

# Lincoln University

**BA 217** Personnel Management

**Course Units:** 3 units (45 Lecture Hours)

**Level:** Advanced (A)

**Semester:** Spring 2018

**Class Meeting Time:** Monday, 12:30-3:15 PM

**Dr. Pete Bogue**, Associate Professor of Business Administration; E-mail address: [pbogue@lincolnuca.edu](mailto:pbogue@lincolnuca.edu) (checked periodically for messages); Office Hours: Monday, 3:30-4:30 PM by appointment.

**Catalogue Course Description:** A survey of principles and practices related to development of sound personnel relationships with reference to employment recruiting and selection, training, job evaluation, performance appraisal, discipline, wage and salary administration, labor relations, safety, supervision, morale building, governmental regulations and other matters (3 units); *Prerequisite:* BA 110

## **Learning Objectives:**

1. Define the roles and activities of a company's human resource management function.
2. Discuss how to strategically plan for the human resources needed to meet organizational goals and objectives.
3. Compare and contrast methods used for recruiting, interviewing, selection and placement of human resources.
4. Describe the steps required to analyze, develop, implement, and evaluate employee training programs.
5. Describe the performance management and appraisal process.
6. Discuss managing employee retention, engagement, and careers.
7. Identify and explain the issues involved in establishing compensation incentive systems.
8. Describe the role of benefits and services in meeting employee needs.
9. Define ethical policies and fair treatment at work.
10. Describe the role of labor relations and collective bargaining.
11. Discuss the importance of employee safety and health.

**Instructional Materials and References:** Dessler, Gary, “Human Resource Management,” 14th ed. (Upper Saddle River, New Jersey: Pearson Education, Inc., 2015). ISBN 13: 978-0-13-354517-3.

**Instructional Methods:** Lectures supported by PowerPoint slides with supervised exercises and business case studies. The emphasis will be on learning by doing. Every student must participate in intensive classroom activities, must complete homework and course assignments, and take the exams.

**This is a direct classroom instruction course.**

**Topical Outline:** The course provides a complete, comprehensive review of essential personnel management concepts and techniques such as the company’s human resource management function, strategic planning, recruitment, interviewing, selection and placement, training and development, performance appraisal, employee retention, engagement, and careers, compensation incentives, benefits and employee services, labor relations, and employee safety and health. An integrating theme throughout the course is “The High Performance Organization: Building Better, Faster, More Competitive Organizations through Human Resources.” A second integrating theme is that of creating competitive advantage by fostering employee commitment.

**Course Requirements:** Students will be responsible for completing the textbook chapter readings prior to the lectures, homework and classroom activities, case studies, and examinations. The expected amount of time a student will need to spend outside of class to complete his/her individual and/or group out-of-class homework assignments is six (6) hours per week for a 3-unit class.

**Assessment Criteria and Methods of Evaluating Students:**

The basis for the determination of the final grade for the course will be the total weighted score for all activities according to the percentages shown in the table below:

Discussion Questions:	10%
Application Cases Questions/Answers:	10%
Application Case Power Point Presentation:	10%
Self-Assessment Library:	10%
Internet Search Assignment:	25%
Mid-term Exam	15%
Final Exam:	15%
Attendance:	05%
	100%

**Grading Scale (Point/Grade Conversion):**

100-95 A	76-74 C
94-90 A-	73-70 C-
89-87 B+	69-65 D+
86-84 B	64-60 D
83-80 B-	59 or <F
79-77 C+	

**Attendance:** Regular attendance at classes is essential. Each student is expected to be present for scheduled class periods, to be punctual, and to remain in class for the entire scheduled period. Excessive absences or tardiness may result in loss of credit, lowering of grade, or dismissal from the class. Students are responsible for making up class work missed.

**Examinations:** The mid-term and final exams will consist of short answer and/or essay questions evaluating the student's understanding of the basic concepts, terms, processes, and issues covered in the course.

**Electronic Devices:** Cell phone ringers must be turned off while in the classroom and placed in a vibrating mode. Smart phone and laptop screens may not be viewed in class while lectures are in progress unless otherwise instructed.

