HUMAN CAPITAL MANAGEMENT

MSML
ML 512
Instructor Guide
HUMAN CAPITAL MANAGEMENT

ML 512

MASTER OF SCIENCE IN MANAGEMENT AND LEADERSHIP

ADULT AND GRADUATE STUDIES

MONTREAT COLLEGE

Montreat College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate’s, bachelor’s, and master’s degrees. For questions about the accreditation of Montreat College, contact the Commission on Colleges by writing to 1866 Southern Lane, Decatur, Georgia 30033-4097, or calling 404-679-4500.

April 2014
MASTER OF SCIENCE IN MANAGEMENT AND LEADERSHIP

PROGRAM OVERVIEW

The MSML program is designed for the adult learner who has a qualitative focus and desires to develop the skills needed to excel professionally as a manager and, more specifically, as a leader. This graduate program is designed to prepare students to (a) maximize their potential as individuals, (b) assume leadership positions, and (c) achieve organizational excellence in today's competitive marketplace.

The MSML curriculum is designed to address all facets of management, including the following:
- leaders as individuals (self),
- relationships with organizational members and stakeholders (others),
- heads of organizations (as part of an open system), and
- strategy builders (competitive advantage).

Each student will further develop his or her critical-thinking abilities, analytical skills, interpersonal capabilities, and problem-solving techniques. The goal is to produce leaders with skills that are needed in businesses, nonprofits, and communities. Course objectives and outcomes compliment the MSML objectives and outcomes.

PROGRAM OBJECTIVES

Upon completion of the MSML program, students will meet the following program objectives:
- Utilize and apply managerial skills, techniques, and critical thinking for problem solving
- Fully realize their leadership potential, both personally and professionally
- Learn how to use the many resources available for both personal and professional benefit
- Enhance written and oral communication skills
- Apply Christian ethical principles to managerial issues

PROGRAM OUTCOMES

Students are expected to achieve the following program outcomes:
- Through case studies, team projects, individually written papers, oral presentations, field work experience, and in-class exercises, demonstrate managerial and leadership skills and techniques.
- Through case studies and research assignments, assess problems and recommend solutions.
- Through self-assessment exercises, journaling, and goal setting, design a plan for personal and professional development.
• By working with peers, use technology, the text, and trade books to deduce the best resources for any given project.
• Through individual writing assignments that are graded in part on format, style, grammar, and spelling, demonstrate sound written communication skills.
• Through team and individual oral presentations, panel discussions, and role plays (both formal and informal), develop greater speaking skills.
• Through the use of devotionals and the integration of Christian values with course work, link ethical principles to business application.

SMALL TEAMS

The foundation of the Montreat College educational philosophy and practice is the recognition of the distinction between the younger college student and the student who has assumed the adult responsibilities of self-determination, financial independence, and professional development. The focus is on two critical learning objectives. The first objective is shared student responsibility of self-directed learning and small-group learning dynamics. Professional and personal growth requires that students develop the skills necessary to manage their own learning. Throughout the program, students are expected to seek answers to their questions, identify and develop resources for their concerns, and take charge of their own learning. For this reason, the programs are designed to provide the structure and support necessary to encourage independence and self-direction.

The second objective is for the students to develop the interpersonal skills necessary for effective participation in teams. Teams are an integrated part of the Montreat College educational model. The teams are composed of three to five students each and meet weekly outside of class. Teams function as mutual support mechanisms through which students can learn more efficient problem solving from the professional expertise of peers. At Montreat College, students and instructors are acknowledged as major learning resources through which individuals learn from one another by participation in the process of inquiry and involvement with the team. This concept of shared learning responsibility is an integral element in the college's educational philosophy.

The use of the team as a tool should be enthusiastically supported by the Montreat College student. Experience indicates that the team concept is extremely beneficial in helping students achieve the prescribed learning outcomes. When students accept the fact that they can learn from one another, a system of trust and support evolves and the learning process becomes interactive.

Montreat College acts on the belief that the validity of learning is not determined solely by its sources. The process of education encompasses the breadth of human experience.

Working adults seldom have the time to devote to full-time, formal education. Through combining and sharing the talents, experience, and learning resources of the team, adult students assume greater self-direction and responsibility for their learning.
By sharing the learning and responsibilities, more information can be disseminated among the team members within a limited amount of time. Thus, more content is covered than could be achieved through an individual effort. The team members make the commitment to work together and assist each other in meeting the objectives and outcomes of the course. The curriculum is designed to focus on participative learning outcomes. Through the team process, the learning process is enhanced because students are provided with the opportunity to analyze their experiences and compare and contrast these experiences with theories presented in the curriculum materials.

It is essential that teams meet outside of the required class time to discuss and prepare assignments and to share learning resources. Each course generally requires a team project in the form of a written and/or an oral report, usually presented to the class for discussion and critique. Team grades are awarded, so the ability to integrate each member’s total participation becomes the responsibility of all team members and will be reflected in the grade.

The educational model advocated by Montreat College demands active participation by students in their educational process, thus placing substantial responsibility on the learner. The dynamic process of teams maximizes the students’ understanding and involvement in their degree programs. In order to serve the needs of its students better, Montreat College has developed and instituted the team concept.

ACADEMIC INTEGRITY POLICY

DEFINITION OF ACADEMIC DISHONESTY

Academic dishonesty, such as cheating on tests and plagiarizing on essays, violates the fundamental trust underlying all academic work—that the work be the product of the student who submitted it. Montreat College defines academic dishonesty as the representation of another’s words, ideas, or images as one’s own. It applies equally to intentional and unintentional quotations, paraphrases, visual images, auditory images, and all electronic means of storage and communication. When academic dishonesty occurs, these procedures will be followed.

