



ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

Academic Affairs Only

<input type="checkbox"/>	New Course
<input type="checkbox"/>	Effective Date (for articulation)
<input checked="" type="checkbox"/>	COR Revision 5/13/2010
<input type="checkbox"/>	Pre Req/Advisories
<input type="checkbox"/>	Other Changes
<input checked="" type="checkbox"/>	SLOs 6/25/2008

COURSE SUBJECT & NUMBER: MGT 121

COURSE NAME: *Human Resources Management

COURSE UNITS: 3 **COURSE HOURS:** 3 hours weekly

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

Advisory: Completion of MGT 101, and Eligibility for ENGL 099, READ 099, and MATH 070

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).*

This course introduces the principles and methods related to effective and efficient utilization of human resources in organizations. Understanding human resources processes including the recruitment, selection, and placement of employees with regard to their knowledge, skills, and abilities is discussed. Other areas of human resources processes covered include compensation, labor relations, organizational development, and legal issues. Discussions, illustrations, practical exercises, and case studies are used to develop effective techniques in dealing with human resources situations. (CSU, AVC)

COURSE OBJECTIVES: *(Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)*

Upon completion of course, the successful student will be able to:

1. Trace the evolution of the human resources function from a historical perspective.
2. Explain the various roles performed by the human resources manager.
- *3. Recognize unique communication patterns and identify causes of individual and group behaviors.
4. Compare and contrast the trait and situational approaches to the analysis of leadership.
- *5. Explain the relationship of human resources to the entire organization and how human resources planning relates to organizational strategic planning.
6. Identify and explain the techniques used within the staffing subsets of recruitment, selection, placement, orientation, and performance appraisal.
7. Explain the difference between job analysis, job evaluation, and job design.
8. Discuss the similarities and differences between the concepts of training, development, education, and learning.
9. Discuss several training and development methods and list those that are most common in practice.
10. Explain the principal issues and problems associated with wage and salary administration.
11. Discuss the concept of motivation and the incentives, monetary and non-monetary, used to influence individuals and groups to become motivated.
12. Describe several group incentive compensation systems.
13. Explain the nature and extent of unlawful discrimination in the workplace. Review pertinent law including Title VII of the Civil Rights Act of 1964.
14. Explain the nature and extent of workplace safety and health problems and discuss the major features of the Occupational Safety and Health Act (OSHA) of 1970.
15. Define the major aspects of collective bargaining and its impact on effective human resources management.
16. Trace the evolution of labor unions and labor law in the U.S. from 1800 to the present.

*Denotes SCANS competencies.

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COURSE CONTENT: *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)*

- I. Overview of Human Resources Management
 - A. Introduction to Human Resources Management
 - B. History of American Human Resources Management
 - C. Change: Environment of Human Resources Management
 - D. Key Factors in Organizational Performance

- II. Equal Employment and Human Resources Planning
 - A. Equal Employment Law and Other Regulations
 - B. Human Resources Planning

- III. Job Design and Staffing
 - A. Job Design
 - B. Work Rules and Schedules
 - C. Recruitment and Selection
 - D. Career Transitions

- IV. Development and Appraisal
 - A. Skills Training
 - B. Management and Career Development
 - C. Performance Appraisal and Review

- V. Compensation and Reward
 - A. Wage and Salary Management
 - B. Incentive Plans
 - C. Employee Benefits

- VI. Employee Protection and Representation
 - A. Safety and Health Management
 - B. Labor Organizations and Unionization
 - C. Negotiating and Administering the Labor Agreement
 - D. Rights, Responsibilities, and Justice

- VII. The Future of Human Resources Management
 - A. Participative Strategies for Organizational Improvement
 - B. International Human Resources Management
 - C. Looking Ahead in Human Resources Management

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TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)
This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a “Model Outline” in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:

To prepare for weekly class discussion and participation in practical exercises such as labor/management negotiations, students are expected to read the assigned chapters (approximately 50 pages per week) from the textbook and any cases or materials handed out/identified.

As a current event arises, students may also be required to find articles on the Internet. Students may be required to read and analyze an article or case that may arise during the semester. They may also be asked to view a website or publication to give them exposure to that source of information.

2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:

Students are required to write two 5- to 7-page research papers on human resources issues. The instructor will provide appropriate guidance for students in how to write a college-level research paper.

Students are also required to write a concept application paper in which they use the concepts discussed in class to analyze an experience they have had with a human resources process.

Students may also be asked to write a practical exercise response, such as an interviewing exercise in which they must note the responses and demeanor of a job applicant.

Written responses to human resources case studies may also be assigned.

3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:

Students are required to calculate percentages, pay increases, and the cost of compensation during mock labor negotiations. They may also be required to assign and add points when using a point factor method of job classification.

4. Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:

N/A

*For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. Title 5 (section 55002) requires that each unit must be shown to require three hours of work per week by the student either in or out of class. Homework formula: 3 hours of class work *times* each unit of credit *minus* classroom hours *equals* required homework hours.*

Reading Assignments: 3

Writing Assignments: 3

Computational Assignments: 1

Other Assignments:

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METHODS OF INSTRUCTION: *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)*

Lecture and class discussions
Case studies
Instructor-facilitated role-playing and small group exercises
Audiovisual materials such as DVDs and electronic slide presentations

METHODS OF EVALUATION: *(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)*

The final grade is based on the instructor's evaluation of the student's mastery of human resources concepts. This is evaluated using the following methods:

Written quizzes and examinations to determine mastery of human resources concepts. These quizzes and examinations may include true/false, multiple choice, fill in, matching, and short essay. (Objectives 1 through 16)

Participation in classroom activities, written and oral, to determine how well the student can apply the material learned. (Objectives 1 through 16)

Research papers to develop the student's ability to research a human resources topic and to professionally present that topic in an informational or analytical manner (Objectives 2 through 15)

Practical exercise response and concept application paper to recognize and analyze a personal experience with a human resources process and apply the concepts learned to that experience (Objective 2 through 15)

Suggested Texts or Other Instructional Materials

(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)

Human Resource Management, R. Wayne Mondy, 11th ed., Prentice Hall, 2009