

HSA 6342, Section 0001

Healthcare Human Resources Management

Syllabus - Fall 2010

Professor: Myron D. Fottler, M.B.A., Ph.D.
Office-Room 210A, HPA 2
407-823-5531(Direct), 407-971-0618 (Home)
407-823-6138(Fax)
e-mail: fottler@mail.ucf.edu

Time and Place: Monday 6:00 - 8:50 PM – Room Classroom 1 Building Room 109

Graduate Teaching Assistant: Sarah Cox
Office Hours: Monday 1:00-5:30 p.m.
Email: sarahcox05@knights.ucf.edu

Class Website: <http://pegasus.cc.ucf.edu/~fottler>

Required Texts

1. Bruce J. Fried and Myron D. Fottler, *Human Resources in Healthcare: Managing for Success 3rd ed.*, (Chicago: Health Administration Press, 2008)
ISBN: 1-56793-299-1
2. Stella M. Nkomo, Myron D. Fottler, and R. Bruce McAfee, *Applications in Human Resources Management Applications: Cases, Exercises, Incidents, and Skill Builders*, 6th ed. (Cincinnati: South-Western College Publishing Company, 2008).
ISBN: 0-324-42142-7

Course Content

Health-care organizations are labor-intensive. To attract, motivate, and retain their employees and achieve the goals of the organization, a sophisticated human-resource system is required. Development of this system is not totally under the control of the administration because of the myriad of government legislation, regulation and court decisions which influence it. In addition, it is important to understand that managing people is more than the function of the personnel office. It is a total managerial approach to managing employees at every level. Finally, well-managed health service organizations also integrate their strategic management with human- resource management.

This course is designed to expose students to the major issues, laws, managerial processes, procedures, and psychological factors which should be considered when developing a management system for health-care organizations in the 21st century. The

goal is to build managerial skills as well as knowledge. Much of the material is generic since traditional industry differences have become less important in recent years as health care has become more “business like”. Nevertheless, one of the texts, the additional reading, several of the cases, the consultation project, and most of the class discussion will focus on health-care applications. Please note that this course does not cover strategic-management problems or issues which are covered in HSA 6108.

After completing this course, the student will be able to:

1. Understand human resource problems and apply their skills in human resource problem diagnosis, critical thinking, and problem solving.
2. Develop creative and effective solutions to various human resource challenges they will face as health care administrators and executives.
3. Enhance their ability to write comprehensive and well written managerial reports.
4. Improve their ability to effectively communicate orally to classmates, faculty, and managerial practitioners.
5. Manage groups and teams.

Course Requirements

All students will self-select into ten groups of 3 students. These groups will prepare in advance and present to the class three assignments as noted in this outline. The first is to prepare and present a group project as described below. The second assignment is to make a presentation to the class on the dates noted. The third is to prepare for and present one side of a debate on topics which are assigned from pp.58-61, 143, & 190 of the Nkomo, et.al. book. Dates for team presentations and debates are shown on the course schedule.

The + / - grading system will **not** be used for this course. Final grades will be based on your performance on the following assignments and activities. Your final grade may be increased or decreased by 5% based on peer evaluations by your group members (See “Peer Evaluation” section for details).

ACTIVITY RELATIVE WEIGHT

Mid-Term Exam	30%
Group Project (consultation or data-based)	30%
Group Presentation	15%
Group Debate	15%
Class Attendance and Participation	<u>10%</u>
	100%
Peer Evaluations*	+/- 5%

*If all group members received the same positive evaluation from team members, then everyone's grade will be the group's grade. Only in extreme cases where one person has contributed much more than the others or much less than the others, will that person receive a higher or lower grade than other members of the group.

Materials turned in after the due date will not be accepted.

Midterm:

All mid-term exam questions will be drawn from material covered by this syllabus, including text chapters, case studies, and experiential exercises. This exam will draw upon the relevant chapters and ask students to integrate these materials. The cases and exercises will be drawn from those we have covered in class. Each student group will be asked to prepare two essay questions from which the mid-term exam questions will also be drawn. The midterm exam will be a two week **individual** take home exam. Please note: the midterm is not a group project.

