

Maryland in Europe Graduate Programs
Bowie State University

**Human Resource Management
MGMT 571**

20 January, 2003- 16 March 2003

Kitzingen-Larson

Weekends 1/2, 15/16 FEB, 1/2, 15/16 MAR, 0900-1600

Instructor: Dr. Michael Grojean
Mailing Address: CMR 475, Box 1785, APO, AE 09036
Email Address: Michael.grojean@us.army.mil
Consultation: Office hours will be Saturday class days 1600-1700 or by appointment

Course Description: This course is designed to provide a strategic analysis of human resource management as it relates to the selection, development, utilization and administration of an effective, productive and satisfied work force in the public and private sectors. The focus is on the legal, regulatory, political, social and managerial environments of the human resource manager. Furthermore, the course emphasizes and examines the contemporary issues facing human resource management today.

Course Goals/Objectives:

Goals: Upon completion of the course, participants should have an understanding of:

1. the basic concepts of Human Resource Management (HRM)
2. current issues facing Human Resource managers and organizational leaders
3. human resource trends in the workplace and the projection of future developments
4. teambuilding, problem solving, decision-making, and planning skills within HRM
5. leadership skills in advising, counseling, disciplining, and supporting others
6. the legal and ethical issues in HRM and organizational leadership

Objectives: At the conclusion of this course the student will be able to:

1. analyze the conflicting demands on human resource management and the values underlying those conflicting demands
2. apply theoretical perspectives to practical problems in HRM
3. form conclusions regarding the current state of knowledge in order to design managerial approaches and practices for the future
4. develop viable strategy and practical courses of action to be taken by line managers of human resources

Required Text: NOTE: Some texts are used in multiple classes

Gomez-Mejia, L.R., Balkin, D.B. & Cardy, R.L. (2000). *Managing Human Resources*. Upper Saddle River NJ: Prentice Hall

American Psychological Association. (2001). *Publication Manual of the American Psychological Association*, 5th Edition. Washington DC: Author

Supplementary Readings:

Kauffman, N. & Massey, C. (2000). *Human Capital Applications Using Microsoft Office 2000*. Upper Saddle River NJ: Prentice Hall.

Recommended Journals: Many of the following journals may be accessed in full text form using the UMUC online library services (MdUSA). I have added an asterisk to those that I turn to most often when researching the subjects we will cover in this course.

**Academy of Management Journal
**Academy of Management Review
Business Horizons
Business Week
**California Management Review
Forbes
Fortune
**Harvard Business Review
**Human Resource Management
Journal of Applied Behavioral Science
**Journal of Applied Psychology
Nation's Business
New York Times
Organizational Dynamics
Personnel Psychology
Personnel Journal
The American Psychologist
Sloan Management Review
Wall Street Journal

**Fast Company – while this is not necessarily scientifically robust, it gives a great perspective from the practitioner's viewpoint

Grading Information: Grades for this course will be assigned as follows:

A	92% +	C	70 – 79%
B	80 – 91%	F	Below 70% F(a) or regular non-attendance F(n)

Grades of Incomplete or Withdrawal are governed by Maryland in Europe policies. Please refer to UMUC Maryland in Europe Graduate Catalog, available in your local Education Center or online at http://www.ed.umuc.edu/visit/pubs/catalog/grad_02-03.pdf, for further details.

Course Requirements:

In class exercises / quizzes:	20%
Case studies	20%
Project:	35%
Final Examination:	25%

Project Description: The project will be a team effort (three or four students per team). Each team will act as a consulting group on an organizational human resources issue that will require a multi-pronged approach for solution (i.e. training/ development and compensation or staffing and leader development). The project will consist of two parts (1) development of the intervention and recommendations; (2) presentation to the “Director of Human Resources and/ or staff” of the targeted organization

Course Schedule:

