

HRPO 2304 – EMPLOYEE RELATIONS FALL 2017

MEETING TIME: Section 271; TR 12:30PM – 1:45PM; LC122

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OFFICE HOURS:

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|-----------------|-----------------|-----------------|-----------------|----------------|
| 10:00AM-11:00AM | 10:00AM-12:00PM | 10:00AM-11:00AM | 10:00AM-12:00PM | 9:00AM-11:00AM |

COURSE DESCRIPTION

An examination of policies, practices, and issues required to build strong employee relations. Topics include communications, employee conduct rules, performance appraisal methods, Title VII, Family Medical Leave Act, Fair Labor Standards Act, and Americans with Disabilities Act updates.

COURSE GOALS

The student will identify key legislation affecting the employee relations function of human resource management; and define the role of employee relations as it relates to organizational effectiveness.

TEXT AND OTHER MATERIALS

Administrative Management: Setting People Up for Success, 1st Edition

Carlene Cassidy; Robert Kreitner, Ph.D.; Susie VanHuss

ISBN-13: 978-1-133-36517-4

STUDENT CONDUCT

Students are expected to follow all guidelines of conduct as outlined in the *2017-2018 Student Guide*. If you do not have a copy of this publication, you may pick one up at the Byron Martin Advanced Technology Center, the Levelland Campus or the Reese campus. Smoking is not allowed in any SPC facility. Food or drinks will be allowed in designated areas only and are not permitted in classrooms, laboratories, library, shops, elevators, etc.

Cellular phones and audible pagers should be TURNED OFF/SILENCED during class time. No texting during class. Classroom disruptions will not be tolerated. If a student continues to be disruptive in class after receiving a warning, he/she will be asked to leave class. Your cooperation is certainly appreciated and will benefit the overall learning environment. Cheating on exams will result in the student receiving a failing grade.

EVALUATION & GRADING POLICY

Four course content exams will be given during the semester. Each exam will be presented through Blackboard and will consist of true/false and multiple choice questions. ***No Make-up examinations are allowed. If you miss an exam, you will be allowed to replace that missed exam grade of 0 with the comprehensive final exam grade.***

Comprehensive Final Exam: A comprehensive final exam will be given at the end of the semester during finals week. Everyone is required to take the final exam in the classroom during the scheduled time.

Each week you will have a chapter quiz. The quiz will be taken through Blackboard outside of class meetings. The questions will vary, but can be from textbook chapter material, lecture notes given in class, or current events discussed in class, etc. ***There will be no make-up quizzes. If a quiz is missed, those points will be lost.***

GRADING

The semester grade will be based as follows:

| | | | |
|------------------------|------|-----------|-----------|
| Exam #1..... | 15% | A =..... | 100-90% |
| Exam #2..... | 15% | B =..... | 89-80% |
| Exam #3..... | 15% | C = | 79-70% |
| Exam #4..... | 15% | D = | 69-60% |
| Class Assignments..... | 10% | F = | Below 60% |
| Weekly Quizzes | 20% | | |
| Final Exam..... | 10% | | |
| Total | 100% | | |

ATTENDANCE POLICY

I expect students to be in attendance each scheduled meeting. ***If a student accumulates four consecutive or a total of six absences, that student will be dropped.*** I also expect students to be punctual. I will take roll at the beginning of each class and I do record tardies. Three tardies are equivalent to an absence. It is your responsibility to make sure an absence is correctly recorded as a tardy if you come in late.

DIVERSITY STATEMENT

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

SPC Disability Statement

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office at Levelland (Student Health & Wellness Office) 806-716-2577, Reese Center (Building 8) & Lubbock Center 806-716-4675, or Plainview Center (Main Office) 806-716-4302 or 806-296-9611.

SOUTH PLAINS COLLEGE, TECHNICAL DIVISION SCANS Competencies

RESOURCES: Identifies, organizes, plans, and allocates resources.

- C1 **Time:** Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.
- C2 **Money:** Uses or prepares budgets, makes forecasts, keeps records, and makes forecasts, keeps records, and makes adjustments to meet objectives.
- C3 **Materials and Facilities:** Acquires, stores, allocates, and uses materials or space efficiently.
- C4 **Human Resources:** Assesses skills and distributes work accordingly, evaluates performance and provides feedback.

INFORMATION: Acquires and uses information.

- C5 Acquires and evaluates information.
- C6 Organizes and maintains information.
- C7 Interprets and communicates information.
- C8 Uses computers to process information.

INTERPERSONAL: Works with others.

