in favor of our employees? (If so, specify which ones).