DISCIPLINE OF ACADEMIC DISHONESTY

When an instructor suspects a student of academic dishonesty, the instructor will meet with the student to discuss the incident and determine, to the instructor’s satisfaction, whether or not academic dishonesty has occurred. If, in the instructor’s judgment, such a violation of academic integrity has occurred, he or she will present the charges, in writing, to the student.

The only possible disciplinary actions are a zero for the assignment or an F for the course. The student may choose to admit her or his guilt of academic dishonesty and waive a hearing. This involves signing the academic dishonesty notice that outlines the disciplinary action. The academic dishonesty notice will be retained in the student’s academic record.
A student who does not agree to the instructor’s charges must appear before a panel of three faculty members, appointed by the Academic Affairs office or designee, on charges of academic dishonesty. During the intervening period, the student must continue to attend class. The panel will convene a hearing with the student and the instructor at which time the instructor will explain the student’s alleged violation. The student may choose to counter with evidence of her or his innocence or may admit responsibility.

**PUNISHMENT OF ACADEMIC DISHONESTY**

If the panel indicates, by simple majority vote, that the student has been dishonest, the panel shall uphold the penalty assessed by the instructor. The Academic Affairs office will notify the student, instructor, academic advisor, and Director of Records and Registration, in writing, of the panel’s decision. If the student received a failing grade for the course, the student may remove the impact of the F on her or his grade point average by successfully retaking the course. Two incidents of academic dishonesty will result in a student being dismissed from the College. The student will not be eligible to reapply to Montreat College for at least two years after dismissal. If the panel finds the student not responsible for academic dishonesty, it will notify both the student and the instructor.

If the student wishes to drop the course but has been found guilty of academic dishonesty, the student may withdraw with a grade of W or WF, according to the withdrawal dates on the academic calendar. The academic dishonesty notice will be kept on file if the student has admitted or been found guilty of academic dishonesty.

**EXONERATION OF ACADEMIC DISHONESTY**

If exonerating information becomes available in the five business days following notification of the panel’s decision, the student may appeal to the Vice President for Academic Affairs & Dean of the College. Appeals will be heard only if they meet one of the following conditions: (a) discovery of new information or (b) violation of procedure. A student must remain in the course and work toward its successful completion during the appeal process. The student will be notified, in writing, of the final decision.

A student may be dismissed from the College without refund of tuition or fees after the second incident of academic dishonesty occurs (including, but not limited to, cheating and plagiarism). That student will not be eligible to reapply to the College for at least two years after the dismissal, and any readmission will be subject to review by the Student Success Team in consultation with the Vice President for Academic Affairs & Dean of the College.
ADA STATEMENT – EQUAL ACCESS TO CLASSES AND LEARNING ACCOMMODATIONS

Equal access to education means equal opportunity to learn. Under Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act of 1990, students with verified disabilities who are otherwise qualified, have a right to equal access to classes at Montreat College. If you are a student with a disability and you need accommodations for this course, please provide documentation of your disability and discuss necessary accommodations with your Academic Advisor. Your advisor will provide a letter for you to give to your instructor stating your accommodations. Faculty and staff look forward to facilitating your success in the course.

CLASS ETIQUETTE

Students and instructors have the right to an environment conducive to learning. To meet this expectation, students are expected to respect the rights of fellow students to have a class free of personal criticism, distracting noises, and disruptive and inappropriate behaviors. The following are a few examples of inappropriate classroom behavior: using a cell phone in class; keeping personal pagers on; using computers in class for non-class related purposes; talking with other students during instructor or student discussions; sleeping in class; repeatedly going in and out of class; and cheating or plagiarism. If the instructor considers the behavior of a student to be disruptive to the class, the student may be asked to leave. Consequences for missing class activities will depend on the expectations of individual courses. Should repeated disruptive occurrences happen, the student will be required to meet with his or her Academic Advisor and risk possible dismissal from the College.
COURSE DESCRIPTION

This course explores the critical issues in human resources strategy, leading the organization's most important assets, and developing and keeping people. Students will research diversity training programs, best methods for identifying and developing leaders, optimizing organizational performance, and compensation programs for effectiveness.

TOPICS

The topics to be covered include the following:

- Strategic Human Resource Management (HRM)
- The Role of Globalization in Human Resource (HR) Policy and Practice
- The Legal Environment of HRM
- Work Analysis and Design
- HR Planning and Recruitment
- Personnel Selection
- Performance Management and Appraisal
- Training and Development
- Career Development
- Compensation
- Pay for Performance (PFP)
- Managing the Employment Relationship
- Labor Relations and Collective Bargaining
- Employee Health and Safety
COURSE OBJECTIVES

Objectives to be met by each student in this course include the following:

- Explain important trends relevant to HRM, including globalization of the economy, new technology and the Internet, the increasing role of regulations and lawsuits, the changing demographics of the workforce, and the growing body of research linking particular HRM practices to corporate performance.

- Describe issues and trends related to the development of globally competent business leaders.

- Examine legal issues affecting HRM activity and the various laws related to equal employment opportunity and employment discrimination.

- Evaluate different procedures that emphasize various kinds of information that may be more or less useful for different HRM functions.

- Compare and contrast various recruitment methods.

- Describe the selection process and clarify the procedures to select qualified candidates.

- Describe performance appraisal and explain the methods used to appraise performance.

- Compare and contrast the various techniques available for training and identify criteria to use to evaluate training effectiveness.

- Examine compensation and benefits programs and evaluate the effectiveness of such systems in increasing employee productivity.

- Compare and contrast the various PFP systems.

- Explain policies and procedures associated with discipline and grievances.

