

**The University of Scranton**  
**The Panuska College of Professional Studies**  
**Department of Health Administration and Human Resources**

HAD 504- Human Resources Management  
Fall 2018 – 3 Credits  
Day/Time:  
Section 41: Wednesday 7:20 p.m. to 10:00 p.m.  
Section 42: Wednesday 4:30 p.m. to 7:10 p.m.  
Room: McGurrin Hall 213

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**I. COURSE DESCRIPTION**

This course examines human resource management functions, processes and systems within organizations including recruitment, selection, training of personnel and the legal and regulatory environment affecting Human Resources Management Operations. Managing and developing human resources within and between systems/organizations is also studied. Organizational performance and creativity are examined. There are no pre-requisites for this course.

**II. JESUIT PRINCIPLES AND VALUES**

The University of Scranton is a Jesuit institution of higher learning, which embraces spirituality at the core of its mission. The chief characteristics embedded in the vision founded by Saint Ignatius of Loyola include: the concept of the *Magis*, or a restless pursuit of excellence grounded in gratitude; *Cura Personalis*, individual attention to students and respect for the uniqueness of each member of the University community; seeking God in all things; liberal education; service of faith and the promotion of justice; and contemplation in action. As part of Strategic Human Resources Management (SHRM) we will look at the concepts of self-awareness, ingenuity, love and heroism as all of us have leadership potential, beginning with *self*-leadership.

**III. HEALTHCARE LEADERSHIP ALLIANCE COMPETENCY MODEL  
(Adopted MHA Program Core Competencies)**

**Domain #1: Communication and Relationship Management**

*Competency*

- A. Apply principles of communication and demonstrate specific applications.
- B. Present results of data analysis to decision makers.
- C. Use factual data to produce and deliver credible and understandable results.
- D. Facilitate group dynamics, process, meetings, and discussion.
- E. Utilize effective interpersonal skills.

**Domain #2: Leadership**

*Competency*

- A. Explain potential impacts and consequences of decision making in situations both internal and external.
- B. Encourage a high level of commitment to the mission, and values of the organization.
- C. Gain physician buy-in to accept risk and support new business ventures.
- D. Accurately assess individual strengths and weaknesses.

**Domain # 3: Professionalism**

*Competency*

- A. Understand professional standards and codes of ethical behavior.
- B. Uphold and act upon ethical and professional standards.
- C. Demonstrate professional norms and behaviors.
- D. Engage in continued professional development including reflection and self-directed learning.

**Domain # 4: Knowledge of the Healthcare Environment**

*Competency*

- A. Assess the interrelationships among access, quality, cost, resource allocation, accountability, and community.
- B. Prepare projects that are credible to governmental, regulatory, professional and accreditation agencies.

- C. Use marketing and needs assessment techniques in support of healthcare program development and implementation.
- D. Apply principles and methods of health policy analysis.

**Domain # 5: Business Skills and Knowledge**

*Competency*

- A. Integrate information from various sources to make decisions and recommendations.
- B. Demonstrate critical thinking, analysis, and problem solving.
- C. Apply basic financial management and analysis principles.
- D. Apply reimbursement principles, ramifications and techniques including rate setting and contracts.
- E. Apply principles of operating, project, and capital budgeting.
- F. Use project management techniques.
- G. Use statistical and analytic tools to measure and improve performance.

**Course Requirements/Assessment**

Symbol Designation

Domain = D1-5, Competency = A-Z, Week = W1-15, Learning Objective = L1-10,

Cognitive Domain Level = CD1-5, Affective Domain Level = AD1-5

**IV. COURSE OBJECTIVES** **DOMAIN COMPETENCY**

During this course, you will:

