BMGT 360

“STRATEGIC MANAGEMENT OF HUMAN CAPITAL”

Fall 2014

Large Section 12:30 am-1:45pm M/W Room 1212 VMH and Friday Section Break-outs (FBOs) as assigned - Room 1330 VMH

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Phone 301 405 0624

FBO Professor
Lori Spina email: consultspina@aol.com

GA: TBA


Course Description

All organizations face the human resources challenges of how to attract, select, and retain people needed for the success of the organization. For this reason, HR functions are critical. This course is designed to provide students with the knowledge to understand the functions and challenges of HR management. The course begins with a big picture overview of the HR environment and then moves to the specific areas of HR management. Special emphasis will be given to retention of employees.

Learning is achieved mainly through case exercises and discussions, supplemented by lecturettes, readings, videos and, perhaps, guest speakers.

Attendance will be taken electronically in the large class and by roll call in each Friday Breakout Session (FBO). This is a challenging class that requires regular written assignments that are discussed and collected in the FBO sessions. You may not change your FBO section. All assignments are to be typed and ready prior to your FBO session.

It is essential to the large group classes that the readings are done prior to class. The large group sections involve the students in interactive learning activities so everyone needs to be ready. If you are not prepared, your grades will be negatively affected by low participation scores. Fair warning!

Grading System Summary

Test #1 = 20% of total grade/ multiple choice
Test #2 = 20%
Final Exam = 20%
FBO = 20% assignments, attendance and contribution
Large Class = 17%
Smith Research Project 3%
IMPLEMENTATION OF PLUS/MINUS GRADING IN FALL 2012

In Fall 2005, the University Senate voted to adopt a policy for plus-minus grading, which was approved by the President. A slight revision to the policy was passed by the Senate and approved by the President in all 2011. Beginning with implementation in Fall 2012, plus-minus grading will be the University's new official grading policy. Under the policy, quality points for each letter grade will be assigned based on the plus-minus components of the grade, as shown below. The plus-minus system will apply to both undergraduate and graduate courses.

Quality Points for Letter Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>New Plus/Minus Grade Policy</th>
<th>Current Grade Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>4.0</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>3.0</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>2.0</td>
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<tr>
<td>C</td>
<td>2.0</td>
<td>2.0</td>
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<tr>
<td>C-</td>
<td>1.7</td>
<td>2.0</td>
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<tr>
<td>D+</td>
<td>1.3</td>
<td>1.5</td>
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<tr>
<td>D</td>
<td>1.0</td>
<td>1.0</td>
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<tr>
<td>D-</td>
<td>0.7</td>
<td>1.6</td>
</tr>
<tr>
<td>F</td>
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Marking System

The University's present marking system defining the standards for letter grades is retained under the new plus/minus policy. The present marking system is as follows:

- A+, A - denotes excellent mastery of the subject and outstanding scholarship
<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
<th>Percent</th>
<th>Grade</th>
<th>Percent</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>98-100%</td>
<td>A+</td>
<td>82-86.99%</td>
<td>B</td>
<td>67-69.99%</td>
<td>D+</td>
</tr>
<tr>
<td>92-97.99%</td>
<td>A</td>
<td>80-81.99%</td>
<td>B-</td>
<td>62-66.99%</td>
<td>D</td>
</tr>
<tr>
<td>90-91.99%</td>
<td>A-</td>
<td>77-79.99%</td>
<td>C+</td>
<td>60-61.99%</td>
<td>D-</td>
</tr>
<tr>
<td>87-89.99%</td>
<td>B+</td>
<td>72-76.99%</td>
<td>C</td>
<td>0-59.99%</td>
<td>F</td>
</tr>
<tr>
<td>70-71.99%</td>
<td>C-</td>
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Grades are not curved. Ex: if you earn a 79.99% do not ask to have it changed to a “B”!

Academic Integrity

All instances of academic dishonesty will be dealt with strongly. Cheating cheapens your degree and weakens the learning experience when the professor is compelled to devote energy and time to being an academic “police officer”. I have no flexibility when it comes to this subject and will follow University policy to the letter. If you become aware of a cheating situation please let me know. Examples of cheating are: copying text passages verbatim or paraphrasing without referencing the original source including the ‘net, turning in another student’s work as if it was yours, copying from others during tests and using electronic means to obtain information during tests.

Please visit [http://www.studentconduct.umd.edu/aca/honorpledge.html](http://www.studentconduct.umd.edu/aca/honorpledge.html) for detailed information on the policy

Documented Disability

Note: If you have a documented disability and wish to discuss academic accommodations with me, please see me as soon as possible.
Initial Course Assignments

LARGE CLASS M/W

Session #1 9/3 Your BMGT 360 Team will be introduced and course requirements/expectations will be explained. Be sure to read the syllabus before class. We will conduct an exercise to demonstrate the Strategic Management Process (SMP). The reading assignment for 9/3 & 9/8 will be chapter one of the Decenzo text.

CONTINUING ASSIGNMENTS

READ chapters as required prior to classes where covered.