The nature of the questions in the midterm exam are complex and involve extensive discussions that go beyond regurgitating what is found in the texts. On average, a well done response to these essay questions will entail 3 to 7 pages. Obviously, superficial answers to the questions even if valid will earn less credit than comprehensive and detailed responses. Make sure to include appropriate references in the text as well as the reference section when answering questions. The required referencing format is the **American Psychological Association (APA)**.

Group Project:

Each student-group will choose one of the following two projects: the consultation project or the data-base project. Both will be done in a health care organization. Corporate Documents, Interviews with Corporate Officials, and any other information that is not your own must be cited in APA format in text and on the reference page.

The **consultation project** is an evaluation of the personnel system in one health care organization. This "Human Resource System Evaluation" project is described in the Nkomo, et.al. book on pp. 301-308.

The **data-based project** will require the student-groups to contact the Director of Human Resources or Personnel in a healthcare facility, identify a human resource problem or issue facing this facility, gather and analyze relevant data, and write a comprehensive report including recommendations.

The goal for either type of project is for the student group to act as external consultants to the organization and to provide relevant specific recommendations to help them solve whatever problems are identified. All reports should outline the procedures used to gather the information as well as the group's specific recommendations and rationale for each. In other words, as external consultants, the goal should be constructive suggestions for improvement in the organization's human resource system or specific problem area. Students should document any references use including the organization's website,

written materials, and interviewees and dates of interviews. Of course, books and journal articles should also be referenced using APA style in both the text and reference section.

Group Presentations:

The group presentations will involve preparing a summary of book chapters, or articles and/or an analysis and solutions to chapters, cases/exercises (assigned) for a given class period. Although the textbook chapters per se, will not always be discussed in class, they provide relevant information for solving the cases/exercises and should be read before each class. Student groups assigned to prepare the class for a given day will be responsible for presenting those articles, cases, or exercises assigned. The group should meet prior to class to prepare the presentation for that day. Then they should prepare a written analysis summarizing and synthesizing these readings and providing an analysis/solution to those cases/exercises. In addition, a current and relevant newspaper/magazine article/Internet should be discussed **Students are not expected to present everything in a given book chapter or article - only the most interesting and relevant information should be provided.** The goal is insight, inspiration, and reaction to reading, not a mere recital of the readings. **The presentation itself should not exceed 45 minutes; however, question and discussion may continue for another 30 minutes.**

Class presentations should engage the other students in the learning process. Toward that end, each student group should closely examine the Discussion Questions, Cases, and Exercises at the back of each chapter in the Fried, *et. al.* text. These provide opportunities to engage the class in some or all of these materials. For example, Group one might ask members of the class to list factors under the control of healthcare managers that contribute to the reduction in the number of people applying to health professions schools (Question 3 on p.23 of Fried and Fottler) or to perform Exercise 2 (p. 24) in small groups addressing how any three excellent HR priorities are or are not found among employers with whom the students have had experience.

Evaluation of the group presentations will be done both by the instructor and the other students in the class. The instructor will base his grade on the written materials presented to the instructor as well as the quality and clarity of the overheads presented in the class. The students in the class will do a peer evaluation based on a 10 point scale (10 is 100%, 9 is 90%, 8 is 80% and so on and so fourth). The mean of the student evaluation score will be averaged with the instructor's grade to compute the final grade for each group presentation. Every member of the group will receive the same grade for this assignment.

Guidelines for Presentations:

1. Follow instructions
2. Outline presentation in bullets
3. Don't read to class -explain
4. Bring in outside examples and outside information. Search the various media for at least two items related to material in the text to discuss and share with the class.
5. Don't try to cover everything. Make shorter presentations by hitting only the highlights what you believe is important.
6. Use clear visuals with large print (not many words on one sheet)
7. Integrate material

8. Interact with class
9. Emphasize managerial implications
10. Indicate and discuss any relevant experience members of your group may have had with this topic.