- C9 Participates as members of a team; contributes to group effort.
- C10 Teaches others new skills.
- C11 **Serves clients/customers:** Works to satisfy customer's expectations.
- C12 **Exercises Leadership:** Communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.
- C13 **Negotiates:** Works toward agreements involving exchanges of resources, resolves divergent interests.
- C14 **Works with Diversity:** Works well with men and women from diverse backgrounds.

SYSTEMS: Understands complex interrelationships.

- C15 **Understands Systems:** Knows how social, organizational, and technological systems work and operates effectively with them.
- C16 **Monitors and Corrects Performance:** Distinguishes trends, predicts impacts on system operations, diagnoses systems performance and corrects malfunctions.
- C17 **Improves or Designs Systems:** Suggests modifications to existing systems and develops new or alternative systems to improve performance.

TECHNOLOGY: Works with a variety of technologies.

- C18 **Selects technology:** Chooses procedures, tools or equipment including computers and related technologies.
- C19 **Applies technology to task:** Understands overall intent and procedure for set-up and operation of equipment.
- C20 **Maintains and troubleshoots equipment:** Prevents, identifies, or solves problems with equipment, including computers and other technologies.

SCANS Foundation Skills

BASIC SKILLS: Reads, writes, performs arithmetic/mathematical operations, listens, speaks.

- F1 **Reading:** locates, understands, and interprets written information in prose such as documents, manuals, graphs, and schedules.
- F2 **Writing:** communicates thoughts, ideas, information, and messages in written form; creates documents such as letters, directions, manuals, reports, graphs, and flow charts.
- F3 **Arithmetic:** Performs basic computations; uses basic numerical concepts such as whole numbers, etc.
- F4 **Mathematics:** Approaches practical problems by choosing appropriately from a variety of mathematical techniques.
- F5 **Listening:** Receives, attends to, interprets, and responds to verbal messages and other cues.
- F6 **Speaking:** organizes ideas and communicates orally.

THINKING SKILLS: Thinks creatively, makes decisions, solves problems, visualizes, learns, and reasons.

- F7 **Creative Thinking:** Generates new ideas.
- F8 **Decision Making:** Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.
- F9 **Problem Solving:** Recognizes problems and devises and implements plan of action.

- F10 **Seeing Things in Mind's Eye:** Organizes and processes symbols, pictures, graphs, objects, and other information.
- F11 **Knowing How to Learn:** Uses efficient learning techniques to acquire and apply new knowledge and skills.
- F12 **Reasoning:** Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.
- PERSONAL QUALITIES:** responsibility, self-esteem, sociability, self-management, integrity, honesty.
- F13 **Responsibility:** Exerts a high level of effort and perseveres toward goal attainment.
- F14 **Self-Esteem:** Believes in own self-worth and maintains a positive view of self.
- F15 **Sociability:** demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings.
- F16 **Self-Management:** Assesses self accurately, sets personal goals, monitors progress, and exhibits self-control.
- F17 **Integrity/Honesty:** Chooses ethical courses of action.

LEARNING OUTCOMES

CHAPTER 1 - Management Career Paths

1. Explain why you should study management regardless of your career goals.
2. Discuss two common paths to a management position.
3. Identify the three broad categories of management skills common to virtually all management positions.
4. Explain the importance of each category for each managerial level.
5. Identify and describe the four Cs required for success at every organizational level.
6. List and describe at least three ways to develop conceptual skills.

CHAPTER 2 - Basic Management - Functions, Theories, and Best Practices

1. List and describe the four functions of management.
2. Explain the key elements and significance of three historical management theories.
3. Analyze and determine which of Fayol's principles of management are appropriate in today's environment.
4. Describe two categories of contemporary management theories.
5. Define best practices and explain why managers should keep abreast of them.

CHAPTER 3 - Effective Supervision: Path to Success for New Managers

1. Describe the supervisor's position in a typical organizational pyramid.
2. Identify and briefly explain common supervisor roles and responsibilities.
3. List skills needed for a supervisor to be successful.
4. Explain why a supervisor should understand transformational change as well as changes within the supervisor's area.
5. Identify key trends impacting supervisors.

CHAPTER 4 - Leadership Essentials

1. Define leadership and list characteristics of an inspiring leader.
2. Describe what developing your people means.
3. Identify and discuss basic leadership theories and models.
4. Describe transformational and servant leadership.

CHAPTER 5 - High-Performance Teams—Key to Productivity

1. Identify and discuss characteristics of high-performance teams.
2. Describe the stages of developing work groups into effective teams.
3. Name three special types of teams.

4. Explain how to build effective face-to-face and virtual teams.
5. Describe empowerment and explain how it differs from delegation.
6. Explain delegation and list steps to delegate effectively.

