



Your University of Choice

COURSE SYLLABUS

Term: Fall, 2018

Course: MSM 525X Human Resource Management

Instructor Information:

Instructor Name	Joseph Ferrallo
Office Number:	N/A
Phone Number:	630-947-3102
Email:	jferrallo@ccsj.edu
Hours Available:	Monday – Sat 9:00 a.m. – 9:00 p.m. by phone/text. No calls or text on Sunday's please. Please note: Late assignments are not emergencies
Instructor Background: <i>Cardinal Stritch University, Milwaukee, Wisconsin</i> 2019 P.h.D. Educational Leadership for the Advancement of Learning and Service <i>University of St. Francis, Joliet, Illinois</i> 2007 M.S.T.D. Master of Science in Training and Development 2006 M.B.A. Master of Business Administration 1985 B.B.A. Bachelor of Business Administration I possess 30+ years of experience in senior leadership positions for three fortune 100 companies in a variety of customer care, sales, service, human resource, marketing, operations, training and development, and organizational development and efficiency roles. I currently serve as Chief Executive Officer, Strategic Operations Efficiency for a company in Tinley Park, Illinois.	

Course Information:

Course Time:	
	Tuesday's – 6:00 p.m. – 10:00 p.m. - 7 Weeks Class Meeting Dates: Sept 4, 11, 18, 25, and October 2, 9, and 16.
Classroom:	Hammond Campus – Room 300
Prerequisites:	None
Required Books and Materials:	Mondy, R. and Martocchio, J. (2016). Human Resource Management. (14 th e.d.). New York, New York: Pearson. ISBN: 978-0-13-384880-9

Learning Outcomes/ Competencies:

1. Define the changing role of human resource management in today's work environment.
2. Identify the key functions of human resource management.
3. Recognize the expanding role of human resource management in strategic planning.
4. Discuss the social, ethical and legal responsibilities of the human resources professional.
5. Reflect upon and engage in critical problem solving and decision-making, applying key principles of human resource management resources in all course discussions, assignments and exercises.
6. Synthesize concepts, ideas, and practices into a logical, cohesive plan, paper, and presentation.

Course Description:

This course examines the application of human resource management theories and practices with a special focus on leadership, facilitation, and team dynamics. Additionally, we will explore how human resources professionals can add value to an organization by becoming a strategic partner in improving resource utilization to help companies achieve their goals and objectives.

Learning Strategies:

- Weekly lectures
- Case study problem-solving
- Individual as well as group research, and writing
- Reflection and critical skill development to address problem solving
- Power-point presentations
- Exams/Quizzes to test knowledge and skill application

Experiential Learning Opportunities:

None this term.

Assessments:

Major Assignments:	Attendance/Class participation/Discussion (7 x 25 = 175 points/700) 25% of grade
	Written Assignments (5 x 50 = 250 points/700) 35% of grade
	Quizzes (5 x 20 points= 100/700) 15% of grade
	Final Paper and Power Point Presentation (1 x 175 points = 175/700) 25% of grade
	See Participating in Class section below.

Grading Scale:

100 – 92: A	91 – 90: A-	89 – 88: B+
87 – 82: B	81 – 80: B-	79 – 78: C+
77 – 72: C	71 – 70: C-	69 – 68: D+
67 – 62: D	61 – 60: D-	59 and below F

Course Schedule:

Class Day/Date	Topics/Assignments () Indicates Assignment Points Value	Class Discussion/Activities
Tuesday 09/04/18	Read Chapters 1 (Strategic HRM), 2 (Business. Ethics), 3 (Workforce Diversity) and 4 (Job Analysis) Attendance and Discussion (25)	-Welcome -Student Introductions -Meet Your Instructor -Course Structure -Use of Blackboard