**Integrity and Quality of Scholarship:** Integrity of scholarship must be maintained at all times. Plagiarism (copying directly from an author's work) is not permitted. All written work is to be word-processed unless otherwise indicated and should reflect college-level ability in English structure, grammar, spelling, and sophistication of analysis.

**Plagiarism Detection:** Lincoln University subscribes to Turnitin plagiarism prevention service. Student work will be used for plagiarism detection and for no other purpose. Originality reports will not be available for viewing.

**Modification of the Syllabus:** This syllabus and schedule are subject to change in the event of extenuating circumstances. An announcement of any changes will be made in class.

**Spring Semester, 01/15-05/07/18, Monday 12:30-3:15 PM**

**Homework and Classroom Activities:**

**Team Assignment:** Student teams will answer their assigned "Discussion Questions" in advance of lectures, word process the answers, bringing them to class, prepared to respond if called upon by the instructor to summarize the answers to these discussion questions. Satisfactory answers will be scored as a 2 (strong answer), 1 (satisfactory answer), or 0 (unsatisfactory answer or absence). Student teams will submit the discussion question answers to the instructor (or CANVAS) by the end of the course.

**Team Assignment:** Student teams will analyze and solve the assigned "Application Cases" under the guidance of the instructor, apply relevant concepts and practical applications found in the respective chapters, word process the answers to the questions following the cases, and submit them to the instructor (or CANVAS) by the end of the course.

**Team Assignment:** Student teams will be given the opportunity to make Power Point presentations before the class of solutions to their selection of assigned "Application

Cases” and their responses to the questions following the cases. Students must be prepared to deliver creditable responses adding value based upon the material in the relevant chapter. Students’ presentation skills will be assessed and evaluated for their professional demeanor. Please be prepared to participate. What you put into the course will determine what you and others get out of it. Student teams will submit the Power Points to the instructor (or CANVAS) by the end of the course.

**Individual Assignment: Self-Assessment Library: Insights Into Your Skills, Interests, and Abilities.**

Individual Self-assessment questionnaire handouts will be completed in class in conjunction with the textbook readings. Students will record their self-assessment scores and an analysis/interpretation of them on the questionnaires to be submitted to the instructor (or CANVAS) upon completion of the exercise.

**Individual Assignment:** Undergraduate students will conduct an Individual Internet Search Assignment on the topic of “Why is hiring the right employees who fit the corporate culture so important and why does the company’s future depend on it?” Students will word process an essay about the results of their Internet Search Assignment, the format of the essay paper must adhere to the APA Publication Manual, available in the L.U. library and on the Lincoln University Website, be documented by proper annotation and referencing and include a bibliography. The 12 point font size should be utilized. Students will include at the beginning of their essay paper the statement, “I have done my own work and have neither given nor received unauthorized assistance on this work.” Students will submit their essay to the instructor (or CANVAS) by the end of the course.