- |  |                            |
|--|----------------------------|
| A. Identify and apply factual knowledge about human resources management.  | D4A-D, CD1-3, AD1-3        |
| B. Utilize human resource principles, concepts, generalizations, theories and models.  | D2A-D, D3A-D, CD1-3, AD1-3 |
| C. Apply human resources management for problem solving and decision making.   | D5A-G, CD1-3, AD1-3        |
| D. Utilize skills, competencies, values, and points of view pertaining to human resources.   | D5A-G, CD1-3, AD1-3        |
| E. Integrate the professions of human resources management and health administration.  | D4A-D, D5A-G, CD1-3, AD1-3 |
| F. Understand how human resources management affects allied health professionals and others.   | D1A-E, D4A-D, CD1-3, AD1-3 |
| G. Develop and utilize new ways of thinking about human resources, jobs, and professions.  | D5A-G, CD1-3, AD1-3        |
| H. Analyze the impact human resources management has on strategy formulation and strategy implementation.  | D5A-G, CD1-3, AD1-3        |
| I. Participate in class simulation activities and case studies to integrate human resources management with organization and performance outcomes. | D1A-E, CD1-3, AD1-3        |

**V. Course Requirements**

Class Attendance & Participation	0 points	D1A-E, D2AB, D3CD
Current Topic Articles	10 points	D4AD
Final Project – Oral Presentation	20 points	D1A-E, D2A, D3D, D5AB
HR Policy Manual	40 points	D4B-D
Comprehensive Chapter Review	10 points	D1, D3A-I
<u>Mid-Term Exam</u>	<u>20 points</u>	<u>D1-5</u>
<b>Total</b>	<b>100 points</b>	

**VI. COURSE ACTIVITIES AND TEACHING METHODS**

We will use readings, lectures, discussions, group activities, student participation, case studies, guest speakers, videos, handouts, projects, experiential exercises, student presentations, research and perhaps other methods and activities to enable students to achieve the course objectives.

**VII. REQUIRED READING**

Fallon, L.F. & McConnell, C.R. (2014). *Human Resource Management in Healthcare: Principles and Practices (2<sup>nd</sup> edition)*. Burlington, MA: Jones & Bartlett Learning. We will also use readings from relevant journals, web sites and other sources that will be identified in class lectures, discussions and handouts. You are welcome to

share with the class your favorite sources for reading. Additional reading, handouts, and materials distributed and assigned during the semester.

## **VIII. RESPONSIBILITIES AND GRADING**

You are responsible for:

- A. Completing all reading assignments prior to scheduled classes (except for the first class).
  - B. Attending (on time) and meaningfully participating in class.
  - C. Getting all material presented and announcements made during every class (even if not present).
  - D. Completing all course assignments and activities as scheduled, or else contacting me well in advance if this is not possible so that reasonable adjustments can be mutually arranged.
- Understanding and upholding university policies and the Academic Code of Honesty. (See the University's code at: [http://matrix.scranton.edu/student\\_handbook/policy\\_academic\\_code\\_honesty.html](http://matrix.scranton.edu/student_handbook/policy_academic_code_honesty.html))

## **IX. CLASS ATTENDANCE**

Human Resources Management (HAD 504) meets one day per week. Students are expected to attend and participate in each class and should not be absent more than the allowable classes per The University of Scranton policy. Excessive tardiness (late for class) may affect performance in the class. Each student is responsible (in attendance or in absentia) for everything covered in class, additional readings, and announcements about assignments, mid-term evaluation and the final evaluation that are made during class hours. More than the allowable absences for reasons other than illness (physician's note required) will result in a 5-point reduction from your grade for each class missed. Full attendance and participation is expected.

## **X. STUDENTS WITH DISABILITIES**

In order to receive appropriate accommodations, students with disabilities must register with the Center for Teaching and Learning Excellence and provide relevant and current medical documentation. Students should contact Mary Ellen Pichiarello (x4039, LSC 577) or James Muniz (x4218, LSC 580) for an appointment. For more information, log on to [www.scranton.edu/disabilities](http://www.scranton.edu/disabilities).

## **XI. WRITING CENTER SERVICES**

The Writing Center focuses on helping students become better writers. Consultants will work one-on-one with students to discuss students' work and provide feedback at any stage of the writing process. Scheduling appointments early in the writing progress is encouraged. To meet with a writing consultant, stop by during the Writing Center's [regular hours of operation](#), call 570-941-6147 to schedule an appointment, or complete the [Writing Assistance Request Form](#) online. You can also schedule an online appointment using [Google Docs and Google Talk](#).