Module	Date / time	Topics	Assigned readings/assignments due
1 & 2	1 Feb 03 0900-1600	Overview, context and HR today	Chap 1-4
3 & 4	2 Feb 03 0900-1600	Staffing	Chap 5-6
5 & 6	14 Feb 03 0900-1600	Development	Chap 7-9 In class quiz (10 points)
7	15 Feb 03 0900-1200	Development (continued)	
8	15 Feb 03 1300-1600	Compensation	Chap 10 Case study 1 due (10 points)
9 & 10	1 Mar 03 0900-1600	Compensation (continued)	Chap 10 – 12
11 & 12	2 Mar 03 0900-1600	Governance	Chap 13-15 In class quiz (10 points)
13	15 Mar 03 0900-1200	Safety, Health, International HRM	Chap 16, 17 Case study 2 due (10 points)
14	15 Mar 03 1300-1600	Final examination (comprehensive)	(25 points)
15 & 16	16 Mar 03 0900-1600	Project presentations	(35 points)

Academic Policies: Please refer to the UMUC Maryland in Europe Graduate Catalog, available online at http://www.ed.umuc.edu/visit/pubs/catalog/grad_02-03.pdf or from your local Education Center, for information on the following:

Academic Integrity
Course Load
Exception to Policy
Grade Appeal Process
Make-up Examinations
Nondiscrimination
Students with Disabilities

Code of Civility

To promote a positive, collegial atmosphere among students, faculty, and staff, Maryland in Europe has developed the following Code of Civility:

Respect

Treat all students, faculty, and staff with respect and in a professional and courteous manner at all times and in all communications, whether in person or in written communication (including e-mail).

Kindness

Refrain from using profanities, insults, or other disparaging remarks.

Truth

Endeavor to cite only the truth and not knowingly misrepresent, mischaracterize, or misquote information received from others.

Responsibility

Take responsibility for our own actions instead of blaming others.

Cooperation

Work together with other students, faculty, and staff in a spirit of cooperation toward our common goals of seeking and providing quality education.

Privacy

Strive to uphold the right to privacy and not talk about others.

Nondiscrimination

Respect the differences in people and their ideas and opinions and reject bigotry.

About Your Instructor: Dr. Michael Grojean

Educational background:

Ph.D. Industrial and Organizational Psychology University of Maryland, College Park
Dissertation: Characteristic Adaptation as a mediator between personality and citizenship performance: a partial test of the McCrae and Costa (1996) model.

M.A. Industrial and Organizational Psychology University of Maryland, College Park
Thesis: Cutting the Gordian Knot: The Effects of Transformational Leadership Factors and Process on Follower Preference for Leadership.

B. S. Management, Human Resources (Cum Laude) Park College, Parkville, Mo

Teaching:

United States Military Academy
University of Maryland, College Park
University of Maryland, University College

Consulting:

Partner, Personnel and Human Resource Innovations Group. (2000 to present)
Consultant, Global Leadership and Organizational Behavior Effectiveness (GLOBE) project (1997-1999).
Contracted consultant, American Institute for Research. Job Analysis for Defense Intelligence Agency (1998).

My overwhelming philosophy as a teacher is one of student centered – active learning.

Simply put, the first element means I believe that each student is in charge of their *own* education. I do not view them as empty vessels waiting to be filled, but rather as co-travelers along a journey of discovery. Success for me is when I can sit down at the back of the classroom and observe the students conduct discussion and development!

The second element of my philosophy involves my belief in levels of understanding. Without a great deal of discussion, I conceptualize levels of understanding as transitioning from base knowledge to comprehension to application/ analysis/ synthesis and evaluation. I think we sell ourselves short when we allow our education to only consist of knowledge and comprehension. My intent for this course is to operate at the application and higher levels of understanding. To accomplish this, we must make use of active learning – understanding by doing. My teaching methodology uses cases studies, evaluative essays, class projects and discussion to accomplish this. I rely very little on lecture, so come to class well read on the assigned topics and prepared to discuss/ apply!