<p>Tuesday 09/11/18</p>	<p>Read Chapters 5 (Recruitment) and 6 (Selection)</p> <p>Assignment 1 - HRM Incident 5-1, “A Problem Ad?” due by 6 p.m. CT (50)</p> <p>Online Quiz 1 due by 6 p.m. CT (20)</p> <p>Attendance and Discussion (25)</p>	<p>Chapters 5 and 6</p> <p>In class activities</p>
<p>Tuesday 09/18/18</p>	<p>Read Chapters 7 (Performance Management and Appraisal) and 8 (Training & Development)</p> <p>Online Quiz 2 due by 6 p.m. CT (20)</p> <p>Assignment 2 - HRM Incident 7-2, “Performance Appraisal” due by 6 p.m. CT (50)</p> <p>Attendance and Discussion (25)</p>	<p>Chapters 7 and 8</p> <p>In class activities</p>
<p>Tuesday 09/25/18</p>	<p>Read Chapters 9 (Direct Financial Compensation) and 10 (Indirect Financial Compensation (Benefits))</p> <p>Online Quiz 3 due by 6 p.m. CT (20)</p> <p>Assignment 3 - HRM Incident 9-2 “The Controversial Job” due by 6 p.m. CT (50)</p> <p>Attendance and Discussion (25)</p>	<p>Chapters 9 and 10</p> <p>In class activities</p>
<p>Tuesday 10/02/18</p>	<p>Read Chapters 11 (Labor Unions and Collective Bargaining) and 12 (Internal Employee Relations)</p> <p>Online Quiz 4 due by 6 p.m. CT (20)</p> <p>Assignment 4 - HRM Incident 11-2 “You are out of what?” due by 6 p.m. CT (50)</p> <p>Attendance and Discussion (25)</p>	<p>Chapters 11 and 12</p> <p>In class activities</p>
<p>Tuesday 10/09/18</p>	<p>Read Chapters 13 (Employee Safety Health and Wellness) and 14 (Global Human Resource Management)</p>	<p>Chapters 13 and 14</p> <p>In class activities</p>

	<p>Online Quiz 5 due by 6 p.m. CT (20) Assignment 5 – “Behavioral Problem?” due by 6 p.m. CT (50)</p> <p>Attendance and Discussion (25)</p>	
<p>Tuesday 10/16/18</p>	<p>FINAL Paper(150) & In-class Presentations (25) uploaded into Blackboard by 6 p.m. CT</p> <p>In class presentations (25)</p> <p>Attendance and Discussion(25)</p> <p>Course Wrap-up</p>	<p>In class activities</p>

The faculty member reserves the right to change this schedule to meet the needs of the class.

Responsibilities	
Attending Class	<p>CCSJ Statement: You cannot succeed in class if you do not attend. We believe that intellectual growth and success in higher education occur through interaction in the classroom and group assignments and projects. However, we do not want to penalize students for participating in college-sponsored events. When you miss class because of a college event, you must give notice of your absence in advance, and you are responsible for all missed work. Being absent does not excuse a student from doing class work; you have more responsibilities to keep up and meet the objectives of this course.</p> <p style="text-align: center;">Professor Ferrallo’s Policies:</p> <p style="text-align: center;">1. Class Attendance</p> <p>Student expectations are to attend all course sessions. While I realize emergencies may arise, please make every effort to attend as course attendance is imperative for successful learning. Attendance points (15 points) will be given for each course session attended, and for active participation in course discussions, and activities. Attendance points (15) are not earned for any course sessions missed, regardless of circumstance.</p>
Turning In Your Work	<p>Necessary preparation and time commitment is necessary for overall course success.</p> <p>Graded Assignments</p> <p>Student expectations are to complete all written assignments for that week. Assignments will be assessed on the content, writing ability, proper use of APA format, proper citation of materials, and effective</p>

