HR 140: Introduction to Human Resources

Course Description

This survey course provides students with an introduction to the field of human resources [HR]. It focuses on the interdisciplinary nature of the field, its history, evolution, and current state. Three domains of operation – human resource management [HRM], workplace learning and performance [WLP], and human resource administration [HRA] are examined. The three primary roles of the human resource professional are also introduced – administrative, operational/employee advocate, and strategic. Finally, the various competencies associated with HR are explored.

Each class will encompass a specific theme:

Class 1: The Changing World of Human Resources
Class 2: Human Resources in Today’s Organizations
Class 3: The Language and Scope of Human Resources
Class 4: The Functions and Goals of Human Resources
Class 5: Maximizing Human Capital

Course Objectives

At the end of this course, students are expected to:

1. Understand what HR is and does as an interdisciplinary profession.
2. Understand the history and evolution of HR as a profession.
3. Explore the changing work environment and its impact on the field of HR.
4. Discuss the range of how the HR function is used in today's organizations.
5. Understand key HR concepts and terms and be able to respond to questions utilizing them.
6. Lead a discussion employing HR concepts and terms.
7. Recognize and differentiate between the 3 HR domains: HRM, WLP, and HRA.
8. Assess, discuss, and classify each HR domain and its functional areas.
9. Understand the roles and competencies in HR.
10. Examine how HR professionals address the needs of the workforce.
11. Summarize the major target HR results – productivity, quality, innovation, fulfillment, and readiness for change.
12. Read a survey of literature to gain a broad awareness of the field of HR.
Course Materials

Required Texts:

Recommended Texts (to be used in HR 142 and 143) on hold in the library:

Supplemental Reading Materials/Case Studies (facilitator’s option and choice).

Preparation and Assignments
The accelerated pace of this course requires the student to assume initiative in mastering the content and completing the assignments before each class session. The successful class integrates the text concepts and readings with the knowledge, insight and experience of each participant. The end goal is an enlightened participant and a fulfilling group experience.
This module is designed to be the guide and academic standard for the course. Individual facilitators may deviate from suggested assignments and weight of grading scheme as they interpret course integrity. Facilitators may distribute a course syllabus in the first class session that will indicate any additions, deletions or modifications from this module.
Please note that with 3-5 chapters of reading required per class, there may not be time to complete all the activities outlined in the module. Some cases and/or exercises may be substituted with more pertinent materials by the facilitator. Assignment revisions for improvement and mastery may be permitted by the course facilitator. Details regarding revision submissions will be provided by your facilitator.

Assignments and Workload:
The class will meet only once a week, for 4 hours at a time. This accelerated pace requires that students take a considerable amount of responsibility for their own learning outcomes. While in class, students are expected to actively participate in discussions and group activities. Outside of class, students should plan on allowing a minimum of 12 hours per week for study and completion of homework assignments and projects.

Written Assignments:
Written assignments are an important component of this and other UCAP courses. A variety of resources are available to assist you in developing effective college writing. Expectations, scheduling, and specific guidelines for each written assignment will be discussed by your facilitator during the first night of class.

Absences and Late Assignments:
Because of the accelerated nature of this program, attendance is mandatory. If an absence is unavoidable, the facilitator should be advised prior to class. If the absence is excused, arrangements may be made at that time for make up assignments, if appropriate. However, this will be solely at the
discretion of the facilitator. If an absence occurs on a test day, the test must be made up within seven days. All late assignments will receive an automatic letter grade reduction. No assignment will be accepted more than seven days after the original due date.

**Suggested Grading Criteria**
Your performance will be evaluated as follows:

In-class group activities and exercises = 10%
Group project and presentation = 15%
Class Participation (attendance + value added in-class interactions) = 15%
Research paper and oral power point presentation = 20%
Homework papers and assignments on text readings = 25%
1 exam = 15%

**TOTAL = 100%**

**Assignment Details**
This course is reading and writing intensive. Concept/content introduction and reinforcement activities/strategies will be employed. Formative and summative methods for student learning assessment will be utilized. In this course, learners will complete four types of assignments designed to (a) meet the needs of various learning styles; (b) promote reflection and critical thinking; and (c) demonstrate individual and group performance:
1. Weekly Homework and assignments on readings
2. Research paper/oral presentation
3. Group project and presentation
4. Class participation – dialogue, discussion, and activities

Scoring guides and rubrics may be provided to learners by the course facilitator.

