NOTE: This course is not designed for transfer credit.

Catalog Course Description:

A study of principles of human resources management, including equal employment law, recruitment, selection, and development and maintenance of the human resource.

Entry Level Standards:

Students must be able to read and write at the college-level.

Prerequisite:

MGT 2000 or HSP 1200

Textbook(s) and Other Reference Materials Basic to the Course:

Textbook:

Reference:

I. Week/Unit/Topic Basis:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3</td>
<td>The Strategic Role of Human Resource Management; Equal Opportunity and the Law; Set up Teams and Assign Project</td>
</tr>
<tr>
<td>4-5</td>
<td>Guaranteed Fair Treatment; Labor Relations and Collective Bargaining; Guest Speaker on Organized Labor</td>
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<tr>
<td>6</td>
<td>Guest Speaker on Human Resources Management; Management or a Site Tour</td>
</tr>
<tr>
<td>7</td>
<td>Appraising Performance</td>
</tr>
<tr>
<td>8-12</td>
<td>Student teams will use class time to develop a project involving the following topics using their textbook as a handbook and the Human Resources web course as a guide with the instructor acting as consultant to the teams. Job Analysis; Personnel Planning and Recruiting; Employee Testing and Selection; Interviewing Candidates</td>
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<tr>
<td>12-15</td>
<td>Teams will Conduct Employment Interviews</td>
</tr>
</tbody>
</table>
II. Course Objectives*:

A. Demonstrate an understanding of the human resources management function. I, III, IV, VIII

B. Demonstrate an understanding of the impact of human resource management on productivity. I, II, IV, VIII.

C. Exhibit a thorough knowledge of equal opportunity laws, job analysis, planning, recruitment, and selection. I, III

D. Prove understanding of performance appraisal, labor relations, and disciplinary aspects of human resource management. I, III

E. Demonstrate an understanding of techniques for successfully integrating employees into the work group. I, II, III, V

*Roman numerals after course objectives reference goals of the Management program.

III. Instructional Processes*:

Students will:

1. Practice elements of the work ethic such as professionalism, preparedness; punctuality; honesty; cooperation; dependability; contribution; effectiveness; good manners; etc. Personal Development Outcome, Cultural Diversity & Social Adaptation Outcome, Transitional Strategy

2. Carry out course assignments such as team discussions; team case studies; team projects; experiential exercises; oral, written, PowerPoint, and/or email presentations; Internet research, etc. that help to develop a respect for diversity. Communication Outcome, Personal Development Outcome, Problem Solving & Decision Making Outcome, Cultural Diversity & Social Adaptation Outcome, Information Literacy Outcome, Transitional Strategy, Active Learning Strategy

3. Take part in course assignments such as team discussions; team case studies; team projects; experiential exercises; oral, written, PowerPoint, and/or email presentations; Internet research; etc. to help develop teamwork, leadership, and followership skills. Communication Outcome, Personal Development Outcome, Problem Solving & Decision Making Outcome, Cultural Diversity & Social Adaptation Outcome, Information Literacy Outcome, Transitional Strategy, Active Learning Strategy

4. Perform course assignments such as team discussions; team case studies; team projects; experiential exercises; oral, written, PowerPoint, and/or email presentations; Internet research; etc. to help develop critical thinking, problem solving, goal setting, and planning skills. Communication Outcome, Personal Development Outcome, Problem Solving & Decision Making Outcome, Cultural Diversity & Social Adaptation Outcome, Problem Solving and Decision Making Outcome, Information Literacy Outcome, Transitional Strategy, Active Learning Strategy

*Strategies and outcomes listed after instructional processes reference Pellissippi State's goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.
IV. Expectations for Student Performance*:

Upon successful completion of this course, the student should be able to:

1. Explain what human resource management is and the role it plays in the management process. A
2. Give several examples of how human resource management concepts and techniques can be of use to all managers. A
3. Discuss the factors that influence one's human resources management philosophy. A
4. Describe how employee involvement relates to productivity. A
5. Cite the main features of recent employment discrimination laws. C
6. Define adverse impact, and explain how it is proved and its significance. C
7. Cite specific discriminatory human resource management practices. C
8. Explain defenses you can use in the event of discriminatory practice allegations. C
9. Discuss the impact of the Americans with Disabilities Act on Human Resource Management. C
10. Discuss the issues and problems associated with drug tests. C
11. Explain the concept of just cause and how it is determined. C
12. Outline a progressive discipline sequence. A,D
13. Investigate disciplinary problems, and demonstrate approaches to disciplinary action. D
14. Discuss the steps in an employee termination interview. C
15. Cite important incidents in the history of the U.S. labor movement. D
16. Discuss the main features of three major labor legislation laws. D
17. Give examples of typical situations during the union drive and election. D
18. Explain preparations for union contract negotiations. D
19. Recognize the connection between effective management and bottom-line results. E
20. Perform job analysis and prepare job descriptions and job specifications. C
21. Identify methods of collecting job analysis data. C
22. Define job design and discuss its dimensions. A,C
23. Summarize the steps in recruitment and placement. C
24. Compare and contrast at least five sources of job candidates. C
25. Define the concepts of reliability and validity in the selection process. C
26. Explain how to validate a test. C
27. Give examples of ethical and legal considerations in testing. C
28. Explain factors that affect the usefulness of interviews and guidelines for being a more effective interviewer. C
29. Effectively interview a job candidate. C
30. Describe the different types of performance appraisal tools available today. D
31. Explain the problems to be avoided in appraising performance. D
32. Hold an effective appraisal interview. D

*Letters after performance expectations reference the course objectives listed above.

V. Evaluation:

A. Testing Procedures:

   Students are evaluated primarily on the basis of tests and a team project. Mid-term and final exams are recommended.

B. Laboratory Expectations:

   Students will work in teams to accomplish assigned projects.

C. Field Work:

   Students will be responsible for the research to develop a team project. Further details about the project will be given in class.

D. Other Evaluation Methods:

   Class participation, group work, and homework, also comprise the final grade for the course. Each instructor must provide full details during the first week of class via a syllabus supplement.

E. Grading Scale:

   92 - 100  A
   89-81     B+
   82 - 88   B
   79 - 81   C+
   72 - 78   C
   65 - 71   D
   Below 65 F

VI. Policies:

Attendance Policy:

Pellissippi State Technical Community College expects students to attend all scheduled instructional activities. As a minimum, students in all courses must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course. (Pellissippi State Catalog)
Academic Dishonesty:

Plagiarism, cheating and other forms of academic dishonesty are prohibited. A student guilty of academic misconduct, either directly or indirectly through participation or assistance, is immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions that may be imposed through the regular Pellissippi State procedures as a result of academic misconduct, the instructor has the authority to assign an F or a zero for the exercise or examination or to assign an F in the course.