## **XII. RESPONSIBLE EMPLOYEE STATEMENT**

As a faculty member, I am deeply invested in the well-being of each student I teach. I am here to assist you with your work in this course. Additionally, if you come to me with other non-course-related concerns, I will do my best to help. It is important for you to know that all faculty members are required to report incidents of sexual harassment or sexual misconduct involving students. That means that I cannot keep information about sexual harassment, sexual assault, sexual exploitation, dating or domestic violence or stalking confidential if you share that information with me. I will keep the information as private as I can but am required to bring it to the attention of the University's Title IX Coordinator, Jennifer LaPorta, or Deputy Title IX Coordinator/Dean of Students, Lauren Rivera, who in conversation with you will explain available support, resources and options. I will not report anything to anybody without first letting you know and discussing choices as to how to proceed. The University's Counseling Center (570-941-7620) is available to you as a confidential resource; counselors (in the counseling center) do not have an obligation to report to the Title IX Coordinator.

### **Non-Discrimination Statement**

The University of Scranton is committed to providing a safe and nondiscriminatory employment and educational environment. The University does not discriminate on the basis of race, color, national origin, sex, disability, religion, age, veteran status, gender identity or expression, sexual orientation, or other status protected by law. Sexual harassment, including sexual violence, is a form of sex discrimination prohibited by

Title IX of the Education Amendments of 1972. The University does not discriminate on the basis of sex in its educational, extracurricular, athletic, or other programs or in the context of employment.

Students who believe they have been subject to sexual harassment, sexual misconduct or sex or gender discrimination should contact Ms. Jennifer LaPorta, Title IX Coordinator, (570) 941-6645 [Jennifer.laporta@scranton.edu](mailto:Jennifer.laporta@scranton.edu) or Ms. Lauren Rivera, AVP for Student Formation & Campus Life and Dean of Students, at (570)941-7680 [lauren.rivera@scranton.edu](mailto:lauren.rivera@scranton.edu).

The University of Scranton Sexual Harassment and Sexual Misconduct Policy can be found online at [www.scranton.edu/diversity](http://www.scranton.edu/diversity). All reporting options and resources are available at [www.scranton.edu/CARE](http://www.scranton.edu/CARE).

### **XIII. GRADING DISTRIBUTION**

A	95 to 100 points	C+	80 to 82 points
A-	92 to 94 points	C	77 to 79 points
B+	89 to 91 points	C-	74 to 76 points
B	86 to 88 points	D+	71 to 73 points
B-	83 to 85 points	F	70 or below

Class preparation, attendance and participation help increase course learning, performance, and grades. The more you prepare, attend and participate, the more you will learn and retain. Please come to each class prepared to meaningfully participate in discussions, assignments and activities. You are encouraged to share your own experiences that fit with the class content.

This syllabus provides much information about what is expected in this course. During the semester, I will provide further information about course expectations, assignments, and so forth, so that you can learn and do well in the course. Please contact me (by email, phone, after class, etc.) if you have questions or concerns about course material, class activities, assignments, grades, or any aspects of the course. I will provide feedback to you during the semester about your performance in the course; if you desire further feedback, please contact me. I want you to do well in the course and I will be available for individual help. I will welcome your input and feedback about the course at any time.

### **XIV. COURSE SCHEDULE**

This schedule has been planned to enable students to meet all course objectives. It may change, based on students' interests, guest speakers' schedules, and other factors that evolve during the semester. Changes will be discussed with the class, as much in advance as possible. Please inform me if you foresee any schedule problems.

#### **Class #1: August 29, 2018**

##### *Student Learning Outcomes*

1. Understand the purpose, methods, resources, expectations and grading for this course.
2. Gain an overview of human resources management.

##### *Class Content*

- Syllabus and Course Orientation
- What is Human Resources Management?
- Key Processes and Systems
- Who Manages Human Resources?

##### *Readings*

Syllabus

Fallon and McConnell, Chapter 1

## **Class #2: September 5, 2018**

### *Student Learning Outcomes*

1. Define human resource management.
2. Outline key human resources functions.
3. Discuss the significance of human resources management to present and future healthcare executives.
4. Describe the organizational and human resources systems that affect organizational outcomes including the legal environment which HR, and organizations must operate.