***Note to students:***
To review assignments for each individual week see pages 5, 7, 9, 11, and 13 in this module. Additional details will be provided at least 10 days prior to the beginning of class.

**Summary of Assignments**
1. **Weekly Homework Assignments/Activities on readings** – 25%
   
   Note: This assignment might include elements of guided note taking (see explanation below).

   Complete readings and assignment. In short answer/short essay format, write a summary report about the assignment or activity as follows:

   a. Briefly describe the assignment or activity. State your answer in a complete sentence.
   b. What did you find useful about the article/activity? State your answer in complete sentences.
   c. In light of what you are learning about the field of human resources, how could you apply the information you discovered in the article/activity to your work as an HR professional? Answer this question using short, clear, and complete answers.
   e. Answer additional questions as indicated in each week’s assignment pages found in this module. Write your responses in clear complete sentences.
Guided note taking: The purpose of this assignment is to ensure classroom readiness, understanding and engagement. Using weekly class session objectives, guided note taking centers the mind on the meaning of learning in a given course or class session. Writing notes has a direct cognitive impact and aids with information retention and application. This assignment requires students to write a response to each objective presented in the module by class session. Responses should be paraphrased summaries of material found in the textbook as well as summaries of your understanding. Citations are required—page numbers should be noted. Responses should be written in complete sentences and in short answer/brief paragraph format. Specific details about the format of this submission will be determined by the facilitator (hardcopy or electronic submission). All late papers will be graded no higher than a “C”.

2. Research Paper and Oral Presentation – 20%
Students will choose a research topic to explore using a detailed process provided by the facilitator. Student led oral presentations of the topic will consist of a 10-20 minute Power Point slide production and a guided discussion/question-answer session. Facilitators will provide a more detailed description and outline of this assignment based on instructional preferences and techniques. Oral presentations occur during class sessions four and five.

3. Group Project and Presentation —15%
Groups will be determined and organized the first night of class. The purpose of this assignment is to explore an aspect of the field of HR using the concepts and tools learned in the class. Using information from the text, readings, and class sessions, each group will create a discussion for the class to enjoy and learn from. Group project presentations occur during class session five.

Assessment of group project/research paper oral presentations

Assessment of group/individual oral presentations will be based on:
   a. Speaking skills: clear/understandable, volume, pace, eye contact with group
   b. Clearly and effectively summarizing the topic/issue
   c. Incorporating appropriate learned concepts and theories from the assigned text and classroom learning in identifying problem, situation analysis and problem solving
   d. Effectively involving the class in discussion leading to learning
   e. Taking part in dialogues of classmates will be included in the Class Participation grade (15%).

Presentations may be video-taped for use in the College and Business Department accreditation and assessment of student learning process.

In addition to a scoring rubric or grading guide that may be provided by the facilitator, presentation evaluations will be based on six factors:
   a. The clarity and articulation of the specific topic you identified and analyzed.
   b. The caliber of your analysis of the research topic and your demonstrated ability to use, discuss and apply course concepts
   c. The depth and practicality of assessment, degree of detail and specificity.
   d. The degree of preparation, professionalism, energy, enthusiasm, and skills demonstrated in delivering your presentation.
   e. Your answers to the questions posed by the class—how well you defend and support your work and field recommendations during the Q&A session.
   f. The quality of your PowerPoint slides.
A general assessment of this assignment is outlined at the end of the module. Students are expected to present their analysis collaboratively in a group format employing Power Point software. Expected level of mastery for Power Point use in this course is above average. A scoring rubric or expectation guide for this aspect of the assignment will be provided by the facilitator. In addition, group members will rate each other’s performance as specified on the Peer Evaluation handout (at the end of this module). Peer Evaluation Completion will count as 5% of the grade for this assignment.