CHAPTER 6 - Planning, Goal Setting, and Achieving Results

1. Explain what well-written organizational vision, mission, and values statements should accomplish.
2. Describe three types of plans that are linked to the organization's mission and two additional important types.
3. Describe the importance of goals and how to write SMART goals.
4. Identify steps for operational planning.
5. Explain the basic planning and control cycle, and discuss the importance of assessing performance and measuring outcomes.
6. Summarize why accountability is important.

CHAPTER 7 - Staffing Essentials

1. Explain why effective recruitment is important.
2. Describe the basic process of doing a job analysis, job specification, and job description.
3. Explain why both internal and external recruiting are important.
4. Describe several strategies for external recruiting.
5. Identify five sources of data used to make selection decisions.

CHAPTER 8 - Setting Up Employees for Success

1. Explain the importance of planning new employee orientation.
2. Describe steps to prepare for the new hire's first day.
3. List topics that should be included in the company and job-specific orientations.
4. Describe key elements of an orientation training plan.
5. Discuss the reasons companies invest in training.
6. Describe the six-step plan to link training to job performance.
7. Discuss strategies for cultivating a productive coaching relationship and developing peak performers.

CHAPTER 9 - Appraising and Rewarding Performance

1. Distinguish formal performance appraisals from employee feedback.
2. Describe at least five appraisal techniques.
3. Explain the criteria that make a performance appraisal legally defensible, and discuss the importance of record keeping and confidentiality.
4. Describe steps that can be taken to make the appraisal system relevant.
5. Explain why performance appraisals should include both quantitative and qualitative measures.
6. Describe factors that influence compensation and the three basic types of decisions for designing a compensation system.
7. Compare individualized and team rewards and provide examples of each.

CHAPTER 10 - Legal and Ethical Challenges

1. List and describe key employment and labor laws that should be familiar to all managers.

2. List and describe anti-discrimination laws that should be familiar to all managers.
3. Describe the manager's role in preventing discrimination.
4. Identify and describe five generally acknowledged unethical practices.
5. Discuss the process of making ethical decisions.

CHAPTER 11 - Building a Positive, Creative, and Productive Work Environment

1. Explain why corporate culture is important in creating an effective work environment.
2. Describe four steps managers can take to enhance employee motivation.
3. Specify expected behaviors that might be included in an organizational attitude standard.
4. Identify the five core values necessary to support innovation.
5. Discuss the concept of learning to be more creative, and suggest how managers can help employees become more creative.
6. Describe six steps managers can take to help create a positive work environment.
7. Explain how managers can create a productive work environment.

CHAPTER 12 - Project Management

1. Explain how projects can be created and authorized.
2. Describe what the scope of the project means and how risk is managed.
3. List several factors that determine how project teams are formed.
4. Describe the initial or strategic project plan.
5. Explain why Gantt charts are so useful in project management.
6. Describe how the project operational plan differs from the initial or strategic project plan.
7. Describe the role of the ground rules and team communication guides when a project is launched.
8. Describe who is accountable for monitoring and tracking a project from the time it is launched until it is terminated.
9. Describe the key things that must be accomplished to terminate a project successfully.

CHAPTER 13 - Effective Workplace Communication

1. Describe the levels and types of communication required in organizations.
2. Describe how technology can be used to remove time and distance communication barriers.
3. Explain several ways in which culture affects managerial communication.
4. Explain what is meant by media richness and how managers can use it to decide on the media to be used in communicating.
5. List four or five things you can do or avoid doing to enhance listening.
6. Describe three or four techniques for asking effective questions.
7. Explain what is meant by nonverbal communication and how it affects workplace communication.
8. Describe two or three things you can do to improve writing in the workplace.

CHAPTER 14 - Managing Workplace Challenges

1. Describe the six-step process that can be used to get underachievers on track.
2. Explain what is meant by progressive discipline and the steps taken to implement a progressive discipline plan.
3. Explain why it is important to handle termination effectively and provide several tips to do so.

4. Identify and describe five styles to resolve workplace conflict.
5. Describe two difficult situations to manage and give helpful suggestions on how to manage them.

CHAPTER 15 - Enhancing Your Management Career Potential

1. Explain what is meant by self-awareness and describe its value.
2. Describe how you can adapt a SWOT analysis to your career planning.
3. Explain how you can use self-assessment tools for personal discovery.
4. Explain how managers should use assessment tools to make personnel decisions.
5. Describe how managers and current or potential employees can use skills inventory tools.
6. Explain what is meant by emotional intelligence and why it is important.
7. Describe how you can leverage your strengths in the workplace.