The analysis of book chapters and journal articles should contain the following information:

- (1) One page summary of each assigned reading.
- (2) Synthesis of the key themes or ideas contained in the reading.
- (3) Additional information of insight on the topic (i.e., examples, other reading, etc.)
- (4) Summary of the managerial implications (do's and don'ts) of the reading for current and future health care executives.
- (5) One question or issue for class discussion relevant to the reading.

In addition, the student group will also provide a written and oral analysis of the cases or exercises assigned for the day they are assigned. Questions at the end of each case/exercise as well as the tables or figures which require analysis should be addressed.

Each student group should be prepared to make a 30-45 minute presentation to the class explaining the key themes, issues, and implications of each of their assigned readings or cases. They should then lead a class discussion raising the questions and issues as noted above. Finally, they should present and explain their solutions to the cases/exercises. The slides presented should be handed out to the class or sent to students by email. Additionally, both the summary and the slides should be submitted to the professor in class.

Student groups are encouraged to be creative in preparing and delivering their presentations. For example, in addition to the required newspaper/magazine/Internet article, groups may also want to consider guest speakers, video clips, role playing by yourself or with other students in the class, and other in-class activities. Use your imagination!

Debate:

The details concerning the group debate are shown on pp. 58-61 of the Nkomo, et. al. book. The specific topics are listed by number on p. 59. In addition, debate topics are also provided on pp. 143 and 190. The actual debate will involve two groups (an affirmative and a negative group). Each team will use three students during the actual debate: a first affirmative, a second affirmative, and a rebuttal. Students in each group not involved in the actual debate (if any) may do the research from which the debaters will draw and/or prepare the team paper which will be passed out to the class. While the instructions on pp. 59-60 of your case/exercise book call for a complete outline of both sides of the debate, we only require a 1-2 page summary of the points to be made on each group's side of the debate. These will be passed out to the other team, the instructor, and the other students in the class.

Evaluation of the debate presentations will be done both by the instructor and the other students in the class. The instructor will base his grade on the 1-2 page handout, as well

as the quality and clarity of the arguments presented to the class. The students in the class will do a peer evaluation based on a 5 point scale. The mean of the student evaluation score will be averaged with the instructor's grade to compute the final grade for each group debate. For example, the student peer evaluation for rating the relative effectiveness of each team (affirmative and negative) is shown on p. 61 of the case/exercise book. The mean score for each team based on peer evaluation will then be calculated and translated to a 0-100 percent scale. Since there are seven criteria and the scale ranges from 1 (poor) to 5 (excellent), the range of possible scores for each team will be a minimum of 7 and a maximum of 35. If a team received a mean score of 30 out of 35 points, then their peer evaluation score would be 85 %. This mean peer score would then be averaged with the instructor's score on this same assignment to calculate the final grade for the debate. Every member of the group will receive the same grade for this assignment.

Class Participation:

Attendance is highly desired. More than two absences throughout the semester will affect the overall grade in class participation. Attendance will be taken sporadically from time to time at various points during a class session.

All students should read the articles, book chapters, and cases/exercises individually and be prepared to participate in class discussion for all classes. Individual participation in class discussions is expected and will influence your class participation grade.

Peer Evaluations:

Team members will evaluate one another at the end of the course and this input will also influence your final grade. These evaluations will be particularly important for students "on the border" between one grade and another. Evaluation forms are located on the website. Students receiving peer evaluations indicating their contribution was equal to that of other students in their group will experience neither an increase nor a decrease in their final grade. However, those deemed to have contributed significantly more or significantly less will see their final grade increased or decreased.

Final Grades:

Once final grades are submitted, the only reason they will be changed will be instructor error in calculating the final grade. The reason most students earn a "B" or "C" is mediocre performance on either the take home midterm exam or the group project. Final grades are calculated arithmetically in the usual fashion.

