

About: Bus 324 Human Resources Management

Course Introduction

Human Resources - like most corporate functions supports every aspect of the organization - however HR permeates the psyche of the organization at a much deeper level than most other support functions like finance or IT. Why - because HR is personal - your laptop, VPN connection, cell phone, etc. may all be important tools to you. However, you typically don't connect with those things on an emotional level the same way you do with - your pay, your benefits, your professional development, your coworkers - that you might be in conflict with, etc. These are all the domain of HR. Whether you're running your own small business or are part of a larger company - HR is essential.

My goals for this course are:

The HR pool is wide and deep - let's jump in and paddle around. The idea is not to make you an expert - there's too much to cover in one course for that to happen. The goal is to give you a thorough fundamental understanding of HR activities, processes and systems. We're answering the questions what does HR do, why do they do it, and how does HR do it.

Course Format

This is a hybrid course. You will use the content I provide you on Canvas to learn the key concepts about the HR function. We will meet in CPS 209 on Thursday, from 3:30 - 4:45 each week during those sessions I will provide insight on the chapter content, ask and answer questions, and lead you through analysis and problem solving around HR issues organizations are confronted with today and provide direction and guidance on your projects. Our weekly meeting is where we will put the concepts into practice. The electronic text and corresponding supporting features will be the primary platform for delivering the course content. Canvas is your source for accessing your text along with all of the corresponding support materials and assignments. The course is set up in Canvas in a "modular" format - a module for each week of the semester (1-15). Review the module for each week so you'll be comfortable with what lies ahead. You'll have a combination of reading, explainer videos, a Q&A assignment, exercises, and case analysis to complete - consider this your "HR learning laboratory" where you can develop your knowledge and begin working on your HR manager skills. **Read! Reading will drive much of your learning in this course. Leaders are readers!**

Let's Create a Culture of Learning

In this course (and at this university) we are expected to maintain a high degree of professionalism, commitment to active learning and participation in this course, and also integrity in our behavior around campus and beyond.

When I attended Executive Education at the Harvard Business School, they provided me with guidance and expectations for how to behave to create a learning culture. Here's my adaptation of what they recommended: If each of us makes an honest effort to ensure we treat each other with respect and dignity we will enjoy the maximum benefit from working and learning together. Each of us is entitled to respect. I expect that you will demonstrate respect for each of your classmates worth, dignity, and capacity to contribute.

Let's have open discussions where we maintain or enhance the esteem of the other. Let's learn from one another. Let's reflect on our thinking and adjust our paradigms to reflect an attitude of respectful dialogue.

Finally, when people open up and share their experiences, thoughts, rationale, etc. please be circumspect with the information and treat it with the confidentiality it deserves.

We will operate on a first name basis.

Meet the VP of HR

Greg Koepel



I've been an executive business leader specializing in leadership, human resources, organizational development, and organizational communications. My professional experience spans over 40 years. I have a BS in Business Administration and an MA in Management. I have moved from the company leadership setting to university teaching. I look forward to sharing my experience and know how along with the course content. I also look forward to learning from you. What can you teach me? A lot! Your questions, comments and feedback will help me refine what I'm doing and help me improve. I thank you in advance for that.

My wife and I live in downtown Stevens Point and our daughter and son-in-law and our two grand-kids live in Columbus Ohio.

While in class and beyond I encourage you to **Make a Point!**

My LinkedIn page: <https://www.linkedin.com/in/gregkoepel/>

Syllabus - Course Basics

Instructor Information

Instructor: Greg Koepel

E-mail: gkoepel@uwsp.edu

Phone: 715-252-7192

Office hours and Questions: Please feel welcome to call or email me at your convenience between 8 and 5 daily. Please leave a message and I'll call you back. Please feel welcome to call me with questions - I'll typically want to understand that you've used your resources first - however if you get stuck - call and I can likely help you sort through the issue. If you'd like to meet, we can arrange a time that fits into your schedule.

Course Information

Course Description: Integrate daily operational activities of personnel management, such as job analysis, training, recruiting, and performance appraisal with the long-term strategic perspective of identifying and analyzing human resource issues and trends that may affect the organization and how it is managed. Includes family leave, lack of unskilled workers, increase in number of dual career families, provision for individuals with disabilities.

Credits: 3

Prerequisite: BUS 320 or BUS 325

Meeting time: We will meet in CPS 209 on Thursday, from 3:30 - 4:45 each week.

