WILMINGTON UNIVERSITY
COLLEGE OF BUSINESS
COURSE SYLLABUS

FACULTY MEMBER: Leave Blank
TERM: Leave Blank
COURSE TITLE: Design and Development of Human Systems
COURSE NUMBER: MHR 7508
OFFICE HOURS/METHOD OF CONTACT: Leave Blank

Technical Requirements that may be required to utilize technology in this course:
- A headset or microphone.
- A webcam.

RATIONALE:
The role of Human Resources Management is essential to the long-term continuity, competitiveness and profitability of an organization. The level of integration between the HRM function and the strategic management process is critical to sustain continuous growth in the global marketplace.

COURSE DESCRIPTION:
This course emphasizes the design and development of human systems and the measurement of outcomes within the context of organizational strategy. It focuses on the theory, assumptions, and implications of human resource policy and procedures and the relationship of robust systems to organizational performance. Strategy; structure; and design and measurement concepts for human systems, including job analysis, selection, performance appraisal, testing, training and development, and compensation and reward systems are emphasized.

MAJOR INSTRUCTIONAL GOALS:
GOAL A:
To discuss the role of the Human Resource Management function in the corporate effort to gain a competitive advantage.

Learning Outcome: The student will:

A-1 Discuss the roles and activities of a company’s human resource management function.
A-2 Discuss the implications of the economy, the makeup of the labor force, and ethics for company sustainability.
A-3 Discuss what companies should do to compete in the global marketplace.
A-4 Identify the characteristics of the workforce and how they influence
human resource management.

A-5 Discuss human resource management practices that support high performance work systems.
A-6 Provide a brief description of human resource management practices.

GOAL B:
To describe the concept of strategy and develops the strategic management process.

Learning Outcome: The student will:

B-1 Describe the differences between strategy formulation and strategy implementation.
B-2 List the components of the strategic management process.
B-3 Discuss the role of the HR function in strategy formulation.
B-4 Describe the linkages between HR and strategy formulation.
B-5 Discuss the more popular typologies of generic strategies and the various HR practices.
B-6 Describe the different HR issues and practices associated with various directional strategies.

GOAL C:
Describe the U.S. legal system, including the legislative bodies, regulatory agencies, and judicial bodies whose decisions affect the legality of HRM practices.

Learning Outcome: The student will:

C-1 Identify the three branches of government and the role each plays in influencing the legal environment of HRM.
C-2 List the major federal laws that require equal employment opportunity and the protections provide by each of these laws.
C-3 Discuss the roles, responsibilities, and requirements of the federal agencies responsible for enforcing equal employment opportunity laws.

GOAL D:
Develop knowledge and skill in designing and developing human systems within organizations.

Learning Outcome: The student will:

D-1 Identify the need for usefulness of both job analysis and the techniques for performing job analysis.
D-2 Develop a basic job description.
D-3 Conduct a needs assessment.
D-4 Outline the characteristics of a performance measurement system that follows legal guidelines.

GOAL E:
Understand the implications of new technologies that can improve HR effectiveness.

Learning Outcome: The student will:

E-1 Discuss the types of new technologies that can improve the efficiency and effectiveness of HR.
E-2 Describe the various of methods and techniques for the delivery of traditional transformational HRM activities.
E-3 List the advantages and disadvantages of technology in HRM.

GOAL F:
Understand emerging ethical issues of Human Resources Management in the information age.

Learning Outcome: The student will:

F-1 Identify and discuss ethical issues in the business environment.
F-2 Examine the reasoning process utilized in the application of ethical concepts to business moral dilemmas.
F-3 Identify ethical concepts that provide the foundation for issue resolution.

PROGRAM COMPETENCIES: (Intended student learning outcomes)

- Develop an understanding of contemporary leadership and management models and theories.
- Develop an understanding and the ability to apply change frameworks and models.
- Articulate personal values and goals as guideposts to personal behavior.

WILMINGTON UNIVERSITY GRADUATION COMPETENCIES: (Broad based goals)

Oral Communication
- Speak with confidence, clarity, and conciseness.
- Research, prepare, and deliver professional presentations.

Written Communication
- Write clearly, concisely and appropriately using correct English grammar, punctuation, usage, mechanics, sentence structure, and vocabulary.
- Use appropriate APA format for scholarly writing.

Disciplined Inquiry
• Use quantitative, qualitative, and scientific reasoning to solve problems.
• Exercise critical thinking strategies including reasoning, problem solving, analysis and evaluation.
• Define a problem or issue and develop questions and methods to address the problem or issue and/or create new knowledge.

Information Literacy
• Access and use information effectively, efficiently, and appropriately.
• Evaluate the quality of sources and content.
• Use technology to effectively locate and communicate information.

Ethics
• Demonstrate knowledge and application of prescribed ethical codes and/or behaviors promoted by professions.

METHODOLOGY:
A. Teaching Methods: Describe what methods will be used to convey information to students.
B. Evaluation Procedures: Describe specifically how course objectives/outcomes will be evaluated (e.g. essays, projects, discussions, quizzes/exams, etc.)
C. Major Assignments used for Outcomes Assessments: Describe any Outcomes Assessments mandated in the course. For example, Peregrine testing. Any OA assessments required should be supplied by the Chair. This is a mandatory assessment used in all sections of all courses.

COURSE SCHEDULE AND CHECKLIST:
Provide a list of assignments by week, point values, and due dates (e.g. Sunday of Week 1). For online sections, Your instructional designer can help you build this table from the Grade Center in Blackboard.