	<p>argument creation within each assignment. Please refer to the Written Assignments Grading Rubric listed at the end of the syllabus for more detailed explanation.</p> <p>All assignments include clear instructions on how students should complete their work. Assignments are due before the beginning of each class at 6:00 p.m. Central Time (CT) on the date in which they are due.</p> <p><u>Please note: Students must submit (upload) their assignments into Blackboard, unless directed otherwise by the faculty member, no exceptions.</u></p> <p>2. Assignments/Late Work Policy Late work is accepted, within the following policy guidelines: Assignments turned in within 24 hours late will incur a 10% point penalty; after 24 hours but within 48 hours late will incur a 20% points penalty, after 48 hours but within 72 hours a 30% points late penalty, after 72 hours but within 96 hours a 40% points penalty. Any assignments received after 96 hours are not accepted, and zero points recorded.</p> <p>3. Quizzes Student expectations are to complete online weekly quizzes no later than Tuesday of each week before 6:00 p.m. CT (Central Time). To complete each quiz, clear instructions are given prior to the beginning of each quiz.</p> <p>Students are encouraged to complete the quiz using a reliable internet connection, and without interruption. You may only attempt a quiz once. Quizzes cannot be restarted or retaken, or reset once a quiz has begun, or if they become incomplete. (See Quiz assignment in Blackboard). Once quizzes are closed, they cannot be made up.</p>
<p>Using Electronic Devices</p>	<p>Electronic devices can be used for course-related in-class purposes at the faculty member’s instruction. If you text or access the Internet for other purposes, you may be asked to leave, in which case you will be marked absent, and zero points will be awarded for attendance and participation.</p>
<p>Participating in Class</p>	<p>You must be on time, stay for the whole class, and speak up in a way that shows you have completed the assigned reading. If you are not prepared for class discussion, you may be asked to leave, in which case you will be marked absent and zero points will be awarded for attendance and participation. Extra credit assignments will not be given for missed courses where attendance and participation points are not earned.</p> <p>4. Class Participation (Discussions) Student expectations require active participation in class discussions each week. Points will be awarded each week (10 points) based on</p>

	<p>class contributions to learning, and thoughtful responses to comment and input made by other students. Not actively participating in class discussions is equivalent to not being present in class. Points will not be given if the student makes no meaningful contribution to class learning. Participation points (10) are not earned for any course sessions missed, regardless of circumstance.</p>
Doing Your Own Work	<p>If you turn in work that is not your own, you are subject to CCSJ review, and these procedures can be found in the CCSJ College Catalog and the Student Planner, both found online. The maximum penalty for any form of academic dishonesty is dismissal from the College.</p> <p>All assignments will adhere to APA format (American Psychological Association) and citation guidelines to document sources which avoids plagiarism. Please ensure all assignments are completed using APA format, unless directed otherwise by the faculty member, no exceptions.</p> <p>APA resources are available online anytime at the Purdue Online Writing Lab - https://owl.english.purdue.edu/owl/</p> <p>Additional APA resources can be obtained from the CCSJ Library which contain reference copies of APA manuals, and there are brief checklists in your Student Handbook and Planner as well.</p> <p>Note: I encourage all of you to purchase the APA Publication Manual, 6th edition (Spiral Bound version). The manual can be purchased on Amazon.. You will definitely need this manual as you continue in your graduate studies and beyond.</p> <p>PLEASE NOTE: All papers may be electronically checked for plagiarism.</p>
CCSJ Student Honor Code	<p>This course asks students to reaffirm the CCSJ Student Honor Code:</p> <p>I, as a student member of the Calumet College academic community, in accordance with the college's mission and in a spirit of mutual respect, pledge to:</p> <ul style="list-style-type: none"> • Continuously embrace honesty and curiosity in the pursuit of my educational goals; • Avoid all behaviors that could impede or distract from the academic progress of myself or other members of my community; • Do my own work with integrity at all times, in accordance with syllabi, and without giving or receiving inappropriate aid; <p>Do my utmost to act with commitment, inside and outside of class, to the goals and mission of Calumet College of St. Joseph.</p>
Sharing Your Class Experience	<p>At the end of the term, you will have the opportunity to evaluate your classroom experience. These confidential surveys are essential to our ongoing efforts to ensure that you have a great experience that leaves you</p>

	well prepared for your future. Take the time to complete your course evaluations – we value your feedback!
Withdrawing from Class	After the last day established for class changes have passed (see the College calendar), you may withdraw from a course by following the policy outlined in the CCSJ Course Catalog.