### *Class Content*

- The Human Resource Management (HRM) Model for organizations. One size does not fit all!
- Human Resources and the effects of corporate culture
- The Legal Perspective on Human Resource Management

### *Readings*

Fallon and McConnell, Chapters 2 & 3

## **Class #3: September 12, 2018**

### *Student Learning Outcomes*

1. Define the activities of HRM
2. Understand and explain the role of management in the HRM function
3. Understand and explain the manager and employee relationship
4. Understand work groups, and team models within the organization
5. Gain an understanding of the activities of HRM including acquiring, retaining, discharging, and separating employees.

### *Class Content*

- The practice of recruitment in health care setting.
- The activities of human resource managers including training and development, recognition programs, EEO/AA, Risk Management, Executive Compensation, and Organizational Development/Change.
- Overview of human resource management from the nontraditional perspective
- The human resource function as an integral part of the organization.

### *Readings*

Fallon and McConnell, Chapter 4

## **Class #4: September 19, 2018**

### *Student Learning Outcomes*

1. Understand the difference between productivity-centered and person-centered organizations.
2. Define the elements of the role of the manager in the human resource process
3. Describe the importance of employee relations and the critical nature of developing employee relations.
4. Relate knowledge of the healthcare professions to selected human resources management issues and systems development.
5. Comprehend the changing nature of the existing and emerging manager and the key role(s) managers play in employee acquisition, and retention.

### *Class Content*

- Employee Participation and Input
- Productivity Centered vs Person Centered
- Considerations for Human Resources Management
- Changing Nature of the Employee Perceptions

### *Readings*

Fallon and McConnell, Chapters 5

## **Class #5: September 26, 2018**

### *Student Learning Outcomes*

1. Understand the impact of legal considerations on position descriptions from job or position analysis, to implementation.
2. Distinguish between job analyses, job descriptions and job specifications.
3. Describe the methods by which job analyses are typically accomplished.
4. Discuss the relationship of job requirements to other human resources management functions.
5. Enumerate the steps involved in a typical job analysis as well as the methods of job analysis.
6. Address the relationship between job analyses and strategic human resources management.
7. Understand the importance of training and development.
8. Examine the effectiveness of cross training in a healthcare setting
9. Understand how to approach on-the-job training.
10. Appreciate the importance of employee orientation to the organization.

### *Class Content*

- Position Analysis
- Position Description
- Employee training and development
- New Employee Orientation
- Training a correct or performance improvement measure
- Determine training needs within the organization
- Cross training versus on the job training
- Effective mentoring

### *Readings*

Fallon and McConnell, Chapter 6 & Chapter 7

## **Class #6: October 3, 2018**

### *Student Learning Outcomes*

1. Describe the role of HRM and managers in the compensation process
2. Understand the role of HRM and managers in the benefits process.
3. Discuss and understand the difference between discretionary benefits and mandatory benefits.
4. Understand and evaluate the role of HRM and management in the performance appraisal process.
5. Examine the need for and effectiveness of a performance management system.
6. Understand the primary objectives of a performance appraisal.
7. Understand that position descriptions are the primary point of an effective performance management system.

### *Class Content*

- Compensation
- Discretionary Benefits vs Mandatory Benefits
- Compensation Systems
- Types of benefits
- Performance management systems
- Performance Appraisals

### *Readings*

Fallon and McConnell, Chapter 8 and Chapter 9

### **Prep for Mid Term Exam**

## **Class #7: October 10, 2018 – Mid Term Exam**

### *Student Learning Outcomes*

1. Understand the concept of succession planning

2. Appreciate the importance of developing a succession plan
3. Understand why healthcare settings have failed to adopt succession planning.