4. Class participation – dialogue, discussion, and activities

Class participation includes dialogue, discussion, and activities – in class, online, and during group work. Some of the elements of how this aspect of your grade will be assessed have been described earlier. Generally speaking, this piece of the grade is about all of us being present to the class so that we can make the most of the learning situation.
Assignments to be Completed Prior to Class #1

- Read
  - SPHR: Chapter 2, pp 38-60
  - MB: Part One, pp 1-26 AND Part Two, pp 27-64

- Weekly Writing Assignments/Activity
  a. Write a short response to the following question: Why might reading the Manager’s Bookshelf readings assigned above be helpful (or not) to you as a Human Resources professional? Type your response and produce no more than one page.
  
b. Complete the activity described below and answer the following questions in written form (informal notes are fine – but they need to be legible and will be collected). Bring what you prepared to class. Be prepared to share with your peers what you learned:
    - Activity: Explore the websites listed on pp 42-43 of the SPHR book (including the SHRM site).
    - Questions:
      - What did you find interesting, compelling, or helpful about the various sites? Be specific.
      - What would you recommend your peers check out in the site(s)?
      - What is YOUR definition of Human Resources?

- Research Paper/Oral Presentation

  Think about a topic that you might like to explore in more depth. Topics will not be duplicated by students. This ensures the maximum learning experience for everyone.

- Group Project/Presentation

  We will discuss group projects during class. Bring your ideas and creativity so that we can come up with some excellent options for you to explore as part of a small team.
Class #1
Theme: The Changing World of Human Resources

Session Objectives

1. Understand what HR is and does as an interdisciplinary profession.
2. Understand the history and evolution of HR as a profession.
3. Explore the changing work environment and its impact on the field of HR.

Activities

1. Class and Facilitator Introductions.
2. Review
   a. Syllabus
   b. Course and Classroom Behavior Policies
   c. Course Objectives
   d. Course Assignments
   e. Grading Criteria
   f. Key Points for Successful Course Completion
3. Facilitator Summary
   a. Rationale for HR as a Distinct Field of Study.
   b. Key Issues as They Relate to HR Effectiveness
4. Group Formation and Teaming
5. Wrap Up and Review for Next Week
6. Time for group work

REVIEW ASSIGNMENTS FOR WEEK #2
Assignments to be Completed Prior to Class #2

- Read
  - SPHR:
  - MB:

- Weekly Writing Assignment/Activity

- Research Paper/Oral Presentation

- Group Project/Presentation
CLASS #2
Theme: Human Resources in Today’s Organizations

Objectives

1. Discuss the range of how the HR function is used in today’s organizations.
2. Understand key HR concepts and terms and be able to respond to questions utilizing them.

Activities

1. Facilitator Led Discussion
   a. Weekly Course Concepts
   b. Assignment Reactions
   c. Activity

2. Group Discussions on class objectives

3. Group Work on class activity and group projects

4. Wrap Up and Review for Next Week

REVIEW ASSIGNMENTS FOR WEEK # 3
Assignments to be Completed Prior to Class #3

• Read
  o SPHR:
  o MB:

• Weekly Writing Assignment/Activity

• Research Paper/oral Presentation

• Group Project/Presentation
Class #3

Theme: The Language and Scope of Human Resources

Objectives

1. Review Key Concepts and Terms used in HR
2. Recognize and differentiate between the 3 HR domains: HRM, WLP, and HRA.
3. Assess, discuss, and classify each HR domain and its functional areas.

Activities

1. Facilitator Led Discussion
   a. Weekly Course Concepts
   b. Assignment Reactions
   c. Activity

2. Group Discussions on class objectives

3. Group Work on class activity and group projects

4. Wrap Up and Review for Next Week

REVIEW ASSIGNMENTS FOR WEEK # 4
Assignments to be Completed Prior to Class #4

• Read
  o SPHR:
  o MB:

• Weekly Writing Assignment/Activity

• Research Paper/Oral Presentation

• Group Project/Presentation
Class #4

Theme: The Functions and Goals of Human Resources

Objectives

1. Understand the roles and competencies in HR.
2. Examine how HR professionals address the needs of the workforce.
3. Summarize the major target HR results – productivity, quality, innovation, fulfillment, and readiness for change.