- 90-100 = A
- 80-89 = B
- 70-79 = C
- 60-69 = D
- <60 = F

Supplemental Readings:

The supplemental readings identified on the course schedule are located on the web site under "Reading Articles". These readings are comprised of twelve short newspaper

excerpts, and will be discussed in class as outlined in the course schedule. Class discussion of these excerpts will contribute to each student's participation grade.

Academic Integrity:

Cheating is a violation of student academic behavior standards. The common forms of cheating include:

1. Unauthorized assistance: communication to another through written, visual, or oral means. The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment or project. The unauthorized possession or use of examination or course related material may also constitute cheating.
2. Plagiarism: whereby another's work is deliberately used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student's own. Any student failing to properly credit ideas or materials taken from another is plagiarizing. Any student who knowingly helps another violate academic behavior standards is also in violation of the standards. Please note: to properly follow APA citations not only is a reference list necessary, but also parenthetical citations imbedded in the text itself are required.

Disability Access Statement:

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, (Student Resource Center, Room 132, phone 407-823-2371, TTY/TDD only phone 407-823-2116) before requesting accommodations from the professor.

HSA 6342
Healthcare Human Resources Management
Fall 2010
COURSE SCHEDULE

August 23

Topics:

Overview of course
Formation of groups

Objectives:

Upon completion of this session, the student should be able to:

1. Understand all course requirements
2. Understand the contemporary work environment

Reading:

Nkomo, et.al...
“Preface” (p. iii)

Article: M.D. Fottler, E. Erickson, and P.A. Rivers, “Bringing Human Resources to the Table: Utilization of an HR Balanced Score Card at Mayo Clinic.” *Health Care Management Review*. 31(1) January-March, 2006, 64-72.

“HR pros must speak language of money” Kleiman, C

August 30

Topics:

Environmental Changes
The Human Resource Role
Strategic Human Resources Management
Human Resource Challenges

Objectives:

Upon completion of this session, the student should be able to:

1. Understand and discuss the strategic human resource model
2. Develop a strategic human resource plan for a particular healthcare organization.
3. Identify and manage major human resource challenges facing healthcare organizations.
4. Understand the financial impact of human resource decisions and policies.
5. Be sensitive to human resource trends and future challenges

Student Group #1:

Chapter 1: Myron D. Fottler, “Strategic Human Resources Management” in Fried, et. al. pp. 1-26.

Chapter 18: Bruce Fried and Myron D. Fottler, “Present Trends That Affect the Future of Human Resources Management and the Healthcare Workforce” in Fried, et. al. pp. 479-499.

Article: Grey is Good: Employers Make Efforts To Retain Older, Experienced Workers

Nkomo, et. al.,

“Scanning the Contemporary Work Environment” (p.17)

“The Older Worker Questionnaire” (p. 49)

“Strategic Human Resource Management” (p.78)

“Outsourcing of Human Resource Management Functions” (p.93)

NOTE: Please note that each group will also present assigned articles, exercises, cases, as well as the chapters in the Fried et. al. book etc...

September 6

Labor Day – No Class

September 13

Topics:

The Legal Environment

Accessing Information on Human Resources Management Issues

Human Resource Challenges During Mergers

Objectives:

Upon completion of this session, the student will be able to:

1. Identify and discuss legal issues related to the management of human resources.
2. Discuss the advantages and disadvantages of immigrant workers

Student Group #2:

Chapter 5: Bruce J. Fried, “The Legal Environment of Human Resources Management” in Fried, et. al. pp. 99-144.

Chapter 3: Leah E. Masselink, “Globalization and the Healthcare Workforce” in in Fried, et. al. pp. 47-70.