- Describe current trends and issues in labor relations of various cultural settings.

- Apply HRM skills, techniques, and critical thinking to solve problems.

- Review contemporary issues and programs that seek to improve employee health and safety.
• Demonstrate oral and written communication skills.
• Apply Christian ethical principles to HRM issues.

COURSE OUTCOMES

The following outcomes are expected of each student for this course:

• Through participating in class discussions and completing critical thinking applications and textbook exercises, apply HRM skills, techniques, and critical thinking to solve problems; describe labor relations in various cultural settings, the selection process, and performance appraisal; clarify procedures to select qualified candidates; explain methods used to appraise performance and policies and procedures associated with discipline and grievances; and review contemporary issues and programs that seek to improve employee health and safety.

• Through participating in research, writing papers, and making presentations, explain important trends relevant to HRM and the growing body of research linking particular HRM practices to corporate performance; describe issues and trends related to the development of globally competent business leaders; and demonstrate oral and written communication skills.

• Through participating in class discussions, exercises, and case studies, examine the legal issues affecting HRM; evaluate various procedures that emphasize different HRM functions; compare and contrast the various recruitment methods, PFP systems, and techniques for training; and identify criteria to use to evaluate the effectiveness of training, compensation, and benefit programs in increasing employee productivity.

• Through participating in class discussions and completing self-assessment tests, demonstrate written and oral communication skills and apply Christian ethical principles to HRM issues.

• Through completing the readings in Jesus, CEO and other devotionals, link ethical principles to HRM applications.
INTRODUCTORY NOTES TO STUDENTS

This graduate-degree program seeks to prepare students to maximize their potential as individuals, preparing them for leadership positions and for achieving organizational excellence in today’s competitive marketplace. This course is an extension of Leadership and Human Resource Management (BS 403), offered in the Bachelor of Business Administration degree program at Montreat College.

Multiple teams and the rotation of project leadership is an integral part of the learning for this program. New teams will be established in each course according to the size of the class and the course project. The goal is to provide teams with the maximum breadth of knowledge and diversity in team dynamics.

This course is designed to help individuals become leaders in HRM for organizations, businesses, nonprofits, and communities, enabling them to lead, develop, and retain the most valuable assets an organization possesses. Students will be encouraged to identify and research training programs, best methods for identifying and developing leaders and optimizing organizational performance, and compensation programs for effectiveness.

DEVOTIONALS

MSML ONLY: As with all courses in the MSML program, this course will make use of the devotional book Jesus, CEO for all ML540 courses offered to MSML students or classes of mixed MSML and MBA students. The chapters are to be read sequentially, as the book will be used throughout MSML program.

ASSIGNMENT OVERVIEW

INDIVIDUAL

Participation

Class attendance and active participation are essential parts of your learning; thus, you will receive a grade for class participation.

Critical Thinking Applications and Exercises

You will complete assigned Critical Thinking Applications and Exercises in the textbook. These assignments will provide you an opportunity to apply HRM skills, techniques, and critical thinking to solve problems and focus on issues and trends related to HRM. You will also be expected to consider these situations or issues from a biblical worldview.

Research Paper

For Class Eight, you will complete a 10- to 12-page research paper that identifies the
leadership traits that most appropriately meet the leadership needs of your organization regarding trends and issues affecting the organization. The paper should provide examples of competent leaders you have followed in employment settings and describe and discuss the specific traits and qualities that made these leaders successful in their dealings with HRM issues. To prepare for writing the paper, you should read David Maister’s article "Selecting a Leader" (available through the EBSCOhost database), which includes a list of 32 statements containing paired characteristics of leaders. You should examine the characteristics and identify which would be most appropriate for a successful leader at the organization. You are then conduct research on the important trends relevant to HRM and HRM practices that affect corporate performance. You are further expected to analyze the topic through the eyes of the Christian faith. This requires you to examine what the Bible has to say on the topic. First, use a biblical concordance to find Scripture passages that may be relevant to the topic. Second, find and read these scriptural passages. Next, consult Bible commentaries on the passages you select to confirm you are correctly interpreting and applying the biblical texts. Finally, consider the relationship between the argument/position you are developing and the Scripture passage(s), and apply the biblical teaching to your thinking. In doing this, you are, academically speaking, evaluating a topic from a biblical worldview.

In preparing the paper, you must also adhere to the following requirements:

- Cite at least eight sources (e.g., the text, journal articles, and newspapers).
- Format the paper according to APA style guidelines.
- Use Times New Roman, 12-point font.
- Double space the lines.

**Presentation**

In Class Eight, you will give a 15-minute presentation on your research paper, covering the most salient points. You are also to be prepared for a question and answer session following your presentation.

**TEAM**

**Course Project**

Each team will complete one of the following Exercises or Critical Thinking Applications from the textbook and present it in Class Six. You are to consider the issue or situation from a biblical perspective. (You are strongly encouraged to integrate Scripture passages.)

- Exercise 4.3: Job Analysis at CompTech, pages 669–673.
- Exercise 5.4: HR Planning at CompTech, pages 679–683.
• Exercise 6.2: Hiring a Plant Manager at Dynamo Industries, pages 691–694.
• Critical Thinking Application 8-A: Workplace Diversity Training, pages 572.
• Critical Thinking Application 8-B: Sexual Harassment Training, pages 573–574.
• Critical Thinking Application 10-B: Illegal Pay Discriminating Bad Pay Policy or Both? page 578.
• Critical Thinking Application 11-D: Should Teacher Pay Be Tied To Student Test Scores? page 582–583.
• Thinking Application 12-B: Developing Organizational Policy and a Code of Ethics, page 584.