Activities

1. Facilitator Led Discussion
   a. Weekly Course Concepts
   b. Assignment Reactions
   c. Activity
2. Group Discussions on class objectives
3. Research Project Oral Presentations
4. Group Work on class activity and group projects
5. Wrap Up and Review for Next Week

REVIEW ASSIGNMENTS FOR WEEK # 5
Assignments to be Completed Prior to Class #5

- Read
  - SPHR:
  - MB:

- Weekly Writing Assignment/Activity
- Research Paper/Oral Presentation
- Group Project/Presentation
- Review writing and grade requirements
- Final Preparations for Group Project Presentation

What do you now understand about the

1. Interdisciplinary nature of the field of human resources and the major trends that have developed in the history of the field.
2. Current state of HR
3. Role of HR in organizations
4. The key concepts and terms used in HR
5. The three major domains of HR: HRM, WLP, and HRA.
6. Roles, competencies and functions of each HR domain.
7. The five target HR results
8. Literature and resources available to you as an HR professional.
9. Changing work environment and its impact on the field of HR.

What is your “Big Takeaway” from this course? Explain.
Class #5

Theme: Maximizing Human Capital

Objectives

1. Understand the five target HR results – productivity, quality, innovation, fulfillment, and readiness for change.
2. Understand the basic concepts involved in Workforce Learning and Performance
3. Learn about individual behavior change management and how HR professionals can use it effectively.
4. Describe the scope and purpose of the field of HR in today's changing world

Activities

1. Research Project Presentations
2. Class discussion/activity
3. Group Presentations
4. Course and Instructor Evaluations
5. Wrap Up!
Human Resources  
Group Project Peer Evaluation

Evaluate the quality of the group project experience by completing an evaluation for each team member, including you. Please be as objective as possible. Write in the name of the team member being reviewed then circle the number that you think best describes the value to be assessed in each area. Justify ratings in the Comments section below. Continue comments onto the back of the page if necessary.

Team Member: __________________________

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<th>Attendance</th>
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<th>High</th>
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<tr>
<td>Attended all group meetings</td>
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<td>3</td>
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<tr>
<td>Arrived on time</td>
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<td>2</td>
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<tr>
<td>Fully participated in group discussions, both oral and online</td>
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<td>2</td>
<td>3</td>
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<tr>
<td>Was open-minded and listened to comments of others</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Asked pertinent questions to help the group in arriving at accurate conclusions</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Shared information</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Cooperative</td>
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<table>
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<td>Was prepared for group meetings</td>
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<td>2</td>
<td>3</td>
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<tr>
<td>Completed assignments on time</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Did their share</td>
<td>1</td>
<td>2</td>
<td>3</td>
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Comments to support ratings (Required):

Reviewed by: ____________________________ (Name Required)
ORGANIZATIONAL BEHAVIOR
GROUP PRESENTATION
(Used in Conjunction with Course Performance Criteria)

Students: ________________________________________________________________

Topic: ___________________________

Timeframe
10-20 minutes (Includes time for questions and answers)

Presentation 0 – 25 points

- Logical sequence of subject matter, for example:
  - Introduction, description of topic/issue, explanation of resources used, findings, etc
- Speaking skills:
  - Clear/understandable, volume, pace, eye contact with audience, body language, avoided use of jargon, etc.
- Used various presentation techniques to involve a variety of learning styles
- All group members participated in presentation
- Effectively answered questions/lead discussion

Content 0 – 75 points

- Incorporated appropriate concepts from the text and classroom learning to describe and explain the topic, accurately used technical terms, key concepts, and names
- Presented clear, accurate and objective descriptions, explanations, analyses, based upon an understanding of the course and classroom material

Comments:

Group Grade: ________