**COURSE SCHEDULE:**

**M 01/15/18, Martin Luther King, Jr. Holiday**

**M 01/22/18, Lecture: Chapter 1, What Is Organizational Behavior?**

**Questions for Review 1-1, 1-3, 1-4, 1-5, 1-6, 1-7**

**Case Incident 1, “Apple Goes Global” Questions 1-21, 1-22, 1-23**

**Self-Assessment Library**

**M 01/29/18, Lecture: Chapter 3, Attitudes and Job Satisfaction**

**Questions for Review 3-1, 3-2, 3-3, 3-4, 3-5, 3-6**

**Case Incident 1, “The Pursuit of Happiness: Flexibility” Questions 3-15, 3-16, 3-17**

**Self-Assessment Library**

**M 02/05/18, Lecture: Chapter 4, Emotions and Moods**

**Questions for Review 4-1, 4-2, 4-3, 4-4, 4-5, 4-6**

**Case Incident 1, “Is It Okay to Cry at Work?” Questions 4-17, 4-18, 4-20**

**Self-Assessment Library**

**M 02/12/18, Lecture: Chapter 5, Personality and Values**

**Questions for Review 5-1, 5-3, 5-4, 5-5, 5-6, 5-7**

**Case Incident 1, “On the Costs of Being Nice” Questions 5-16, 5-17, 5-18**

**Self-Assessment Library**

**M 02/19/18 President’s Day Holiday**

**M 02/26/18, Lecture: Chapter 7, Motivation Concepts**

**Questions for Review 7-1, 7-2, 7-3, 7-4, 7-5, 7-7**

**Case Incident 2, “Sleeping on the Job,” Questions 7-18, 7-19, 7-20, 7-21**

**Self-Assessment Library**

**M 03/05/18, Lecture: Chapter 8, Motivation: From Concepts to Applications**

**Questions for Review 8-1, 8-2, 8-3, 8-4, 8-5, 8-6, 8-7**

**Case Incident 1, “Motivation for Leisure,” Questions 8-14, 8-15, 8-16**

**Self-Assessment Library**

**M 03/12/18, Lecture: Chapter 9, Foundations of Group Behavior**

**Questions for Review 9-1, 9-2, 9-3, 9-4, 9-5, 9-6, 9-7, 9-8**

**Case Incident 1, “Calamities of Consensus,” Questions 9-30, 9-31, 9-32**

**Self-Assessment Library**

**TUE 03/13-SAT 03/17/18 Spring Recess**

**M 03/19/18, Mid-term Exam (Chapters 1, 3, 4, 5, 7, 8); Lecture: Chapter 12, Leadership**

**Questions for Review 12-1, 12-2, 12-3, 12-4, 12-5, 12-6, 12-7**

**Case Incident 1, “Leadership Mettle Forged in Battle,” Questions 12-14, 12-15, 12-16**

**Self-Assessment Library**

**M 03/26/18, Lecture: Chapter 13, Power and Politics**

**Questions for Review 13-1, 13-2, 13-3, 13-4, 13-5, 13-6**

**Case Incident 1, “Delegate Power, or Keep It Close?” Questions 13-16, 13-17, 13-18**

**Self-Assessment Library**

**M 04/02/18, Lecture: Chapter 14, Conflict and Negotiation**

**Questions for Review 14-1, 14-2, 14-3, 14-4**

**Case Incident 1, “Choosing Your Battles,” Questions 14-11, 14-12, 14-13**

**Self-Assessment Library**

**M 04/09/18, Lecture: Chapter 15, Foundations of Organization Structure**

**Questions for Review 15-1, 15-2, 15-3, 15-4, 15-5, 15-6**

**Case Incident 2, “Boeing Dreamliner: Engineering Nightmare or**

**Organizational Disaster?” Questions 15-15, 15-16, 15-17, 15-18  
Self-Assessment Library**

**M 04/16/18, Lecture: Chapter 16, Organizational Culture  
Questions for Review 16-1, 16-2, 16-3, 16-4, 16-5, 16-6  
Case Incident 2, “Did Toyota’s Culture Cause Its Problems?” Questions  
16-29, 16-30, 16-31  
Self-Assessment Library**