Textbook & Course Materials

Required Texts:

The primary content for the course is a digital text and service from McGraw Connect which cost \$50: The Fundamentals of Human Resources Management (2020) by Noe, Hollenbeck, Gerhart, & Wright. I recognize that this another cost that you have to handle. The benefit is that we won't have quizzes or exams. One of the key features of using this text with McGraw Hill Connect is that it has a Q&A engine which you will use for each assigned chapter. Using the Q&A engine, called SmartBook, will replace the need for quizzes and exams - so we won't have any quizzes or exams. Watch this video to learn how to get get your content and get started.:

[McGraw Connect - Get Started \(Links to an external site.\)](#)

This is the ISBN information you'll need to get the text at our pricing:

NEW ISBN: 9781266095832
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Here is the contact information for Connect support <https://mhedu.force.com/CXG/s/ContactUs> (Links to an external site.) please use the support service to resolve issues with Connect.

Articles & Other Readings: You will be assigned articles and papers and video's to watch as well. These will be embedded in the module for the class the article applies to or I may ask you to do some research and go find certain information.

Engage with the course content and classmates. Take advantage of discussions and team assignments to engage you classmates and discuss our content deeply. Read everything assigned and use your study strategies to ensure you understand it. Engage your classmates and others.

Modular Format

I've set up the course as modules corresponding to each week of the semester (modules 1- 15). You are welcome to work at a quicker pace than I have set up with the weekly modules. However each week you'll need to be current with our topic and cases so you can participate effectively in the class. Also keep your teammates in mind - they may not share a desire to work ahead. Please be respectful of others desire to follow the schedule. If you want to read ahead and do the assignments faster than the schedule - have at it. Each module has a list of content you are expected to read, watch and learn. If applicable for the week there will be individual and/or team exercises listed as well.

Most weeks you'll read the assigned chapter(s), read additional materials I've selected to emphasize the topic for the week, watch videos within the chapters. complete a self-assessment and reflection and complete the SmartBook adaptive learning exercise. Each module has a complete by date, meaning complete the module by 11:30 pm on that Tuesday date. You'll complete the content and related assignments for each chapter prior to our Wednesday class covering that chapter.

The text and associated materials in each chapter module of the course will be the primary driver of your learning. In other words, you'll need to read the text, watch the videos, and do the exercises and assessments within the text in order to make the most of this course. Some modules will include additional resources I've selected to help make or reinforce a point.

The pacing for the course is one major topic per week - the reading for the topic is typically about 25- 30 pages. Start your week off by understanding the volume of reading and time you'll need for videos, self-assessments, etc.

In the Canvas module, I put the content in the order I suggest, however it may look different when you move between Canvas and Connect. I suggest you read the text, then complete the SmartBook.

Smiley Pro Events

In addition to the content in the modules you'll attend 2 Pro Events during the semester. You can choose the Pro Event you'd like to attend - there's great value in each of them - try to choose one related to our content. If you'd like my input to help you select an event to attend - please give me a call. More on Pro Events in a subsequent module.

Get Your Questions Answered

Please use the Q & A chat space to ask general questions about the course.

Syllabus - Learning Outcomes

The requirement for you to take on a key role is coming to you fast if it hasn't already arrived. Businesses and organizations are "hungry" for knowledgeable and skilled people. This means you will be required to "step up" probably much sooner than you imagined. This course is designed to prepare you for your "step up" - whatever that may be - HR specialist, team leader, project manager, lead, supervisor, manager, etc., by providing you a substantive understanding of HR Management - vital to any organization - and give you a chance to begin developing some HR skills.

The aim of *Fundamentals of Human Resource Management*, 9th edition, is to introduce you to the key role that human resource management plays in an organization's success. I hope you will acquire an interest in HRM careers. If you do, *Fundamentals of Human Resource Management* provides a head start in developing essential career competencies, as laid out by the Society for Human Resource Management (SHRM).

As expressed in its Competency Model, SHRM has identified nine competencies associated with success in the field of human resource management: HR Expertise, Relationship Management, Consultation, Leadership and Navigation, Communication, Global and Cultural Effectiveness, Ethical Practice, Critical Evaluation, and Business Acumen.

The first competency, **HR Expertise**, includes four domains of HRM knowledge required for technical expertise. Each *knowledge domain* involves one or more HR *functional areas*:

1. **People**—talent acquisition and retention; employee engagement; learning and development; total rewards
2. **Workplace**—HR in the global context; diversity and inclusion; risk management; corporate social responsibility; U.S. employment laws and regulations
3. **Organization**—structure of the HR function; organizational effectiveness and development; workforce management; employee relations; technology and data
4. **Strategy**—business and HR strategy

The content of *Fundamentals of Human Resource Management*, 9th edition, teaches basic principles in the functional areas for all four of these knowledge domains. The other competencies in SHRM's model are related to behaviors on the job. *Fundamentals of Human Resource Management*, 9th edition, also provides you tools to begin developing some of these competencies.