Each team should select a different Exercise or Critical Thinking Application. Since there is a large number to choose from, there should be no need for duplication.

ASSESSMENT CRITERIA

ASSIGNMENTS AND GRADING

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HUMAN CAPITAL MANAGEMENT 13
MATERIALS INVENTORY

The following materials are required for the course:

TEXTBOOKS


SUPPLEMENTAL MATERIALS

**Articles**


**Websites**

WorldatWork: The Total Rewards Association: www.acaonline.org

BenefitsLink: http://benefitslink.com


Society for Human Resource Management: www.shrm.org
CLASS ONE

OBJECTIVES

Upon completion of this class, each student will accomplish the following objectives:

1. Summarize the major goals and objectives for the course.
2. Explain the grade scale set forth by the instructor.
3. List the details of the assignments.
4. Describe the field of HRM and its potential for creating and sustaining competitive advantage.
5. Appraise the importance of measurement for effective and strategic HRM.
6. Convey the trends relating to international job assignments.
7. Evaluate trends related to equal employment opportunity law and their implications for practice.

ASSIGNMENTS

The following assignments are to be completed prior to this class:

Individual

1. Form a team (consisting of no more than three members) for completing team assignments in this course.
2. Read chapters 1–3 in Human Resource Management.
4. Complete Exercise 1.1: An Interview with an HRM Specialist (see www.mhhe.com/bernardin6e for the exercise). Identify a practicing HRM or personnel professional or a line manager charged with HR activities, and conduct a short interview to gather information about the person’s job, his or her background, the organization, and the major job-related problems confronting the individual. You are to submit a word-processed summary of the interview for grading.
5. Begin working on the research paper, due Class Six. Read the article "Selecting a Leader," by Maister (available through the EBSCOhost database). Examine the leadership characteristics discussed, and identify the characteristics that would be most appropriate for a successful leader at your organization.

Team

None
CLASS TWO

OBJECTIVES

Upon completion of this class, each student will accomplish the following objectives:

1. Define work analysis and describe methods used for conducting work analysis.
2. Explain how work analysis information is applied to job design efforts.
3. Describe the importance of HR planning to the organization.
4. Identify the methods by which an organization can develop forecasts of anticipated personnel demand and understand labor markets.
5. Distinguish which recruitment methods are best for given situations.
6. Convey how the various types of candidate information should be integrated and evaluated.

ASSIGNMENTS

The following assignments are to be completed prior to this class:

Individual

1. Read chapters 4–6 in Human Resource Management.
2. Complete Critical Thinking Application 4-B: What to Do With Job Diagnostic Survey Results (page 561). To complete this exercise, access the following site: www.mhhe.com/bernadin5e
3. Complete Critical Thinking Application 6-B: The Measurement of Personality Traits (page 569). Be prepared to discuss and defend your response to the following statement: The five-factor model of personality, the core self evaluations scale, and emotional intelligence scales have no practical value because real job candidates would fudge their responses, thus undermining the validity of the scores.
4. If assigned, prepare a devotional from Jesus, CEO. Link ethical principles presented to HRM topics.
5. Continue working on your research paper.
Team

1. Read "Latest Competency Study Defines HR Roles" (available through the EBSCOhost database). Discuss your opinions and insights on this article.

2. Review the description of the course project provided in the Assignment Overview section of this course module. Choose three items from the list that your team is interested in completing. Finalize your choice of which Exercise or Critical Thinking Application to complete for the course project. Remember, multiple teams should not complete the same activity. The paper and presentation are due Class Six.
CLASS THREE

OBJECTIVES

Upon completion of this class, each student will accomplish the following objectives:

1. Relate the value and uses of performance appraisals in organizations and the prescriptions for effective appraisal.

2. Convey the necessary steps for implementing an effective appraisal feedback system.

3. Explain how to conduct a needs assessment, including performing organizational, task, and person analyses and deriving instructional objectives for a training program.

4. Compare and contrast different experimental designs that can be used for evaluating training programs.

5. Report the new changes taking place in the workplace and determine what implications they have for individuals and organizations.

6. Relate the importance of integrating career development programs with other organizational systems.

ASSIGNMENTS

The following assignments are to be completed prior to this class:

Individual

1. Read chapters 7–9 in Human Resource Management.

2. Complete Critical Thinking Application 7-C: Allegations of Age and Race Discrimination Against Ford Motor Company (page 571). Follow the assignment instructions provided on page 571.

3. Complete Critical Thinking Application 9-B: O*NET Skills Search (pages 574–576). Go to the website listed on page 528. Then investigate the O*NET website, and answer the questions on page 576. You are to bring your summary report to class.

4. If assigned, prepare a devotional from Jesus, CEO. Link ethical principles presented to HRM topics.
5. Complete one of the following exercises:
   a. Exercise 8.5, pages 729–732
   c. Exercise 9.2, pages 733–740

6. Continue working on your research paper.

Team

Continue working on the team project. Develop a plan for developing the project, and make assignments for each member to fulfill.
CLASS FOUR

OBJECTIVES

Upon completion of this class, each student will accomplish the following objectives:

1. Relate the traditional model for base-pay programs.
2. Convey the basic approaches to job evaluation, the contemporary trends in compensation, and the role of government in compensation.
3. Explain the determinants of effective PFP systems.
4. Identify the critical variables related to the selection of the most appropriate PFP systems.
5. Compare and contrast various PFP systems.
6. Examine the issues and complexities in structuring a compensation plan.

ASSIGNMENTS

The following assignments are to be completed prior to this class:

Individual

1. Read chapters 10 and 11 in Human Resource Management.
4. If assigned, prepare a devotional from Jesus, CEO. Link ethical principles presented to HRM topics.
5. Continue working on your research paper.