**M 04/23/18, Case Incident Power Point Presentations**

**M 04/30/18, Case Incident Power Point Presentations**

**M 05/07/18, Final Exam (Chapters 9, 12, 13, 14, 15, 16); ALL ASSIGNMENTS DUE  
to INSTRUCTOR (or ON CANVAS).**

**Date Syllabus Was Last Reviewed: January 13, 2018**

**Appendix A. Course Learning Outcomes.**

*BA 217 – Personnel Management*

	<b>Course Outcome</b>	<b>PLO</b>	<b>ILO</b>	<b>Assessment</b>
		Number		
1	<p>*Explain the importance of human resources and their effective management in organizations.</p> <p>*Demonstrate a basic understanding of the tools used in forecasting, planning, and staffing organizational manpower needs.</p> <p>*Demonstrate a basic understanding of the tools used in managing and incentivizing human capital effectively.</p> <p>*Explain the purpose of a Human Resources Information System and how it facilitates the organization-wide HR Program.</p> <p>*Demonstrate a basic understanding of governmental regulations affecting employees and employers.</p> <p>*Research the internet effectively for HR information.</p>	PLO 1	ILO 1a, ILO 2a, ILO 3a	Assigned textbook chapters; Discussion questions; Case applications; Personal inventory assessments; Internet search assignment; Comprehensive final exam; Attendance.
2	<p>*Demonstrate critical thinking by identification, recognition, or application of key terms, items, concepts, or relevant data.</p>	PLO 2	ILO 1a, ILO 6a	Discussion questions; Case applications; Case application Power Point presentation; Internet search assignment.
3	<p>*Analyze the key issues for decision-making related to administering the human resource elements such as strategic positioning, personnel planning and recruiting, interviewing, training and development, performance appraisal, retention, engagement, and career planning, pay for performance and financial incentives, benefits and services, ethics, employee relations, diversity, and fair treatment at work, labor relations and collective bargaining, safety and health.</p>	PLO 4	ILO 1a, ILO 2a, ILO 5a	Discussion questions; Case applications; Case application Power Point presentation; Personal inventory assessments; Internet search assignment

**Appendix B. Institutional and Program Learning Outcomes.**

<b>Institutional Learning Outcomes (ILOs)</b>	
<i>Graduates of the BA program of Lincoln University should be able to:</i>	
<b>1a</b>	Develop the habits and skills necessary for processing information based on intellectual commitment, and using these skills to guide behavior.
<b>2a</b>	Raise important questions and problems, and formulating them clearly and precisely in oral or written communication
<b>3a</b>	Act with dignity and follow the principles concerning the quality of life of all people, recognizing an obligation to protect fundamental human rights and to respect the diversity of all cultures.
<b>4a</b>	Focus on individual and organizational benefits; communicate to co-workers and company’s leadership in facilitation of collaborative environment. To be honest and transparent with regard to their work, and to be respectful of the work of others.
<b>5a</b>	Display sincerity and integrity in all their actions. Their actions should be based on reason and moral principles; to inspire others by showing mental and spiritual endurance
<b>6a</b>	Show creativity by thinking of new and better goals, ideas, and solutions to problems. They should be resourceful problem solvers.
<b>7a</b>	Define and explain the boundaries, divisions, styles and practices of the field, and define and properly use the principal terms in the field

<b>Program Level Outcomes (PLOs)</b>	
<i>Students graduating our BA program will be able to:</i>	
<b>1</b>	Demonstrate knowledge in the principle areas of general business and specific areas of concentration, which include: general business, management, entrepreneurship, and management information business.
<b>2</b>	Determine the information needed to evaluate a business problem. Apply critical thinking and reasoning skills to recognize credibility and accuracy.
<b>3</b>	Demonstrate the ability to communicate with others using written and oral communication tools.
<b>4</b>	Demonstrate the ability to use analytical skills to understand business problems and make well-informed decisions.
<b>5</b>	Apply and comply with ethical and legal principles and evaluate different ethical perspectives.

**Appendix C. Classification of LU Curriculum Courses.**

<b>Code</b>	<b>Classification</b>	<b>Description</b>
Courses < 10, and 300A/300B	Review (R)	Review courses are supplemental courses that are not a part of any program.
Courses 10 - 99	Introductory (I)	Introductory undergraduate courses are designed to acquaint students with foundational concepts, ideas, and competences in a specific field of study as well as general education disciplines. General Education courses provide a background in the liberal arts and expose students to the fundamental aspects of human culture. They also help students to develop analytical and communication skills and foundation for advanced work in the major field of study.
Courses 100 - 199	Developed (D)	Developed undergraduate courses build upon the concepts, ideas, and competences introduced in the Introductory level; expanding students' understanding of the specific field of study.
<b>Courses 200 - 286</b>	<b>Advanced (A)</b>	<b>Advanced courses in undergraduate programs are intended to bring students' comprehensive knowledge of concepts, ideas, and skills in the specific field of study to the highest level within the baccalaureate programs.</b>
Courses 288 - 299	Bachelor Assessment (BA)	Bachelor Assessment courses are structured to provide opportunity to assess students' achievements of set program learning outcomes.