

**Syllabus**  
**Spring 2010**  
**MPCR-696-1 Foundations of HR**

**Professor Cynde Jackson Clarke, SPHR**  
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**\*\*\*Office Hours By Appointment\*\*\***

**Course Description:**

This course focuses on the core competencies that are essential for effectively working in HR.

The role of HR managers is discussed, focusing specifically on the following functional areas: strategic human resource management, workforce planning and employment, and employee and labor relations. Using discussion, independent research, and objective testing, students build their knowledge of human resource management.

Students will be provided with the basic skill-set and framework required for the more specialized and advanced concentration courses in the curriculum. Moreover, through the use of readings, lectures, group presentations and real-world case studies, students will gain a basic understanding and appreciation of concepts and issues relating to equal employment opportunities, different forms of employment discrimination and harassment, discipline and/or termination of difficult employees, recruitment, selection, and retention practices, managing at-will employees, evaluating performance, employee development, compensation regulations, employee relations as well as related areas.

Students will be expected to learn the basics of contributing to HR planning and analysis and develop an awareness of the challenges facing the HR profession.

At the end of the course, the diligent student should be able to:

- understand the motivation and implications of human resource policies
- evaluate the match between a given policy system and an organization's strategy
- assess the effectiveness of a human resource policy in a competitive environment
- identify the strengths and weaknesses of a given human resource policy
- design a basic human resource system

**Required Texts:**

1. Jeffrey A. Mello Strategic Human Resource Management, 2nd Ed. (South-Western Cengage Learning) 2006. Stella Nkomo, Myron Fottler
2. Bruce McAfee Human Resource Management Applications, 6th Ed. 2008 (South-Western Cengage Learning)

<u>Class N°</u>	<u>Date</u>	<u>Readings: Mello</u>	<u>Cases, Exercises, Incidents &amp; Skill Builders</u>
1.	20 January	Ch.1 Investment Perspective 1.2, 1.3	C1 New Director C2 HR Function
2.	27 January	Ch. 3 Strategic Management 3.2, 4.2	<b>C24 Bank Merger</b> E3 Mergers
3.	3 February	Ch. 7 Legal Environment 7.1, 7.2, 7.3, 12.2	<b>C37 Adverse Impact or C10 80% Rule or C9 Harassment</b> <b>E15 Questionnaire</b> I8 Diversity, I88 Earring
4.	10 February	Ch. 6 Design of Work 6.1, 6.2, 6.3	<b>C63 Volunteers</b> <b>E29 Job Description</b> I78 Vacation I92 Temp
5.	17 February	Ch. 5 Planning 5.1 <b>Paper one due by email noon</b> <b>Topic: Human Resource Challenges-- discuss the challenges facing organizations as they go about transforming HR from an administrative function to a strategic business partner</b>	<b>C33 RV Surveyors or C36 Patient Escorts</b> <b>E5 Turnover Costs AND E28 Outsourcing Forms 1 &amp; 2</b> I42 Integrity Motors I44 Nepotism
6.	24 February	Ch. 8 Staffing 8.1, 8.2	<b>C103 Innocent Abroad</b> E39, 40 Effective Selection I7 Too Much, I19 Beautyism
7.	3 March	Ch. 9 Training 9.2, 9.3	<b>C 102 Nigerian Candidate</b> <b>E53 Training Aid</b> I71 Orientation <b>C51 I-MBA Request or</b> <b>C50 Walnut Insurance</b> <b>E52 Training Forms 2 and 3</b>
8.	10 March	Ch. 10 Performance Management 10.1, 10.2, 10.3 <b>Paper 2 due by email noon</b> <b>Topic TBA</b>	<b>C48 Electronics Applications</b> <b>E61 Ethical Performance Appraisal</b> E60 PA Format
9.	17 March	Ch. 12 Labor Relations Safety & Health 12.1, 12.2, 12.3	<b>C49 Safety or C80 Disaster Preparedness</b> <b>C95 SGA Industries or C96 Union Busting</b> I81 Safety Problem E97 Bush Corporation
10.	24 March	<b>MIDTERM</b>	
11.	7 April	Ch. 13 Employee Retention & Separation 13.1, 13.2	<b>C83 Broken Contract or C85 Westside Health</b> I43 Exit Interviews
12.	14 April	Ch. 11 Compensation 11.1,	<b>C62 Bank Tellers or C64 Howe 2 Ski,</b> <b>and S71 Wage Structure</b> E69 Merit Raises I65 Merit Increases
13.	21 April	11.2, 11.3, 13.3	<b>C72 Non-monetary Comp or C73 Controlling Benefits Costs</b> <b>E74 Plan Choices or E75 Perks</b> I76 Retiree Benefits I79 Medical Leave I77 Educational Leave I78 Lost Vacation
14.	28 April	TBA	

\*\*\*\*FINAL EXAM DATE AND PLACED TO BE ANNOUNCED. \*\*\*\*

**Attendance: Students are expected at all meetings of the course. The SCS attendance policy is strictly adhered to.** Students are expected at all meetings of the course. We do understand that from time to time, family, personal and or work emergencies may arise. In those circumstances, please contact me immediately. A student who misses more than two classes is subject to withdrawal from the class by Dean Metzler and a final grade of "F" in the course.

