I. **Catalog Description:** This class presents the techniques and principles of human resource management. This includes an examination of managerial practices in the selection, motivation, and development of employees both in Tribal and non-tribal settings.

II. **Prerequisites, pre-/co-requisites, co-requisites, recommended:** The prerequisite for the class is Introduction to Business (BUS 110). The prerequisite is required because this class covers more advanced theories relating to human resource management and it is imperative that students get the foundation and introductory material in business 110.

III. **Rationale for Course Level:** This class is a 200 level class because it covers more advanced human resource topics and a foundation level of business knowledge is necessary for students to be successful. It is recommended that this class be kept at this same level.

IV. **Suggested Textbooks:**


V. **Student Learning Course Objectives:**

**Institutional Learning Goals**

Students will:

1. Apply aspects of Anishinaabe culture and traditional values.
2. Demonstrate competency in reading, writing, oral communication, and numerical literacy
3. Be able to evaluate information
4. Consider multiple perspectives from the diversity of human experience

**Business Program Goals**

This course will satisfy the following:

1. Students will apply critical thinking skills within a business environment. Level: Developmental/Applied
2. Students will solve ethical and legal dilemmas facing management using socially responsible business practices. Level: Developmental/Applied
3. Students will recognize the emotional implications of business decisions affecting internal and external stakeholders. Level: Developmental
Course Goals

2. Students will define the process of job analysis and discuss its importance as a foundation for human resource management practice.
3. Students will compare and contrast methods used for selection and placement of human resources.
4. Students will describe the steps required to develop and evaluate an employee training and development program.
5. Students will summarize the activities involved in evaluating and managing employee performance.
6. Students will identify and explain the issues involved in establishing compensation systems.

VI. Suggested Course Outline:

**Week 1**

Class Introduction

Chapter 1 – (Human Resource Management: A Strategic Function) / Chapter 1 Quiz

**Week 2**

Chapter 2 – (Equal Employment Opportunity: The Legal Environment) / Chapter 2 Quiz

Chapter 3 – (Implementing Equal Employment Opportunity) / Chapter 3 Quiz

Trends in the labor force composition and how they impact human resource management practice project. SLO 2

**Week 3**

Chapter 4 – (Job Analysis and Design) / Chapter 4 Quiz

Job Analysis and design project slo 2

**Week 4**

Chapter 5 – (Human Resource Planning) / Chapter 5 Quiz

Exam #1 – Chapters 1-4

Chapter 6 – (Recruiting Employees) / Chapter 6 Quiz
**Week 5**
Chapter 7 – (Selecting Employees) / Chapter 7 Quiz
Recruiting and selecting employee presentation due – SLO 3
Exam #2 – Chapters 5-7

**Week 6**
Chapter 8 – (Orientation and Employee Training) / Chapter 8 Quiz
Chapter 9 – (Management and Organizational Development)

**Week 7**
Chapter 10 – (Career Development) / Chapter 10 Quiz
Employee Orientation and Training assignment due – SLO 4

**Week 8**
Chapter 11 – (Performance Management Systems) / Chapter 11 Quiz
Employee evaluation project due – SLO 5
Exam #3 – Chapters 8-11

**Week 9**
Chapter 12 – (The Organizational Reward System) / Chapter 12 Quiz

**Week 10**
Chapter 13 – (Base Salary and Wage System) / Chapter 13 Quiz
Chapter 14 – (Incentive Pay Systems) / Chapter 14 Quiz
Employee Incentive Package Project Due SLO 6

**Week 11**
Chapter 15 – (Employee Benefits) / Chapter 15 Quiz
Exam #4 – Chapters 12-15

**Week 12**
Chapter 16 – (Employee Safety and Health) / Chapter 16 Quiz

**Week 13**
Chapter 17 – (Employee Relations) / Chapter 17 Quiz

**Week 14**
Chapter 18 – (The Legal Environment and Structure of Labor Unions)
Employee Conflict and Relations Paper Due

**Week 15**
Chapter 19 – (Union Organizing Campaigns and Collective Bargaining)
Exam #5 – Chapters 16-19

**Week 16**
Final Presentations
VII. Components of Student Evaluations

This course is designed to include lectures, class discussions, case studies, simulations, research and presentations. Students are encouraged to participate extensively, ask questions, express opinions, challenge ideas and concepts and contribute fully to class discussions and group activities. Students are expected to attend class prepared to discuss topics and assignments as outlined in the syllabus.

Students will be evaluated on class participation, attendance, presentations, exams, chapter exercises, case studies, interviews, and practical exercises.

<table>
<thead>
<tr>
<th>Assessment Tools</th>
<th>Percentage of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Attendance</td>
<td>10%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Assignments</td>
<td>30%</td>
</tr>
<tr>
<td>Exams and Quizzes</td>
<td>30%</td>
</tr>
<tr>
<td>Final Presentation</td>
<td>20%</td>
</tr>
</tbody>
</table>

Grading Scale

A: 100-95%      A- : 95-90%      B+: 89-87%      B: 86-84%      B- : 84 – 80%      C+: 79-77%
C: 76-74%      C- 73 – 70%      D+: 69 – 67%      D: 66-64%      D- : 63-60%      F: Below

VIII. Bibliography


Paul E. White; *The 5 Languages of Appreciation in the Workplace: Empowering Organizations by Encouraging People*, 2012

Syllabus Prepared By:

Andrew Wagner

May 7th, 2015