*Class Content*

- Succession Planning
- Five Principles of Succession Planning
- Mid-Term Exam

*Readings*

Fallon and McConnell, Chapters 9 & 10

**Class #8: October 17, 2018**

*Student Learning Outcomes*

1. Recognize and discuss the steps in the recruitment process.
2. Define the role of the department manager and the HRM in the recruitment process
3. Understand the role of reference and background checks as well as the legal requirements associated with such checks.
4. Appreciate the special nature of healthcare recruitment especially the nature of labor shortages.
5. Understand the purpose and process of the civil service system

*Class Content*

- Legal concerns in recruitment
- Partnerships with human resources
- Reference and Background checks
- The formal and informal recruitment process
- Promotions
- Labor Shortages
- Civil Service System

*Readings*

Fallon and McConnell, Chapter 11 and Chapter 12

**Class #9: October 24, 2018**

*Student Learning Outcomes*

1. Describe and examine the specific laws and regulations which impact the interview process
2. Distinguish between legal and illegal questions during the interview process
3. Recognize methods to conduct interviews and distinguish between the types of interviews.

*Class Content*

- Legal Prerequisites to Interviews
- Conducting the Interview
- Legal and Illegal Interview Questions
- After the Interview

*Readings*

Fallon and McConnell, Chapter 13

**Class #10: October 31, 2018**

*Student Learning Outcomes*

1. Recognize the inevitability of employee problems in the workplace.
2. Understand the process for handling employee problems.
3. Understand and describe effective methods to handle termination
4. Appreciate and recognize the need for performance improvement and not discipline.
5. Recognize that employee privacy and confidentiality are critically important and similar to patient privacy and confidentiality
6. Know the parameters regarding employee access to their personnel information.

*Class Content*

- Legal and Other Prerequisites to Performance Issues
- Correction Action (Proactive versus Reactive Discipline)
- Progressive Disciplinary Policies and Procedures
- Termination
- Privacy and Confidentiality
- Sexual Harassment

*Readings*

Fallon and McConnell, Chapter 14 and Chapter 15

**Class #11: November 7, 2018**

*Student Learning Outcomes*

1. Distinguish the difference between formal and informal documentation
2. Describe the legal implications for documentation
3. Examine the need to purge anecdotal notes regarding employees.
4. Review the roles of HRM and managers in the termination process
5. Examine the concept of constructive discharge
6. Understand the importance of “lay-off” procedures and how to determine who is laid off.
7. Discuss and understand a reduction in workforce on survivors

*Class Content*

- Overview of Documentation in HRM
- Discipline Prevention
- Sexual Harassment
- Termination
- Workforce Reductions
- Survivors

*Readings*

Fallon and McConnell, Chapter 16 and Chapter 17

**Class #12: November 14, 2018**

*Student Learning Outcomes*

1. Understand and examine the necessity for employee policies and procedures
2. Discuss the ethical and moral issues associated with policies and procedures
3. Analyze ethical decision making processes
4. Understand the history of unionization in healthcare
5. Appreciate why organizations prefer to remain union free
6. Identify the legal requirements of unionization for both the employee and employer
7. Examine what actions managers can and cannot legally make during union organization

*Class Content*

- Types of ethical and moral decisions
- Employee Policy and Procedures
- Unionization
- Collective Bargaining
- Legal Requirements under the NLRA and NLRB

*Readings*

Fallon and McConnell, Chapter 18 and Chapter 19



**Class #13: November 28, 2018**

*Student Learning Outcomes*

1. Describe the significance of the evolution of employee relations.
2. Distinguish the assumptions about “employees” that influence different approaches to management
3. Explain human motivation theories
4. Discuss the process of arbitration and appreciate the advantages to arbitration
5. Differentiate between arbitration and mediation

*Class Content*

- Authoritarian, Legalistic, and Humanistic Management
- Arbitration and Mediation

*Readings*

Fallon and McConnell, Chapter 20 and Chapter 21

**Class #14: December 5, 2018**

*Student Learning Outcomes*

1. Enumerate and discuss the trends that are occurring in human resource management.
2. List and explain the challenges in healthcare human resources management.