Syllabus - How You Earn Your Grade

You will successfully acquire the learning outcomes by completing and participating in our course activities:

- Reading the text.
- Watching the videos.
- Reading assigned articles.
- SmartBook.
- Participation - participate in class and participate on your team. Engage with me if there is anything you need help with - if you're having trouble with a concept - please don't hesitate to call upon me. You will receive a participation card with the class date on it. If you participate effectively, I will collect your card from you. Each card is worth 100 points.
- Teamwork - you'll earn points for participating with your team to develop the teams' work product. You'll receive points for delivering that work product - through participation points in class. You can only receive the participation points if you are actually in class participating.
- Mangers "Hot Seat" - these cases give you a sense for the types of situations HR Mangers routinely face. And you get to practice being an HR Manager through your responses.
- Self-Assessments and reflections - think about how the world of HR intersects with you.
- Case Analysis - these cases give you a chance to analyze and consider how you would respond to certain HR related cases.
- Discussions.
- Smiley Professional Events (Pro Events)

Rubrics

- *Written submissions*
 - Not using a required format or correct grammar, punctuation, and spelling can lead to up to a 10-point deduction.
- *Discussions*
 - Attend.
 - Engage with the instructor and classmates (you'll have a participation card to offer to the instructor for each class. Each card is worth points but cannot be offered if you do not participate with cogent comments and questions relative to the topic at hand.

- Please maintain decorum and show respect.
- If you're discussing a case
 - Be sure to address the questions in the case.
 - Make reference to specific content from the chapter(s).
 - **Please don't make stuff up - use credible resources - an opinion is fine as long as it's an informed opinion. Do you think your boss wants to base critical business decisions on your uneducated guess or uninformed opinion? No - she wants an "educated guess" and an "informed opinion" that means based on facts and knowledge acquired from credible sources. For example, rather than a Google search that produces a blog about pay for waitstaff, instead use primary sources like the Bureau of Labor Statistics, etc.**
 - Ask questions - go back and forth - share your particular take, etc.

You can view the points for each activity in the Grade Book - points for each activity are displayed as well as cumulative points for each of the activity groups listed.

Most activities/assignments for this course will be submitted electronically through Canvas. Cards will be collected in class. Assignments must be submitted by the given deadline or special permission must be requested from instructor before the due date. Extensions will not be given beyond the next assignment except under extreme circumstances.

Late Work Policy: Be sure to pay close attention to deadlines—there will be no make-up assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval.

Participation: Three absences will result in a deduction of one letter grade from your final course grade. I understand that an occasional conflict may occur, or some other circumstance may inhibit you from attending class. We may be able to develop alternative learning experiences to provide you an opportunity to gain the points you otherwise would miss - it's a possibility - not a certainty. Please work with me prior to your absence to develop the alternative with me. If you have some extenuating circumstance that prevents you working with me prior to the absence, please contact me at the soon as practicable after the absence to work with me to develop the alternative. Sending me an email alerting me that you won't be attending does not constitute working with me. Contact me - we'll set a time to meet or discuss alternatives over the phone or through email and ultimately establish a plan of activities for you to complete. My email address is: gkoepel@uwsp.edu My phone number is (715)252-7192.

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

A	= 93 and higher
A-	= 90 to 92.9
B+	= 87 to 89.9
B	= 83 to 86.9
B-	= 80 to 82.9
C+	= 77 to 79.9
C	= 73 to 76.9
C-	= 70 to 72.9
D+	= 67 to 69.9
D	= 63 to 66.9
D-	= 60 to 62.9
F	= below 60

Syllabus - Course Administration

Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is your responsibility to check Canvas for corrections or updates to the syllabus. Any changes will be clearly noted in a course announcement or through email.

We'll manage the course together through the course management system Canvas. Be sure to use the tools and resources within Canvas to help you become comfortable operating in this learning management system.

Schedule and Topic Outline

Refer to the Canvas course home page - Bus 324 - for pertinent information. Activity and assignment details will reside within each week's corresponding Module. As assignments come due, they will appear on your *To do* list.

Most students rely on the Canvas Calendar and the Canvas "to do" list - great tools to be sure - also ensure you review the Module for the week to ensure you don't miss anything. If you only use the calendar feature to alert, you to due dates you will likely miss out on key learning which is not necessarily in the form of an assignment with a due date that shows up on the calendar.