Resources	
CCSJ Book Rental Program	The CCSJ Book Program ensures that everyone has the right course materials on the first day of class to be successful. You pay a book rental fee each semester, and in return, receive all the materials for all your classes prior to the beginning of classes. At the end of the semester, simply return the books. For traditional students, the Book Rental Program is conveniently located in the library, where students can pick up and return their books. For students in accelerated programs and graduate programs, books will be delivered to their homes and they can return them by mail. For more information, see http://www.ccsj.edu/bookstore . All books must be returned at the end of the semester or you will incur additional fees, which will be charged to your student account.
Student Success Center:	The Student Success Center provides faculty tutors at all levels to help you master specific subjects and develop effective learning skills. It is open to all students at no charge. You can contact the Student Success Center at 219 473-4287 or stop by the Library.
Disability Services:	Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans with Disabilities Act (ADA) guidelines. If you believe that you need a “reasonable accommodation” because of a disability, contact the Disability Services Coordinator at 219-473-4349.
Student Assistance Program	Through a partnership with Crown Counseling , Calumet College of St. Joseph provides a free Student Assistance Program (SAP) to current students. The SAP is a confidential counseling service provided to students for personal and school concerns that may be interfering with academic performance and/or quality of life. The SAP counselor is available on campus once a week and off-site at the Crown Counseling offices in Crown Point or Hammond. For more information, contact Kerry Knowles SAP Counselor , at 219-663-6353 (office), 219-413-3702 (cell), or kerryk@crowncounseling.org .
CCSJ Alerts:	Calumet College of St. Joseph’s emergency communications system will tell you about emergencies, weather-related closings, or other incidents via text, email, or voice messages. Please sign up for this important service annually on the College’s website at: http://www.ccsj.edu/alerts/index.html .

Emergency Procedures

MEDICAL EMERGENCY

EMERGENCY ACTION

1. Call 911 and report incident.
2. Do not move the patient unless safety dictates.
3. Have someone direct emergency personnel to patient.

4. If trained: Use pressure to stop bleeding.
5. Provide basic life support as needed.

FIRE

EMERGENCY ACTION

1. Pull alarm (located by EXIT doors).
2. Leave the building.
3. Call 911 from a safe distance, and give the following information:
 - Location of the fire within the building.
 - A description of the fire and how it started (if known)

BUILDING EVACUATION

1. All building evacuations will occur when an alarm sounds and/or upon notification by security/safety personnel. **DO NOT ACTIVATE ALARM IN THE EVENT OF A BOMB THREAT.**
2. If necessary or if directed to do so by a designated emergency official, activate the building alarm.
3. When the building evacuation alarm is activated during an emergency, leave by the nearest marked exit and alert others to do the same.
4. Assist the disabled in exiting the building! Remember that the elevators are reserved for persons who are disabled. **DO NOT USE THE ELEVATORS IN CASE OF FIRE. DO NOT PANIC.**
5. Once outside, proceed to a clear area that is at least 500 feet away from the building. Keep streets, fire lanes, hydrant areas and walkways clear for emergency vehicles and personnel. The assembly point is the sidewalk in front of the college on New York Avenue.
6. **DO NOT RETURN** to the evacuated building unless told to do so by College official or emergency responders.

IF YOU HAVE A DISABILITY AND ARE UNABLE TO EVACUATE:

Stay calm, and take steps to protect yourself. If there is a working telephone, call 911 and tell the emergency dispatcher where you are **or** where you will be moving. If you must move,

1. Move to an exterior enclosed stairwell.
2. Request persons exiting by way of the stairway to notify the Fire Department of your location.
3. As soon as practical, move onto the stairway and await emergency personnel.
4. Prepare for emergencies by learning the locations of exit corridors and enclosed stairwells. Inform professors, and/or classmates of best methods of assistance during an emergency.