**Late Papers: Except in rare circumstances, late papers are not accepted. In case of an emergency, this rule can be waived with appropriate documentation and cause. Requests for extensions must reach me no later than a week before the paper is due.**

**Exams:** Exams can be made up only if I have received advance notice and explanation of the student's absence. If you are not aware of your absence until the day of the exam (e.g. illness), please send me an e-mail. You also will need to provide verification of the reason for the absence. **Late exams will suffer an automatic one letter grade reduction unless an accommodation for the late exam was made.**

#### **Foundations of HR**

Lecture and Discussion
Reading Assignments and Case Studies
Discussions and debates

#### **Grading System**

Case Studies and Papers	20 percent
Firm Presentations	5 percent
Mid-Term	25 percent
Final Exam	50 percent

**Grading:** Your final grade will be based on a combination of weekly assignments, the mid-term exam, case studies, quizzes, class participation, and your final papers. Collaboration will be valued in classroom activities, along with evidence of having completed reading assignments in preparation for class activities and assignments. **Weekly reading assignments and participation go hand-in-hand; it is therefore advised that you read required materials and come to class prepared to engage in substantive discussions. Everyone is expected and required to participate in class.**

**Students are required to complete two 2,500 word papers and to complete case studies throughout the semester.**

**Syllabus modification notation:** In rare instances, the syllabus might need to be altered, and as the professor, I retain the right to make said changes. In such instances, I will give notice of those changes to the class in a timely manner.

Assignments and grades will be posted on Blackboard. It is your responsibility to check Blackboard to ensure that you are aware of assignments and other related communication from me.

This is the general topical direction in which the course will proceed. However, from time to time, this direction may change as events dictate.

The following is provided as a guide used for assessing grades in all areas of the grading system. There is no grade of D.

<b>A</b>	100-95 percent
<b>A-</b>	94-90
<b>B+</b>	89-87
<b>B</b>	86-83
<b>B-</b>	82-80
<b>C</b>	79-70
<b>F</b>	69 and below

**A 95 - 100%**

Clearly stands out as excellent work. An “A” grade work could be used as a model for other students to emulate. Shows excellent grasp of subject matter and conceptual integration. The presentation shows excellent in-depth analytical thinking and an elegantly innovative application. It is very well written and organized. Additional input is provided, relevant to the subject, from outside sources or personal experience.

**A-90 - 94%**

Represents high quality performance. Shows excellent grasp of subject matter and conceptual integration. Shows a high level of thinking, analysis and application. It is very well written and organized. Additional input is provided, relevant to the subject, from outside sources or personal experience.

**B+87 - 89%**

Represents very good work. Shows thorough grasp of subject matter and effective application. Shows good thinking and analysis. It is well written and organized. Additional input is provided, relevant to the subject, from outside sources or personal experience.

**B 83 - 86%**

Represents satisfactory work. Shows adequate level of thinking and analysis. Standard of presentation, organization and appropriateness of application is adequate. Some level of additional input is provided.

**B-82 - 80%**

Work is below graduate level expectations, marginally passing. Presentation is rather general, superficial, or incomplete and not very well written. Indicates minimal level of individual thought or effort with inadequate attempts at application.

**C 70-79%**

Work is clearly unsatisfactory. It is poorly written and presented, shows poor analysis, misses important elements and lacks any noticeable attempts at application.

**F 69% and below**

Fails to meet minimum acceptable standards.

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**Incompletes:** Incompletes are given in only the most extraordinary circumstances and with appropriate documentation. Where an incomplete is granted, a grade of “N” shall be granted until the work is handed in and, then, the grade shall be changed accordingly. In no case shall work submitted after the announced date (date will be announced in class) be granted an incomplete. The work shall be delivered no later than 4 p.m. on that day. Failure to adhere to this rule will result in an F.

**Citation System: Students must use APA style in all papers submitted in the course.**

**Turnitin.com:** Students agree that by taking this course all required papers will be subject to submission for Textual Similarity Review to Turnitin.com for detection of plagiarism. All submitted papers will be added as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers in the future. Use of the Turnitin.com service is subject to the terms of use agreement posted on the Turnitin.com site.

**Students with Disabilities Policy**

- Students with documented disabilities have the right to specific accommodations that do not fundamentally alter the nature of the course. Some accommodations might include note takers, books on tape, extended time on assignments, and interpreter services among others. Students must obtain an official letter from the Academic Resource Center listing the exact accommodations needed.
- Students with disabilities should contact the Academic Resource Center (ARC) (Leavey Center, Suite 335; 202-687-8354; [arc@georgetown.edu](mailto:arc@georgetown.edu); <http://ldss.georgetown.edu/index.cfm>) before the start of classes to allow their office time to review the documentation and make recommendations for

appropriate accommodations. If accommodations are recommended, you will be given a letter from ARC to share with your professors. You are personally responsible for completing this process officially and in a timely manner. Neither accommodations nor exceptions to policies can be permitted to students who have not completed this process in advance.

**Honor System:** All students are expected to follow Georgetown's honor code unconditionally. If you have not done so, please read the honor code material located online at: <http://gervaseprograms.georgetown.edu/honor/system/>

### **The Honor Pledge**

*In pursuit of the high ideals and rigorous standards of academic life I commit myself to respect and to uphold the Georgetown University honor system;*

*To live out a commitment to integrity in all my words and actions;*

*To be honest in every academic endeavor;*

*And to conduct myself honorably, as a responsible member of the Georgetown community as we live and work together;*

*To live out the ideals of Georgetown University, I commit myself to be a person for others in my daily life, respectful of difference and disagreement;*

*To care for this venerable campus and all of those with whom I share it;*

*And to fulfill in all ways the trust placed in me to carry on the Georgetown tradition.*