Nkomo, et al;

“Understanding the Americans with Disabilities Act” (p.56)

“What is Sexual Harassment?” (p.54)

“Human Resource Challenges During Mergers” (p.14)

“LGA Industries: Employing Undocumented Immigrants” (p.45)

“Sexual Orientation Incidents: Bootstrapping Discrimination” (p.64)

DEBATE: Issue No. 7 (Nkomo, p.59) – Allow More Immigration of Technical Specialists

Affirmative: **Group 7**

Negative: **Group 8**

September 20

Topics:

The Significance and Roles of Healthcare Professionals and Physicians

Costs and Benefits of Cultural Diversity

Work and Family Issues

Workload and Staffing Issues

Objectives:

Upon Completion of this session the student will be able to:

1. Identify the respective roles and relationships among various health professions.
2. Discuss both the costs and the benefits of cultural diversity from an organizational perspective.
3. Identify and discuss various family-friendly options.
4. Identify and discuss various career development options.
5. Determine appropriate staffing levels

Student Group #3 – Career Development

Chapter 4: Kenneth B. White, Dolores G. Clement, and Kristie G. Stover, “Healthcare Professionals” in Fried, et. al., pp. 71-98.

Chapter 15: Cheryl B. Jones and George H. Pink, “Nurse Workload, Staffing, and Measurement,” in Fried, et. al., pp. 393-432.

Nkomo, et al;

“Too Much Diversity?” (p.31)

“The Cultural Diversity Training Program” (p. 32)

“Work and Family Issues” (Option 1 only) (p. 100)

“Career Development at Electronic Applications” (p. 157)

“The Mentoring Problem at Walnut Insurance” (p.161)

DEBATE: Issue No.4 (Nkomo, p.59) – Cultural Diversity

Affirmative: **Group 10**

Negative: **Group 9**

Supplemental Reading (All Students):

“Applicants Use Web to Get Scoop on Firms”

“Top 100 Companies for Working Families”

September 27

Guest Speaker

Topics:

Budgeting for Human Resources

Developing a Customer Focused Culture

Financial Impact of Human Resources Management

Objectives:

Upon completion of the session, the student should be able to:

1. Develop a customer-focused culture through implementation appropriate of human resource strategies.
2. Develop various approaches to the implementation of organizational change.
3. Calculate the financial impact of various human resource strategies
4. Determine and evaluate human resource budgets

Student Group #4

Chapter 16: Eileen F. Hamby, "Human Resources Budgeting and Productivity," in Fried, et. al., pp. 433-450.

Chapter 17: Myron D. Fottler and Robert C. Ford, "Creating Customer-Focused Healthcare Organizations", in Fried, et. al., pp. 451-478.

Nkomo, et.al..

"Evaluating the Financial Impact of Human Resources Management Activities" (p.18)

"Outsourcing Jobs" (p.87)

October 4

Topics:

Job Analysis

Job Design

Human Resource Forecasting

Workplace safety

Phased Retirement

Objectives

Upon completion of this session, the student will be able to:

1. Define job analysis, job description, and job specification and explain their significance to the management of human resources.
2. Explain and implement various job design and employee empowerment options.
3. Analyze current personnel inventories and make forecasts of future needs

4. Implement an effective workplace safety program.
5. Implement various options to retain various skilled employees through phased retirement.

Student Group #5

Chapter 7: Myron D. Fottler, "Job Analysis and Job Design", in Fried, et. al., pp. 163-198.

Chapter 13: William Gentry, "Health Safety and Preparedness", in Fried, et. al., pp. 347-358.

Nkomo, et.al..

"Writing Job Descriptions" (p.97)

"Human Resources Forecasting Assignment" (p. 108)

Skill Builder: Phased Retirement Options (p.111)

"Staffing Needs for a Telecommuting Job", (p. 151)

"Disaster Preparedness" (p.242)

"The Safety Problem" (p.244)

October 11

Topics:

Employee Recruitment

Employee Retention

Workforce Diversity

Exit Interviews

Evaluating Job Application Forms

Evaluating Nurse Turnover

Objectives:

Upon completion of this session, the student should be able to:

1. Better understand and utilize the skills of an increasingly diverse workforce.
2. Evaluate the effectiveness of the major recruitment sources for various types of health care personnel.
3. Determine if, when, and why anti-discrimination recruitment guidelines have been violated by a particular organization.