HAZARDOUS MATERIAL SPILL/RELEASE

EMERGENCY ACTION

1. Call 911 and report incident.
2. Secure the area.
3. Assist the injured.
4. Evacuate if necessary.

TORNADO

EMERGENCY ACTION

1. Avoid automobiles and open areas.
2. Move to a basement or corridor.

3. Stay away from windows.
4. Do not call 911 unless you require emergency assistance.

SHELTER IN PLACE

EMERGENCY ACTION

1. Stay inside a building.
2. Seek inside shelter if outside.
3. Seal off openings to your room if possible.
4. Remain in place until you are told it is safe to leave.

BOMB THREATS

EMERGENCY ACTION

1. Call 911 and report incident.
2. If a suspicious object is observed (e.g. a bag or package left unattended):
 - Do not touch it!
 - Evacuate the area.

TERRORISM AND ACTIVE SHOOTER SITUATIONS

EMERGENCY ACTION

1. Call 911 and report intruder.

RUN, HIDE OR FIGHT TIPS:

1. **Prepare** – frequent training drills to prepare the most effectively.
2. **Run and take others with you** – learn to stay in groups if possible.
3. **Leave the cellphone.**
4. **Cannot run? Hide** – lock the door and lock or block the door to prevent the shooter from coming inside the room.
5. **Silence your cellphone** -- use landline phone line.
6. **Why the landline?** It allows emergency responders to know your physical location.
7. **Fight** – learn to “fight for your life” by utilizing everything you can use as a weapon.
8. **Forget about getting shot – fight!** You want to buy time to distract the shooter to allow time for emergency responders to arrive.
9. **Aim high** – attack the shooter in the upper half of the body: the face, hands, shoulder, or neck.
10. **Fight as a group** – the more people come together, the better the chance to take down the shooter.
11. **Whatever you do, do something** – “react immediately” is the better option to reduce traumatic incidents.

Written Assignments Grading Rubric

Concept	Poor	Fair	Good	Excellent
1. Identification of concept	Few concepts identified	Some concepts identified	Several concepts identified	Most major concepts identified
2. Conceptual understanding	Major concepts identified	Clear definitions provided for major concepts	Major concepts defined & appropriate examples identified	Application of major concepts to appropriate examples with full explanations
3. Theoretical Concept Identification and Application	Major theoretical concepts mentioned but not clearly applied to appropriate examples	Theoretical concepts identified & some applied to appropriate examples — connection between theory and application is not made clear	Most theoretical concepts identified and applied to appropriate examples some connection made between theory and application	Theoretical concepts are clearly identified and application is clear and well-developed throughout the paper
4. Focus of the writing	Discussion focused almost entirely on examples; little mention of theoretical concepts; or the reverse—focus on concepts, not appropriate examples. A major lack of balance between the sections	Some mention of concepts, but main focus on appropriate examples; or reverse—mention of appropriate examples but main focus on concepts. A lack of balance between the sections	Uneven balance between focus on appropriate examples and concepts, but there is discussion of both areas.	Discussion clearly focused on concepts and application examples used as appropriate illustrations.
5. Organization	Ideas not clearly organized around major concepts	Some ideas are organized, but most are not	Most ideas organized around key concepts, but some confusion remains	Ideas are clearly organized around major organizational communication concepts
6. Clarity--mechanical accuracy	Little evidence of attention to presentation of ideas	Some evidence of attention to presentation of ideas	Evidence of attention to presentation of ideas is inconsistent	Language effectively used to enhance meaning--attention to style
7. Clarity--style	Numerous grammatical errors	Some grammatical errors	Few grammatical errors	Almost no grammatical errors
8. Uses Course Vocabulary	Does not use course vocabulary or uses the vocabulary incorrectly	Uses course vocabulary only occasionally	Regular and correct use of course vocabulary	Frequent and correct use of course vocabulary