Team

Continue working on the course project. Ensure each member is progressing on his or her assigned responsibility. Remember to consider your situation or issue from a biblical perspective. Utilize and integrate Scripture passages as appropriate.
CLASS FIVE

OBJECTIVES

Upon completion of this class, each student will accomplish the following objectives:

1. Explain organizational justice and how it relates to all aspects of relationship building with employees.

2. Describe the major laws and legal doctrines governing the employment relationship.

3. Convey the complexities of employee handbooks, some current issues, and ways to avoid lawsuits.

4. Explain the value of policies and procedures associated with discipline and grievances.

5. Identify the various ways an employee can exit an organization and the measures organizations can take to make this parting of ways a more positive experience for all involved.

ASSIGNMENTS

The following assignments are to be completed prior to this class:

Individual

1. Read chapter 12 in Human Resource Management.


4. If assigned, prepare a devotional from Jesus, CEO. Link ethical principles presented to HRM topics.

5. Continue working on your research paper.

Team

Finalize the team project paper, and begin preparing the presentation.
CLASS SIX

OBJECTIVES

Upon successful completion of this class, each student will be able to:

1. Interpret the basic elements and implications of labor laws.
2. Explain collective bargaining as a tool for labor relations.
3. Identify the bases of power in collective bargaining related to both unions and management.
4. Describe current trends and issues in labor relations.
5. Explain the state of labor relations in other relations.

ASSIGNMENTS

The following assignments are to be completed prior to this class:

Individual

1. Read chapter 13 in Human Resource Management.
4. If assigned, prepare a devotional from Jesus, CEO. Link ethical principles presented to HRM topics.
5. Continue working on your research paper. Remember to include a consideration of your topic from a biblical perspective.

Team

Finalize the team presentation on its project. Be sure all team members participate in the presentation.
CLASS SEVEN

OBJECTIVES

Upon successful completion of this class, each student will be able to:

1. Describe the extent and costs of employee accidents, illnesses, and deaths on the job.

2. Discuss the role of workers’ compensation programs for job-related injuries and illnesses.

3. Identify legal issues related to health and safety and discuss recent approaches used recently to improve workplace safety and health.

4. Explain the functions of OSHA and review research on the effectiveness of OSHA and related regulations.

ASSIGNMENTS

The following assignments are to be completed prior to this class:

Individual

1. Read chapter 14 in Human Resource Management.


4. If assigned, prepare a devotional from Jesus, CEO. Link ethical principles presented to HRM topics.

5. Finalize your research paper, and develop your presentation. Be prepared to answer questions on your topic.

Team

No team assignment is due this class.
CLASS EIGHT

OBJECTIVES

Upon completion of this class, each student will accomplish the following objectives:

1. Present research information on the traits of successful leaders.
2. Reflect on topics covered in Classes Six and Seven.

ASSIGNMENTS

The following assignments are to be completed prior to this class:

Individual

1. Finalize your research paper, and rehearse your presentation of your paper. Be prepared to answer questions on your topic.

2. If assigned, prepare a devotional from Jesus, CEO. Link ethical principles presented to HRM topics.

Team

No team assignment is due this class.
APPENDIX A

ACADEMIC INTEGRITY POLICY AGREEMENT FORM

This form details the policy regarding academic dishonesty as viewed by Montreat College. The purpose is to ensure that students are well informed as to what constitutes academic dishonesty and to articulate the consequences for this violation. Please review the following information and ask questions before you sign the form.

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PUNISHMENT OF ACADEMIC DISHONESTY

If the panel indicates, by simple majority vote, that the student has been dishonest, the panel shall uphold the penalty assessed by the instructor. The Academic Affairs office will notify the student, instructor, academic advisor, and Director of Records and Registration, in writing, of the panel’s decision. If the student received a failing grade for
the course, the student may remove the impact of the F on her or his grade point average by successfully retaking the course. Two incidents of academic dishonesty will result in a student being dismissed from the College. The student will not be eligible to reapply to Montreat College for at least two years after dismissal. If the panel finds the student not responsible for academic dishonesty, it will notify both the student and the instructor.

If the student wishes to drop the course but has been found guilty of academic dishonesty, the student may withdraw with a grade of W or WF, according to the withdrawal dates on the academic calendar. The academic dishonesty notice will be kept on file if the student has admitted or been found guilty of academic dishonesty.

EXONERATION OF ACADEMIC DISHONESTY

If exonerating information becomes available in the five business days following notification of the panel's decision, the student may appeal to the Vice President for Academic Affairs & Dean of the College. Appeals will be heard only if they meet one of the following conditions: (a) discovery of new information or (b) violation of procedure. A student must remain in the course and work toward its successful completion during the appeal process. The student will be notified, in writing, of the final decision.

A student may be dismissed from the College without refund of tuition or fees after the second incident of academic dishonesty occurs (including, but not limited to, cheating and plagiarism). That student will not be eligible to reapply to the College for at least two years after the dismissal, and any readmission will be subject to review by the Student Success Team in consultation with the Vice President for Academic Affairs & Dean of the College.

Student Signature ___________________________ Date ___________________________

Instructor Signature ___________________________
## General Grading Rubric for All Paper Assignments

**Course Name:** Organizational Behavior  

*All items carry equal point value within each section of the grading scheme*

1. The points awarded to each section of the rubric are equally distributed among each learning element within the section.
2. The instructor may attach this grading rubric to your paper to identify areas of opportunity for improvement.