I've set up the course to provide you with some "pacing" to guide you to successful completion of the course. The course is set up with "modules" for each week of the semester. Modules are labeled 1- 15 and each module has a date listed in parenthesis meaning complete everything by 11:00 pm on that Wednesday date. Within the module

and your text, you'll find your reading assignments, explainer videos, exercises, supporting materials, etc. I encourage you to absorb it all.

Teamwork

You will be assigned to a team - typically 5 people - and most weeks you'll discuss one of our cases as a team and you'll also be assigned team projects.

Got Questions - Get Answers

Please use the *Q&A Chat Space* for questions you may have about the course. Also start being a supportive and responsive HR manager by answering others questions. The *Q&A Chat Space* is a separate module.

Viewing Grades in Canvas

Points you receive for graded activities will be posted to Grades. Click on the Grades link to view your points. I will update the online grades each time a grading session has been completed, typically weekly. You will see a visual indication of new grades posted on your Canvas home page under the link to this course.

How to Contact Me:

My email address is: gkoepel@uwsp.edu My phone number is (715) 252-7192.

Syllabus - Important Stuff About Our BUS 324 Class Values, Our "Learning" Culture and Academic Honesty.

Let's Create a Culture of Learning

As a student in this course (and at this university) you are expected to maintain a high degree of professionalism, commitment to active learning and participation in this class, and integrity in your behavior around campus and beyond. Same for me.

When I attended Executive Education at the Harvard Business School, they provided me with guidance and expectations for how to behave to create a learning culture. Here's my adaptation of what they recommended: If each of us makes an honest effort to ensure we treat each other with respect and dignity we will enjoy the maximum benefit from working and learning together.

Each of us deserves **respect**.

As my granddaughter is fond of saying, "guess what?" The "what" is that these guidelines are also the stuff of good interpersonal relations that great leaders practice! So, consider it a win - win. Being conscience of, and actively working towards, following these guidelines as a member of this class provides you "exercise" for the leadership muscles that power effective relationships at work.

I expect that you will demonstrate respect for each of your classmates worth, dignity, and capacity to contribute. Let's have open discussions where we maintain or enhance the esteem of the other. Let's learn from one another. Let's reflect on our thinking and adjust our paradigms to reflect an attitude of respectful dialogue.

Finally, when people open up and share their experiences, thoughts, rationale, etc. please be circumspect with the information and treat it with the confidentiality it deserves.

We will operate on a first name basis.

Class Participation

To further our learning culture, I'm sharing these "best practices" which Dr. Elizabeth Martin shared with me.

This course and our classroom environment offer a unique opportunity for students to share ideas, voice opinions and discuss course content. As each student is entitled to contribute in class, specific expectations are necessary to ensure a thriving classroom environment. Expectations include: no loud shouting, arriving to group/team meetings late or under the influence of any alcohol or drugs, profane language, verbal or physical threats, intimidation of any kind, or any other behavior that may be disruptive to other students or me. If any of this behavior is exhibited, you may be asked to leave the class. Any continued disruptive behavior may result in a referral to the Dean of Students Office.

Reading your text and timely completing assignments and exercises is what will drive much of your learning. Therefore, it is important that you organize and prepare yourself to "learn". Best practice is to set yourself in a quiet workspace, schedule your class/reading/study, etc. time regularly and commit to the length of time it requires you to gain the understanding of the key concepts.

Most cases do not have "right" answers. Consequently, being "right" or "wrong" should not be your concern when contributing to a discussion of a case or group assignment. Your point of view is important and if there is a later consensus that differs from your viewpoint, that in no way diminishes the value of your earlier comments. At this point in your career getting comfortable offering your "voice" to the discussion is a key skill for you to develop. In other words, don't be a bystander be a participant.

Besides being an active contributor, you should also strive to listen or read carefully the comments of your classmates. If you disagree with what someone has said, speak up and respectfully explain how and why your viewpoint differs.

Please, Keep Me Informed

If you find that you have any trouble keeping up with assignments or other aspects of the course, please let me know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional and effective

manager. Make sure that you are proactive in informing me when difficulties arise during the semester so that I can help you find a solution.

Response Times

- My goal is to respond to your email within 24 hours.
- If you have a general course question (not confidential or personal in nature), please post it to the Course Q&A discussion forum found on the course homepage. I will post answers to all general questions there so that all students can view them. I encourage you to answer each other's questions too.

Academic Honesty

Cheating in any form, including plagiarism, will not be tolerated. **Any academic misconduct will result in a failing grade for the course.**

While completing your team assignments, you are to make your best effort at contributing towards the team's success.

