

**COURSE SYLLABUS: HRMN 5510**  
**Human Resource Planning, Development and Appraisal**  
**Fall 2014 Tues/Thur 12:30 pm**

**Faculty:** Dr. Cecilia Champion  
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Office hours: Tuesday and Thursday from 10 – 11 am; Wednesday 1 – 2 pm and by appointment

**Prerequisite:** HRMN 3420 (Principles of Human Resource Management) and junior level standing

**Required Course Materials:**

1. *Performance Management*, third edition (2013, ISBN: 978-0-13-255638-5) by Herman Aguinis. The publisher is Pearson Education/Prentice Hall. An etextbook version of the book may be rented at CourseSmart.com or Chegg.com.
2. *Employee Training and Development*, sixth edition (2013, ISBN: 978-0-07-802921-9) by Raymond A. Noe. The publisher is McGraw-Hill. An etextbook version of the book may be rented through CourseSmart.com or Chegg.com.
3. In addition to text chapters, selected articles will be assigned and you will be responsible for retrieving and reading the articles from the electronic journals database at the library.  
To read the article or print a copy of the article:  
Go to the AU Library web page and click on Ejournal  
In the box next to "Title begins with" type in the title of the periodical and click search.  
Select one of the databases which carries the periodical – I often use Business Source Premier or ABI/INFORM.  
On the page for the periodical, select the appropriate year or issue and you will obtain a list of articles for that issue. Scroll down to the article you need. In most cases, you should be able to obtain a pdf format of the article. PDF format is preferable because it retains the formatting and graphics of the original article.
4. Lecture notes and worksheets. These are available for download from Canvas.

**Course Objectives:**

- To introduce students to the basic activities and concepts involved in developing, implementing and evaluating performance appraisal systems and training programs within organizations.

**REQUIREMENTS AND GRADING**

First Exam.....	23%
Second Exam.....	23%
Final Exam.....	23%
Application Projects.....	21%
Reading Assignments.....	10%

**Exams:**

- Three exams will be given during the semester. Each exam counts 23% of the final course grade. Two exams will be given during regular class time. The fourth exam will be given during the final exam period scheduled for this class. The final exam is not comprehensive.
- The format for the exams will include multiple choice and short answer questions. Exams will cover reading assignments, class lecture, and class activities.

- Cell phones are not allowed in exams. Using a cell phone during an exam will be viewed as an academic honesty violation.
- Be ON TIME for all exams. If you arrive late for an exam, you will NOT be allowed to take the exam if any student has already turned in their exam.

### **Make-up Exams:**

The only excused reasons for missing an exam are those listed in the Student Policy eHandbook ([http://www.auburn.edu/student\\_info/student\\_policies/](http://www.auburn.edu/student_info/student_policies/)) as official University excuses. Only those students who have an official University excuse will be allowed to take a make-up exam. **For exams, excuses must be signed by the attending physician or nurse (not a receptionist) and must state that you were too ill to sit for the exam on the scheduled date.** I will not accept excuses which simply state that you were seen in the office. You must turn in your excuse to me within a week after the exam. Photocopies of an excuse will not be accepted. I must see the original excuse.

### **Application Projects:**

Small projects will be assigned to illustrate and apply the concepts presented in lectures or explore a topic in more depth through research. Some projects will be completed individually and, for some projects, you will work in a 2-person team to complete the project. You may choose your team member, but team assignments need to be made by the second class meeting. If you prefer, you may complete the team projects individually, but no accommodation will be made in grading for students choosing to complete the assignment on their own. There will be approximately 3-5 graded assignments. The details and due dates of the assignments and will be posted on Canvas. Each team will submit one report for grading. All exercises must be typed and turned-in at the beginning of class.

The point values for the assignments will vary and will be assigned based on the amount of time and work required to complete the assignment. The point values of the assignments will be posted on Canvas along with the assignment. Your project grade will be 21% \* (the proportion of total points you have earned for the project exercises).

Make-ups of project exercises will only be accepted with an official University excuse. Make-ups must be completed and turned in within one week upon your return to class.

### **Reading Assignments:**

Additional readings related to the chapter content are assigned to provide additional discussion on a topic or to illustrate application of a topic in organizations (most of these additional readings are posted in the syllabus on the course calendar). In addition to reading the article, you will be given an assignment for the reading such as writing an article summary, surfing the web for information or preparing for an in-class quiz on the reading. Reading assignments will be posted on Canvas. You will need to check the "Assignments" page on Canvas regularly. All reading assignments must be typed and turned-in at the beginning of class. No assignments will be accepted via email. The point values for the assignments will vary and will be assigned based on the amount of time and work required to complete the assignment. The point values of the assignments will be posted on Canvas with the assignment. Your reading grade will be 10% \* (the proportion of total points you have earned for in-class work, homework, and quizzes).

Make-ups of reading assignments will only be accepted with an official University excuse. Make-ups must be completed and turned in within one week upon your return to class.

### **Eagle Points:**

Eagle stickers are earned during class when a student demonstrates mastery of the course content through his/her comments or presents well-thought-out discussion points on a daily topic. The point is to recognize students who know the material but may not perform as well on tests. I will award eagle stickers which are each worth one point. Students may use a maximum of five eagle points on a project exercise or test. Eagle stickers are not given every day but on an irregular basis.