<table>
<thead>
<tr>
<th>Item</th>
<th>Content and Development/Cognitive Learning (75 Points)</th>
<th>Earned Point</th>
<th>Pts Earned:</th>
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<tbody>
<tr>
<td>1</td>
<td>All key ELEMENTS of the assignment, listed below, are satisfactorily and substantively covered according to the requirements of the syllabus:</td>
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</tbody>
</table>

**Organization, Readability, and Style (15 points)**

1. The paper opens effectively with an introduction that (1) provides sufficient background, and (2) previews major discussion points, in that order.
2. The paper uses paragraphs effectively for content development, organization, and readability. Spelling is correct, and writing follows standard rules of punctuation and grammar.
3. Paragraph transitions are logical and maintain the flow of thought throughout the paper.
4. Sentences are clear, complete, well constructed, and appropriate for the tone of the paper and the content subject.
5. The paper effectively (1) closes with a logical conclusion that flows from the body of the paper, and (2) reviews (recaps) major discussion points in that order.

**Formatting/Mechanics (10 points)**

1. Title and Reference pages are consistent with the below template.
2. The body of the paper effectively uses (sectional) headings.
3. Sectional or level headings follow APA formatting guidelines.
4. In-text citations and references follow APA formatting guidelines.
5. The paper uses recommended font type, font size, and line spacing, with no white spaces.

**Total Points**

______/100
Font Type, Size, Margins, Page numbering, and Line Spacing

All text must be Times New Roman font, size 12, and double line spaced. Set page margins at one inch on all sides. Include one half inch from page top, a running head flush left and page numbers in top right corner of the page.

For Paper Assignments Less Than Two Pages.

All paper assignments less than two pages should be presented in memo format with any in-text citations and references formatted according to the APA formatting guidelines (6th edition manual). List any sources referenced at the bottom of the page. See the following memo format template.

---

Student Name: John Paul  
Course Name: ML510 Organization Behavior  
Program/Sch.: MSML, Montreat College—SPAS  
Team: Group A (if applicable)  
Assignment: Teaching Demonstration Exercise  
Faculty: Dr. Joshua  
Date: 10/10/2012

Title of Assignment

Begin your paper with an effective but brief introduction that includes a concise background of the topic and a general, concise preview of the paper topic—one short paragraph.

Body of Paper Using Subheadings

Continue with the body of the paper that meets the paper requirements by addressing the topics of the assignment. Sectionalize the body with subheadings and paragraphs. Format the subheadings according to APA guidelines. Best practice is to form your subheadings using the assignment questions or topics or as advised by the instructor.

Conclusion

Close effectively with a brief conclusion that should include a review of the main points and a concise, logical, concluding statement—one short paragraph.

References

For Paper Assignments More Than Two Pages

a. The Title Page should include the following: 1) page number 1 on right and a running head (abbreviated title in caps) flush left, spaced one half inch from top and one inch from right and left margins; and 2) full title of paper, author’s name, and college name, centered in top half of page, and double spaced.

Running head: TITLE IN ALL CAPS (abbreviate if over 50 characters)

Full Title of Paper

Name(s) of student author(s)

Montreat College
b. The Body should include an introduction section; the body, which is effectively sectionalized with headings; and the conclusion.

Title of Paper

Begin paper with an effective introduction, providing sufficient background of the topic and a brief preview of the paper—that is, say what you will be writing about in order to set proper expectations for the reader. The introduction could be one or two paragraphs.

Sectionalize With Headings: Body 1st Level Heading

Continue with the body of the paper, developing your supporting points in unified paragraphs and meeting the requirements of the assignment. Keep a formal tone by writing in the third person. Do not write in the first person. Use proper in-text citations. Maintain flow of thought through a logical transition to the next paragraph or section.

Use Subheadings

Sub or second level headings are good for effectively organizing your work. However, check the APA manual for how to use/format them.

Conclusion

c. The References page should include an alphabetized listing of all sources referenced in the paper. Consult your APA manual for proper formatting guidelines.

References


Charlotte, NC: MSML Graduate Program.
INTRODUCTORY NOTES

The purpose of this module is to provide you with the basis for facilitation. It is not a blueprint for, but an idealization of, classroom instruction. Course objectives and outcomes must be met, but there is some flexibility with regard to assignments and activities. Specific instruction governing assignments and activities must be weighted according to the size and composition of the class and the experiential background of the students.

One of the most important considerations is how to orchestrate four hours of class time. Planning is absolutely critical for success. Classes for adults in an accelerated format are only successful if class time is completely utilized. Do not cut class time short. Fatigue is a constant companion. Be sensitive to the fact that the students (and you) have worked a full day already. However, look for ways to pace the activities in order to maximize learning. Do not use fatigue as an excuse to cut class time short. You will need all the time available to accomplish your purpose.

Any changes in the module should be made well in advance of the course and discussed with the dean of academics.

Every cohort is different not only in size but also in professional composition. It is your responsibility as the instructor to tailor the material in the module to meet the unique needs of the specific cohort. Get to know your students, and then decide how best to proceed.

DEVOTIONALS

Throughout the MSML program, the students rotate responsibility for preparing class devotionals from the devotional book Jesus, CEO. (However, you are not limited to this book for faith integration.) The MSML students are expected to bring their copy of Jesus, CEO to class every week. For combined MSML and MBA classes, assign devotionals to MSML students only as the MBA students will not have copies of Jesus, CEO.