Student Group #6:

Chapter 6: Rupert M. Evans, "Workforce Diversity," in Fried, et. al., 145-162.

Chapter 8: Bruce J. Fried, and Michael Gates, "Recruitment, Selection, and Retention", in Fried, et. al., pp. 197-236.

Nkomo, et. al.

“Recruiting and Selecting High-Level Managers Through the Internet” (p.117)
“Recruiting and Selecting Low-level Workers Among Seniors” (p.119)
“Evaluating the Recruiting Function” (p. 127)
“The Exit Interviews” (p. 146)

Articles:

“Fottler, M.D., et. al., “Evaluating Nurse Turnover: Comparing Attitude Surveys and Exit Interviews,” *Hospital and Health Services Administration*, Vol. 40, Summer 1995, 278-295.

“How to Reduce Turnover”, White, E.

Supplemental Reading (All Students):

“Motivation Expert Bob Nelson on Keeping Workers Interested”

“Want to Keep Your Best? Keep ‘Em Interested”

“Recruiting Tips from Cisco”

“Firms Let Sleeping Dogs Lie at Office”

“Attracting and Retaining the Best”

All Students in Groups

Each group to submit two essay questions to be considered for inclusion on the midterm exam.

October 18

MIDTERM DISTRIBUTED

Topics:

Employee selection
Equal employment opportunity and affirmative action
Adverse Impact
Discriminatory speech and action

Objectives:

Upon completion of this section, the student should be able to:

1. Identify and discuss the problems and benefits of the application blank.
2. Construct a question guide for a structured selection interviewing.
3. Conduct a professional selection interview.
4. Explain the basic purpose and content of major equal employment legislation, executive orders, etc.
5. Define the concepts of validity and reliability as they pertain to equal

- employment.
6. Define Affirmative Action and identify its relationship to EEO practices.
 7. Discuss potential areas of discrimination in employee selection and promotion.
 8. Identify records which should be kept by employers regarding EEO.

Student Group #7:

Articles: "Interviews With Import" Cooper, C.
"Get the Job-Search Edge" Ky, M.

Nkomo, et.al.

"Analyzing Promotion Data: Applying the 80% Rule" (p.41)

"Is this Unlawful Discrimination?" (p. 50)

"Selecting Patient Escorts" (p.120)

"A Solution for Adverse Impact (p. 123)

"Selection Decisions" (p. 131)

Supplemental Readings (All Students):

"How to Turn the First Meeting into a Job Offer"

"10 Tips for Hiring"

"Experts Advice on Checking Job References"

DEBATE: ISSUE No. 1 - Affirmative Action (p. 59)

Affirmative: **Group 6**

Negative: **Group 5**

October 25

Guest Speaker

Topics:

Employee Orientation

Employee Training & Development

Employee Health and Safety

Objectives:

Upon completion of this section, the student should be able to:

1. Define the purpose and value of human resource development within a health facility.
2. Identify methods of determining training needs and discuss methods.
3. List and discuss training methods and the effectiveness of each method.
4. Write behavioral training objectives.
4. Develop skill in evaluating training programs.

5. Demonstrate and identify situations where telecommuting may be advantageous.

Student Group #8:

Chapter 8: Rita Quinton, “Organizational Development and Training” in Fried, *et. al.*, pp. 237-256.

Nkomo, *et. al.*

“Design and Evaluation of Training Programs” (p. 165)

“The Orientation Problem” (p.171)

DEBATE: Exercise 41 – Which Selection Procedure is Most Effective? (Nkomo, p.143).