PRIMARY BMGT 360 OBJECTIVES & INSTRUCTIONAL/TEST SCHEDULE*

TEXT: DeCenzo 11th Edition

* SUBJECT TO CHANGE DUE TO STUDENT PROGRESS, WEATHER OR OTHER CONDITIONS AS ANNOUNCED

Session on 9/3 Chapter 1 HRM Environment

1) By the end of this/these session(s), students will be able to explain the nature/scope of the course and describe the instructional approach (BEOTS).

2) BEOTS: be able to name the six major HR functions relating to talent and list the steps in the Strategic Management Process (SMP).

Session on 9/8 Complete Chapter 1 & begin Chapter 2 Strategic HRM

1) BEOTS: be able to explain how the six major HRM functions contribute to achieving a sustainable competitive advantage for the organization through the SMP.

Sessions on 9/10 & 9/15 Chapter 3 EEO

1) BEOTS: be able to explain the importance of the role of HRM in employment law issues and explain the need for anti-discrimination laws.

2) BEOTS: be able to explain the major points of the ADA, ADEA, Title VII, FMLA and the EEOC.

Sessions on 9/17 & 9/22 Chapter 4 Employee Rights/Discipline

1) BEOTS: be able to explain the key acts relating to illegal drug use in the workplace, layoffs, honesty testing, whistle blowing, right to work and progressive discipline.

Session on 9/24, 9/29 &10/1 Chapter 5 HR Planning.Job Analysis – test review Ch. 1-4

1) BEOTS: be able to define job analysis, (JA) name the 4 key steps in JA and explain major forecasting techniques relation to staffing decisions.

Session on 10/6 Test #1 Ch 1 – 4
**Sessions on 10/8 & 10/13** Chapter 6 Recruitment

1) BEOTS: be able to define recruiting, relate it to EEO Law and list the pros and cons of primary recruiting techniques.

**Sessions on 10/15 & 10/20** Chapter 7 Selection

1) BEOTS: be able to explain differences between structured/unstructured interviews and list three reasons for choosing structured interviews over unstructured.

2) BEOTS: be able to differentiate between/among “test” validity, reliability and utility ratings.

3) BEOTS: be able to explain the purpose and uses of personality “tests” and why reverse scoring techniques are used.

4) BEOTS: be able to explain the 4/5ths rule and how it is applied by HR professionals.

5) BEOTS: be able to compare/contrast construct, content and criterion related validity.

**Sessions on 10/22 & 10/27** Chapter 8 Training/Developing Employees

1) BEOTS: be able to explain the difference between training and development, explain the needs assessment process and list three major training activities compared to three major development activities.

2) BEOTS: be able to describe the four levels for evaluating the value of training and explain the primary ways of show that training efforts produce measurable results.

**Session on 10/29** Chapter 9 Managing Careers

1) BEOTS: be able to compare the responsibilities of the organization to those of the individual in career development.

2) BEOTS: be able to make a connection between career development activities and the recruitment, selection and retention of talent.

**Sessions on 11/3 & 11/5** Chapter 10 Performance Management & Test Review Ch 5-10

1) BEOTS: be able to define performance management (PM), explain its importance/value in relationship to maintaining a competitive advantage, and relate it to the legal environment of HRM.

2) BEOTS: be able to list and describe the seven most common rating errors.

3) BEOTS: be able to list the six major ways to measure objectives for performance appraisal and give examples of each.

4) BEOTS: be able to name and explain the major elements of a valid PM system.

5) BEOTS: be able to explain the difference between formative/summative PM systems and explain when/how they should be employed in the workplace.

**Session on 11/10 Test #2 Ch 5-10**
Sessions on 11/12 Chapter 11 Compensation

1) BEOTS: be able to define compensation, compare/contrast internal/external equity, and explain how jobs are evaluated for pay purposes.

2) BEOTS: be able to list two or more examples of individual incentives, group incentives and organization-wide incentives.

3) BEOTS: be able to explain Pay for Performance systems and give three examples of such systems.

Sessions on 11/17 & 11/19 Complete Chapter 11 and begin Chapter 12 Benefits

1) BEOTS: be able to explain why companies provide optional benefits.

2) BEOTS: be able to list benefits required by Federal law and explain the major tenets of each.

Sessions on 11/24 & 12/1 Chapter 13 Worker Safety and begin Chapter 14 Labor Relations

1) BEOTS: be able to explain why organizations need to plan for worker job safety and describe the role of OSHA in regulating and enforcing job safety.

2) BEOTS: be able to list three reasons/needs for EAPs and describe how they operate in the workplace

Sessions on 12/3 & 12/8 - Continue Chapter 14 Labor Relations Unions

1) BEOTS: be able to explain why people join unions.

2) BEOTS: be able to name the three major labor laws, explain why they were passed and list the major element of each.

3) BEOTS: be able to compare/contrast the pros and cons of unions vs. non-union organizations and the effects unions have on the worker and organization.

12/10/2014 Final Exam Ch 11 – 14 review – closing activity