*Class Content*

- Ten Healthcare Trends impacting Human Resource Management
- Six Overall Challenges in Human Resources Management

*Readings*

Prep for Final Presentations

**Class #15: December 5, 2018 – Final Presentations**

## Oral Presentation: Course Project

Identify and research an interesting human resources issue / event in healthcare. This should be an issue that captures your attention and moves you. It should be something that is not covered in class or in the text. You will deliver an oral presentation with power point to the class on your research. It should be obvious to the entire class that you are truly interested in the topic, i.e. – it’s easier for the class to learn if the presenter is enthusiastic about the presentation. Your presentation should demonstrate course proficiency and your ability to use HRM terms, concepts, principles, theories, knowledge, and methods to diagnose and resolve actual HRM duties in healthcare institutions. The presentation should be suitable for graduate studies and for directors of health institutions. You may review work-in-progress with me for preliminary feedback to increase learning and performance. ***You must schedule your oral presentation for 20 minutes of class time, during which you should:***

- a) Introduce the presentation, by stating the purpose, importance, and a quick outline of it.
- b) Briefly describe the context, setting, and background for your topic.
- c) Explain and analyze the human resource process and how it affects health care managers by applying and using HRM terms, concepts, principles, theories, knowledge, and methods.
- d) Explain lessons for health managers and leaders by applying and using HRM terms, concepts, principles, theories, knowledge, and methods.
- e) Lead class discussion of one question relating to your presentation.
- f) Provide me with a printed handout of the power point prior to the presentation.

Name(s):

Date:

HRM Problem:

<i>Criteria</i>	<i>Points</i>	<i>Comments/Suggestions</i>
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Content

- a) introduction [2 points]
- b) context [2 points]
- c) use of HRM [4]
- d) lessons [2 points]
- e) discussion [3 points]
- f) Focus [3 points]
- g) Original thinking, creativity [2 points]
- h) Presentation organization, visual materials [2 points]

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Total [20 points]

***Note: THE FINAL PRESENTATIONS WILL BE SCHEDULED FOR THE FINAL 4 CLASSES. THE FINAL 1.5 HOURS OF CLASS TIME WILL BE DEDICATED TO THE DELIVERY OF THE PRESENTATIONS, THUS ONLY 5 STUDENTS CAN PRESENT PER NIGHT.***

## Current HRM News for Healthcare

Working alone, report HRM news for Healthcare professionals in class and then lead discussion of your news. You must present *HRM news* or *HRM current events that could affect or impact healthcare*. After reporting the HRM news, offer your viewpoints and thoughts about how what you reported could affect healthcare and their job, careers, and professions of this industry sector.

- ✓ Chose *news on an HRM topic studied in this course* such as jobs forecasts, job design, work schedules, recruitment, hiring, career development, performance appraisal, compensation, health and safety issues, employment law, labor unions, etc. (See Table of Contents in textbook and see Class Content each week in syllabus for many HRM topics.)
- ✓ Please *do not* report a journal article – instead report something in the news from a webpage, newspaper, TV, etc.
- ✓ Obtain professor’s OK for your HRM news topic before preparing your news report.
- ✓ You may be creative and make ‘HRM news for Healthcare’ both educational and entertaining.
- ✓ No ppt slides or written work is required.
- ✓ You may review work-in-progress with the professor for preliminary feedback to increase learning and performance.
- ✓ Schedule your news report for a specific class on the sign-up list.
- ✓ In about 5 minutes (or more if there is lots of discussion), please do the following:
  - a) Report the news.
  - b) Explain *your ideas* (at least 3) about how what you just reported could affect the healthcare sector and their jobs, careers, and profession.
  - c) Lead class discussion of your news. Ask interesting question(s).

Name:

Date:

HRM news event/subject:

*Criteria*

*Points*

*Comments / Suggestions*

Content (the news) [1 points]

Possible effects on the healthcare sector [2 points]

- ✓ effect #1
- ✓ effect #2
- ✓ effect #3

Discussion [2 points]

Specific use of HRM [2 points]

Focus [1 point]

Original thinking, creativity [1 point]

Presentation Skills [1 points]

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Total [10 points]

## HRM Employee Manual within a Healthcare Setting

Working with 1 or 2 other student(s), apply what you learn in this course to create an HRM Employee Manual for a healthcare business. *Demonstrate your ability to use the content, methods, models, principles, and techniques of HAD504.* This real-world project will help you achieve course objectives and strengthen your practical HRM skills. And, it will help prepare you to work as an employee (and perhaps later as a leader) in a business or department.