The Structured Interview: **Group 2**

Reviewing Applications, Resumes, and References: **Group 1**

November 1

MID-TERM EXAMINATION DUE – 8:00 P.M. DEADLINE

Topics:

Performance Appraisal and Measurement

Various Performance Appraisal Methods

Performance Appraisal Challenges

Objectives:

Upon completion of this section, the student should be able to:

1. Identify various approaches to appraisal and discuss the advantages and disadvantages of each.
2. Develop and implement a management by objectives appraisal system.
3. Develop and articulate a performance appraisal philosophy based on a review of motivation theories and appraisal literature.
4. Identify at least five major appraisal pitfalls.
5. Conduct a performance appraisal interview with identifiable outcomes.
6. Design Behaviorally Anchored Rating Scales (BARS).
7. Conduct an MBO performance review session and give people feedback about their performance.

Student Group #09:

Chapter 10: Bruce Fried, and Michael Gates "Performance Management", in Fried, *et. al.*, pp. 257-280.

Article: “Firing Good Workers Who Are a Bad Fit” WSJ

Nkomo, *et. al.*

“The Self-Appraisal Problem” (p.175)

"EvalSim - A Performance Evaluation In-Basket" (p.182)
"Performance Appraisal Interview Role Play" (p. 187) Note: Students need to demonstrate both approaches to performance appraisal.
"Ethical Performance Appraisal Issues (p.191)

Supplemental Reading (All Students):

"Ever Wanted to Review the Boss? 360 Degree Feedback"
"Tips for Reviewing Performance"

DEBATE: Exercise 60 –"Which Performance Appraisal Format is Most Effective?"
(p.190)

Group 4: Outcome Appraisal Instruments such as Management by Objectives

Group 3: Other Non-outcome Appraisal Instruments such as Graphic rating scales, ranking, forced distribution, etc...

November 8

Topics:

Employee Compensation
Physician Compensation
Fringe Benefits
Non-monetary Compensation

Objectives:

Upon completion of this section, the student should be able to:

1. Differentiate job analysis, job evaluation, and job pricing.
2. Explain the purpose and significance of wage and salary administration.
3. Discuss the importance of equity in compensation.
4. Explain the problem of maintaining compensation equity in the face of internal and external competitive forces.
5. Review the relationships between job satisfaction, pay satisfaction, performance, and productivity.
6. Explain the comparable worth theory and its likely impact on relative wages of males and females in the future.

Student Group #10:

Chapter 11: Howard L. Smith, Bruce J. Fried, John Crisafulli and Derek van Amerongen, "Compensation Practices, Planning, and Challenges", in Fried, *et. al.*, pp. 281-318.

Chapter 12: Dolores Clement, Maria Curran, and Sharon L. Jahn, "Employee Benefits", in Fried, *et. al.*, pp. 319-346.

Nkomo, *et. al.*

“Allocating Merit Raises” (p.203)
“Controlling Employee Healthcare Benefit Costs” (p.228)
“Ethical and Practical Compensation Dilemmas” (p.210)
“Managing Non-monetary Compensation” (p.225)
“Retiree Health and Pension Benefits” (p. 255)
“The Medical Leave Problem” (p. 241)

November 15

Topics:

Employee Discipline
Labor Relations
Preventative Labor Relations
Collective Bargaining

Objectives:

Upon completion of this session, the student should be able to:

1. Understand various approaches to employee discipline.
2. Develop a labor relations philosophy.
3. Implement a preventive labor relations policy.
4. Develop and implement strategy for collective bargaining.
5. Administer a collective bargaining contract so that the labor contract does not impede attainment or organizational goals.

Chapter 14: Donna Malvey, "Managing with Organized Labor", in Fried, et. al., pp. 359-392.

Nkomo, et. al.

“Violence at Work: Westside Health Systems” (p.257)
“Caught in the Act: Immoral Behavior at Work” (p.274)
“The Giveback: A Case of Union Busting” (p.279)
“Surfing the Internet on Company Time”(p.284)
“Applying the NLRA” (p. 285)

November 22

Student Human Resource Project Presentations (Groups 1-5)

Upon completion of this session, students should be able to:

1. Articulate a range of human resource challenges facing the organization their own group studied as well as other organizations studied by other student groups.

November 29

Student Human Resource Project Presentations Continued (Groups 6-10)