SUGGESTIONS FOR TEAM AND INDIVIDUAL ASSIGNMENTS AND ACTIVITIES

The following suggestions are provided to help you ensure course objectives are met:

- Assign each team to deliver a formal presentation. The presentation grade should be based on content, presentation cohesiveness, and individual presentation delivery. A team paper should not be required, since team papers are difficult to attribute to individuals. Moreover, each individual needs to develop his or her own writing skills.
- Each individual in the program should be a project leader for at least one team project. You are responsible for discerning who needs to step into the leader role.
• Have the students form teams according to the size of the class and the extent of the team project. Encourage the students to mix up team membership throughout the program, to achieve the maximum breath of knowledge, experience diversity in team dynamics, and eliminate the "weak link" syndrome sometimes experienced in teams. Teams may set their meeting schedules according to their needs. For further information on teams, see the Introductory Notes to Students.

• At least one individual writing assignment should be included in the course. A writing assignment can be as long as a research paper or as short as a case study analysis. It is important for the students to develop and improve their writing skills, and the only way they can do so is by writing.

• In a separate syllabus, to be distributed during the introduction night, provide details of all the course assignments. For each assignment, describe the components and requirements, how it will be graded, the weight of the grade, and the purpose of the assignment (why you are asking the students to do this assignment and what will they get out of it). Following is an example:

Each student is to prepare a five- to seven-page paper on the same topic as assigned for his or her panel discussion. The paper will allow the student to demonstrate his or her ability to research a topic he or she had no prior knowledge of and to succinctly communicate the information learned. The grade will be 90% for paper content and 10% for writing ability. The paper will count for 20% of the course grade.

INSTRUCTOR-SPECIFIC ANCILLARY MATERIALS

To access material that supplements the text, register for the text’s Online Learning Center at www.mhhe.com/bernardin5e.

Contact a Montreat College reference librarian to obtain the password for the EBSCOhost database to retrieve the recommended articles for this course.
CLASS ONE

ACTIVITIES

ONE

The instructor will introduce himself or herself and have the students also introduce themselves.

Facilitation/Lecture Notes

During the introduction, you may want to ask each student state a goal he or she has for completing this program and this course in particular.

TWO

The instructor will give a devotional, drawing on material from Jesus, CEO.

Facilitation/Lecture Notes

Ask for volunteers to sign up to present devotionals from Jesus, CEO for the remainder of the course. Remind the students that Jesus, CEO is a devotional book that will be used throughout the program and eventually each student will have an opportunity to present a devotional. Encourage the students to link ethical principles drawn from the devotional book to HRM topics.

THREE

The instructor will review the course objectives, outcomes, assignments, and grading.

Facilitation/Lecture Notes

Discuss the course requirements, reviewing in detail the particulars of the course assignments. Field questions about the assignments.

FOUR

Each student will present the salient points from his or her interview with an HRM specialist (Exercise 1.1).
FIVE

The students will complete Critical Thinking Application 1-A: What Do You Know About HRM? (page 553).

Facilitation/Lecture Notes

The answers are given in the instructor's manual and are research based. Discuss the answers with the students.

SIX

The instructor will give a lecture on the salient points of chapters 1–3.

Facilitation/Lecture Notes

Cover the major topics in chapters 1–3. The instructor's manual for the textbook provides lecture outlines for each chapter. You may find the outlines helpful for condensing the important information in the text.

SEVEN

In teams, the students will complete Exercises or Critical Thinking Applications for chapters 1–3 and then present their findings to the class.

Facilitation/Lecture Notes

Consider having the students form teams different from their formal course team. The Critical Thinking Applications and Exercises are in Appendixes A and B of the textbook. The instructor's manual gives additional information for the Exercises and Critical Thinking Applications. For this class, allow the students to choose from the following:

Critical Thinking Applications

a. 1-C (page 554)
b. 3-A (page 558)
c. 3-B (page 558)

Exercises

a. 2.1 (page 613)
b. 2.2 (page 617)
c. 3.1 (page 623)
d. 3.2 (page 631)
e. 3.3 (page 635)
f. 3.4 (page 639)
g. 3.5 (page 647)
h. 3.6 (page 651)

EIGHT

The students will complete Critical Thinking Application 1-B: Corporate Social Responsibility and Human Resource Management (pages 553–554).

NINE

The students will share their responses to the homework assignment.

Facilitation/Lecture Notes

The students completed the following exercise:


TEN

The instructor will collect the individual assignments due in Class One.

ELEVEN

The instructor will preview the assignments for Class Two.
CLASS TWO

ACTIVITIES

ONE

A selected student will give a devotional from Jesus, CEO.

TWO

The instructor will lecture on chapters 4–6 in Human Resource Management.

THREE

The students will share their responses to the homework assignments.

Facilitation/Lecture Notes

The students completed the following exercises:

Critical Thinking Application 4-B: What to do with Job Diagnostic Survey Results (page 561)

Critical Thinking Application 6-B: The Measurement of Personality Tests (page 569)

FOUR

In teams, the students will complete the Critical Thinking Applications and Exercises for chapters 4–6 and then present their findings to the class.

Facilitation/Lecture Notes

The following are recommended for this class session:

Critical Thinking Applications

a. 4-A (page 559)

b. 5-A (page 561)

c. 5-B (page 565)

d. 6-A (page 567)
Exercises

a. 5.1 (page 675)
b. 5.2 (page 679)
c. 6.1 (page 687)
d. 6.3 (page 695)

FIVE

The instructor will facilitate a discussion of Critical Thinking Application 6-B on page 569.

SIX

The instructor will collect the individual assignments due this class.

Facilitation/Lecture Notes

Be sure to return the graded interview assignments the students submitted in Class One.

SEVEN

The instructor will preview the assignments for Class Three.
CLASS THREE

ACTIVITIES

ONE

A selected student will present a devotional from Jesus, CEO.

TWO

The instructor will give a lecture on the important points in chapters 7–9 of Human Resource Management.

THREE

The students will share their responses to the homework assignments.