**Contingency Plan for Emergencies:** If normal class activities are disrupted due to illness, emergency, or crisis situation (such as an H1N1 flu outbreak), the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials. In order to complete the course material, lectures may be videotaped and posted for students to view. In the event of an emergency which disrupts a single class session (for example, a weather event), the missed lecture may be posted as a video and the required assignments will be due at the next class meeting.

**Communication:** I will use your Auburn University e-mail address ([userid@auburn.edu](mailto:user@auburn.edu)) for course communication. It is your responsibility to contact the Information Technology Help Desk to have this address forward mail to the e-mail address that you regularly check.

**Academic Honesty:** All violations or alleged violations of the Student Academic Honesty Code (see SGA Code of Laws in the *Tiger Cub*) will be reported to the Office for the Vice President for Academic Affairs.

**Grading Policy:** A $\geq$ 90%, B $\geq$ 80%, C $\geq$ 70%, D $\geq$ 60%, F $<$ 60%.

**Special Accommodations for Students with Disabilities:** Students who need special accommodations should make an appointment as soon as possible with me to discuss your Accommodation Memo. It is essential that I be aware of necessary accommodations at the beginning of the course. If you do not have an Accommodation Memo but need special accommodations, contact the Program for Students with Disabilities, 1244 Haley Center, 334-844-2096 (Voice T/O).

**HRMN 5510 Calendar – Tues/Thur 12:30 pm  
Fall 2014**

Date	Topic and Reading Assignments See Canvas for Assignments based on Readings
August 19	Syllabus; Intro to Training Noe: Chapter 1
August 21	Linking Strategy with Training Noe: Chapter 2 Salopek, J. "Learning-assisted service" <i>T+D</i> (October 2010): pp. 41-42.
August 26	Training Design – Analysis of Needs Noe: Chapter 3 Zemke, R. "How To Do a Needs Assessment When You Think You Don't Have Time," <i>Training</i> , 1998, vol. 35(no. 3), pp. 38.
August 28	Training Design – Analysis of Needs
Sept. 2	Training Design Noe: Chapter 4
Sept. 4	Training Design Groves, A., Rickelman, C., Cassarino, C., and Hall, M. "Are You Ready for Agile Learning Design?", <i>T+D</i> (March 2012): 46-49.
Sept. 9	Training Evaluation Noe: Chapter 6
Sept. 11	Training Evaluation
Sept. 16	Training Development Noe: Chapter 7
Sept. 18	Training Development Noe: Chapter 8 Hira, A. "The making of an UPS driver", <i>Fortune</i> (November 12, 2007): 118-129.
Sept. 23	Training Development
<b>Sept. 25</b>	<b>Exam 1</b>
Sept. 30	Linking Training with Career Development Noe: Chapter 9 Llewellyn, R.N. "The Four Career Concepts," <i>HRMagazine</i> , 2002, vol. 47 (9), pp. 121-124.
Oct. 1	Linking Training with Career Development Benko, C., and Weisberg, A. "Implementing a Corporate Career Lattice: The Mass Career Customization Model," <i>Strategy &amp; Leadership</i> , 2007, vol. 35(no. 5), pp. 29-36. Feldman, D.C. "Career Coaching: What HR Professionals and Managers Need to Know," <i>Human Resource Planning</i> , 2001, vol. 24(no. 2), pp. 26-35.
Oct. 7	Purpose of Performance Management and Connection to Organizational Effectiveness Aguinis: Chapter 1
Oct. 9	Linking Individuals to Organizational Strategy Aguinis: Chapters 2 and 3
Oct. 14	Defining Performance Aguinis: Chapter 4 Hammer, M. (2007), "The 7 deadly sins of performance measurement," <i>MIT Sloan Management Review</i> , vol. 48(no. 3), pp. 19-28
<b>Oct. 16</b>	<b>Fall Break</b>

Date	Topic and Reading Assignments See Canvas for Assignments based on Readings
Oct. 21	Defining Performance Aguinis: Chapter 5 Latham, G. P. (2004), "The motivational benefits of goal-setting," <i>Academy of Management Executive</i> , vol. 18(no. 4), pp. 126-129.
Oct. 23	Performance Appraisal Methods – Comparative Methods Bates, S. "Forced Rankling," <i>HRMagazine</i> , 2003, vol. 48(June), p. 62.
Oct. 28	Performance Appraisal Methods – Absolute Methods Kaiser, R.B., and Kaplan, R.E. "Overlooking Overkill? Beyond the 1-to-5 Rating Scale," <i>Human Resource Planning</i> , 2005, vol. 28(no. 3), pp. 7-11.
Oct. 30	Performance Appraisal Methods
<b>Nov. 4</b>	<b>Exam 2</b>
Nov. 6	Gathering Performance Information Aguinis: Chapter 6
Nov. 11	Gathering Performance Information
Nov. 13	Implementing PM Systems Aguinis: Chapter 7
Nov. 18	Implementing PM Systems Sammer, J. "Calibrating Consistency," <i>HRMagazine</i> , 2008, vol. 53(no. 1), 73-75.
Nov. 20	PM Feedback and Employee Development Aguinis: Chapter 8 and 9
<b>Nov. 25</b>	<b>Thanksgiving Break</b>
<b>Nov. 27</b>	<b>Thanksgiving Break</b>
Dec. 2	Legal Issues in Performance Management Aguinis: Chapter 10, pp. 280-285
Dec. 4	Team-Based Performance Appraisal Aguinis: Chapter 11
<b>Final Exam – Tuesday, December 9 from 12 noon – 2:30 pm. The final exam covers material after Exam 2. It is not comprehensive.</b>	