- ✓ Each week during the semester, write a rough draft of the HRM Manual content that fits with each week's assigned chapter(s). The HRM Manual content is listed below in the same sequence as we will study it in the chapters. Bring your written work to use in class. This work sometimes might be collected and count in your class preparation grade. .
- ✓ Your HRM Manual should be suitable for actual businesses and departments.
- ✓ Write in your own words; do not just copy/paste from online.
- ✓ Write APA style, cite sources, and do the following in about 25 pages plus title page, table of contents, appendices:
  - a) Introduce the HRM Manual by stating the purpose and importance of the HRM manual
  - b) Explain briefly what is HRM and who will do HRM
  - c) State the expected management philosophy and leadership style
  - d) Explain how you will motivate individuals and teams
  - e) Describe the expected organizational culture and climate
  - f) Identify 3 important HRM laws and what will be done to comply
  - g) Explain how job enrichment will be practiced
  - h) Prepare a job description that includes at least the title, qualifications, duties, and reporting relationship
  - i) List at least 7 work rules and explain how they will be enforced
  - j) Explain how staff will be scheduled for work and then prepare a schedule for fulltime and part-time staff
  - k) Explain the recruitment and selection process for future job hiring to fill job vacancies
  - l) Describe how new employees will be oriented
  - m) Explain how a training program will be done
  - n) Prepare pay scales for three positions ( you chose), and list possible extra pay for overtime, bonuses, etc.
  - o) Identify incentive pay plans for individuals and teams
  - p) List and explain employee benefits that are included in total compensation for different types of staff
  - q) Describe an employee recognition program
  - r) Explain how performance appraisals will be done
  - s) Explain how employee rights will be protected

Names:

Date:

<i>Criteria</i>	<i>Points</i>	<i>Comments / Suggestions</i>
Content (a-s, above) [20 points]		
Use of HRM textbook [5 points]		
Originality, creativity [5 points]		
Charts, exhibits, etc. [5 points]		
Writing (grammar, readability, format, spelling, etc.) [4 points]		
Citations and references [1 point]		

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Total [40 points]

## Comprehensive Chapter Review

Working alone, students will present a 60 minute comprehensive review of a chosen or selected chapter(s). HAD504 is an overview course, thus the materials presented in the textbook are only “surface” level. It the expectation of the comprehensive chapter review that students will conduct a thorough and in depth analysis to present to the class regarding chapter materials with supporting resources from popular literature, and empirical journals, etc... Students are expected to present the material with subject matter expert knowledge, thus in-depth and comprehensive research will be required.

Criteria	0	1	2	Student Score
<b>Chapter Highlights</b>	Not clearly indicated or defined.	Some terms are defined.	All are clearly indicated and defined completely.	
<b>Chapter Main Ideas</b>	Only copied textbook materials. Minimal effort.	Summary goes beyond textbook summary. Student attempts to provide additional input.	Expectations are exceeded. Comprehensive effort to present a detailed overview that would be useful for future studies and career development.	
<b>Clarity of Presentation</b>	Sloppy or difficult to read, poorly presented.	Adequate presentation	Exceptional presentation. Visually appealing (diagrams, drawing), easy to follow, neatly written.	
<b>Outside Resources</b>	Student did not utilize appropriate outside resources such a Wikipedia, etc...	Student utilized at least 5 outside resources which combined empirical and popular literature.	Student utilized at least 10 outside resources which combined an appropriate mix of current (less than 5 yrs) empirical research, and popular literature	
<b>Length of Summary</b>	Barely approaches length specified.	Almost meets specified length (15-20 minutes short)	Meets specified minimum length of 60 minutes	
<b>Total Score:</b>				

### Guidelines:

- Chapter summaries will be a regularly occurring exercise. These will begin on the 3<sup>rd</sup> class meeting.
- Maximum point value of a chapter review is 10 points and is intended to help your grade.
- A chapter summary will be due the class that the chapter is scheduled for instructor lecture.
- To obtain full credit, summaries must be completed for 60 minutes.
- A late summary will earn a grade of 0.
- The summary is intended to serve as a study resource for you.
- There is no single format so please choose what works best for you.