UW System policy (UWS 14) states that students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in UWS 14. A direct link to this policy can be found here: https://docs.legis.wisconsin.gov/code/admin_code/uws/14 (Links to an external site.) (Links to an external site.) .

UW-Stevens Point implements the rules defined in UWS 14 through our own "Academic Misconduct Campus Procedures." UWS 14.03 (<https://www.uwsp.edu/dos/Documents/UWS%2014-1.pdf> (Links to an external site.) (Links to an external site.)) defines academic misconduct as follows.

Academic misconduct is an act in which a student:

- seeks to claim credit for the work or efforts of another without authorization or citation;
- uses unauthorized materials or fabricated data in any academic exercise;
- forges or falsifies academic documents or records;
- intentionally impedes or damages the academic work of others;
- engages in conduct aimed at making false representation of a student's academic performance; or
- assists other students in any of these acts.

Examples include but are not limited to: cutting and pasting text from the Web without quotation marks or proper citation; paraphrasing from the Web without crediting the

source; using notes or a programmable calculator in an exam when such use is not allowed; using another person's ideas, words, or research and presenting it as one's own by not properly crediting the originator; stealing examinations or course materials; changing or creating data in a lab experiment; altering a transcript; signing another person's name to an attendance sheet; hiding a book knowing that another student needs it to prepare an assignment; collaboration that is contrary to the stated rules of the course, or tampering with a lab experiment or computer program of another student.

Academic integrity is critical to maintaining fair and knowledge-based learning at UW-Stevens Point. Academic dishonesty is a serious violation: it undermines the bonds of trust and honesty between members of our academic community, degrades the value of your degree and defrauds those who may eventually depend upon your knowledge and integrity. Examples of academic misconduct include, but are not limited to: cheating on an examination (copying from another student's paper, referring to materials on the exam other than those explicitly permitted, continuing to work on an exam after the time has expired, turning in an exam for re-grading after making changes to the exam), copying the homework of someone else, submitting for credit work done by someone else, stealing examinations or course materials, tampering with the grade records or with another student's work, or knowingly and intentionally assisting another student in any of the above.

Reporting Misconduct

If you see incidents of misconduct, you should tell me about them, in which case I will take appropriate action and protect your identity. The School of Business & Economics will inform the Dean of Students as required and additional sanctions may be applied. You could also choose to contact the Dean of Students (Dr. Troy Seppelt, email tseppelt@uwsp.edu) and your identity will be kept confidential.

Confidentiality

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the class unless permission has been granted to share them.

It is important for students to understand that faculty are required to report any incidents of maltreatment, discrimination, self-harm, or sexual violence they become aware of, even if those incidents occurred in the past, off campus, or are disclosed as part of a class assignment. This does not mean an investigation will occur if the student does not want that, but it does allow the university to provide resources to help the student continue to be successful.

Sample Coursework Permission

I may wish to use a sample of your work or some of the feedback you provide on the course in future teaching or research activities. Examples: showing students an example of a well-done assignment; analyzing student responses on a particular question; discussing teaching techniques at a conference. If your coursework or feedback is used,

your identity will be concealed. If you prefer not to have your work included in any future projects, please send me an e-mail indicating that you are opting out of this course feature. Otherwise, your participation in the class will be taken as consent to have portions of your coursework or feedback used for teaching or research purposes.

Please Do not Copy to Distribute

Lecture materials and recordings for Bus 325 are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1]

Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

Syllabus - The School of Business and Economics

School of Business and Economics (SBE) Mission: The UW-Stevens Point School of Business and Economics creates career ready graduates and leaders through applied learning. We serve the businesses, economy, and people of the greater Central Wisconsin region. We specialize in preparing students for success by providing professional development experiences, access to employers, and in-demand skills. The SBE achieves its mission by valuing:

- Talent development
- Lifelong learning
- Career preparation
- On the job experiences
- Community outreach
- Regional partnerships
- Continuous improvement

Accreditation Commitment: SBE is accredited by the Association to Advance Collegiate Schools of Business (AACSB), a designation earned by only 5 percent of world business schools. Accreditation instills a culture of continuously improving our programs through connections with local business leaders, alumni and the community.

Syllabus - Inclusivity

It is my intent that students from diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring in and out of class be viewed as a resource, strength, and benefit. Every person has a unique perspective, and we learn from hearing many of them, but not all perspectives are represented in course readings. So, learning depends upon you contributing to the class with your own opinions and perspectives. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this link. You may also contact the Dean of Students office directly at dos@uwsp.edu