Facilitation/Lecture Notes

The students completed the following exercises:

Critical Thinking Application 7-C: Allegations of Age and Race Discrimination Against Ford Motor Company (page 571). The students were to follow the assignment instructions provided on page 571.


(The students were to complete one of the following exercises)
   a. Exercise 8.5, pages 729–732
   c. Exercise 9.2, page 733–740

FOUR

The students will complete Critical Thinking Application 7-D: Performance Appraisal Characteristics Questionnaire (page 572).

Facilitation/Lecture Notes

See the instructor’s manual for more information on this Critical Thinking Application.
FIVE

In teams, the students will complete Critical Thinking Applications and Exercises for chapters 7–9.

Facilitation/Lecture Notes

The following are recommended for this class session:

Critical Thinking Application

7-B (pages 570)

Exercises

7.2 (www.mhhe.com/bernardin6e)
7.3 (pages 703–706)
7.4 (pages 709–715)
8.2 (pages 721–724)
8.3 (www.mhhe.com/bernardin6e)
8.4 (pages 725–728)
9.3 (page 733)

SIX

The instructor will preview the assignments for Class Four and collect the individual assignments due this class.
CLASS FOUR

ACTIVITIES

ONE

A selected student will present a devotional from *Jesus, CEO.*

TWO

The instructor will lecture on chapters 10 and 11.

THREE

The students will share their responses to the homework assignments.

Facilitation/Lecture Notes

The students completed the following exercises:

Critical Thinking Application 10-A: Defending Corporate Executive Pay (pages 576–577). The students were to complete the assignment as described on pages 577.

Exercise 11.2: Pay for Performance at Dee’s Personalized Baskets (page 753). The students were to complete the Individual Analysis assignment as described on pages 755–756.

FOUR

In teams, the students will complete Critical Thinking Applications and Exercises for chapters 10 and 11.

Facilitation/Lecture Notes

The following are recommended for this class session:

Critical Thinking Applications

10-C (page 579)
11-A (page 580)
11-C (page 581)
Exercises

10.1 (pages 741–746)
10.2 (pages 747–752)
11.1 (www.mhhhe.com/bernarfdin6e)

FIVE

The instructor will preview the assignments for Class Five and collect the assignments due this class.
CLASS FIVE

ACTIVITIES

ONE

A selected student will present a devotional from Jesus, CEO.

TWO

The instructor will conduct and lead a discussion on chapter 12 of Human Resource Development.

THREE

The students will share their responses to the homework assignments.

Facilitation/Lecture Notes

The students completed the following exercises:


FOUR

In teams, the students will complete a Critical Thinking Applications and Exercise for chapter 12.

Facilitation/Lecture Notes

The following is recommended for this class session:

Exercise

12.2(www.mhhe.com/bernardin6e)

FIVE

The instructor will preview the assignments for Class Six and collect the individual assignments due this class.
Facilitation/Lecture Notes

Remind the students that each team will be presenting its chosen Critical Thinking Application or Exercise in Class Six. Remind the teams they are to consider their situation or issue from a biblical perspective and to integrate Scripture passages as appropriate.
CLASS SIX

ACTIVITIES

ONE

A selected student will present a devotional from *Jesus, CEO*.

TWO

Each team will present its chosen Critical Thinking Application or Exercise.

THREE

If time permits the instructor will cover and facilitate a discussion of chapter 13 of *Human Resource Development*.

Facilitation/Lecture Notes

The following is a recommended exercise for this class session:

Exercise

13.3 ([www.mhhe.com/bernardin6e](http://www.mhhe.com/bernardin6e))

FOUR

The students will share their responses to the homework assignments.

Facilitation/Lecture Notes

The students completed the following exercises:

Critical Thinking Application 13-A: Unionizing FedEx (pages 584–585). The students were to follow the assignment instructions provided on page 585.

Critical Thinking Application 13-B: Do You Support the “Protecting Jobs from Government Interference Act?” (pages 585–586). The students were to follow the assignment instructions provided on page 586.
FIVE

The instructor will review the assignments due for Class Seven and collect the individual assignments and team projects due this class.

Facilitation/Lecture Notes

Remind the students of the individual research paper and presentation due in Class Eight and address any questions the students may have. Remind the students to consider a biblical perspective of their topic.
CLASS SEVEN

ACTIVITIES

ONE

A selected student will present a devotional from *Jesus, CEO*.

TWO

The instructor will cover and facilitate a discussion of chapter 14 of *Human Resource Development*.

THREE

The students will share their responses to the homework assignments.

Facilitation/Lecture Notes

The students completed the following exercise:

Critical Thinking Application 14-A: Can Health and Safety Behavior Be Predicted? (pages 586–587). The students were to follow the assignment instructions provided on page 587.

Critical Thinking Application 14-B: The Measurement of Stress at Work (page 587). The students were to follow the assignment instructions provided on page 587.

FOUR

The instructor will cover and facilitate a discussion of chapter 14 of *Human Resource Development*.

Facilitation/Lecture Notes

The following is a recommended exercise for this class session:

Exercise

14.4 (www.mhhe.com/bernardin6e)
FIVE

The instructor will preview the individual research paper and presentation assignment, due Class Eight and collect the individual assignments due this class.

Facilitation/Lecture Notes

Remind the students of 15-minute limitation and that they are also to be prepared for a question and answer session following their presentations.
CLASS EIGHT

ACTIVITIES

ONE

A selected student will give a devotional from Jesus, CEO

TWO

The students will deliver their individual presentations and submit their papers.

Facilitation/Lecture Notes

Encourage the audience students to ask response questions, and provide discussion prompts to help the class keep focused.

THREE

The students will complete the student end-of-course survey.