

**UCC/UGC/ECCC**

Proposal for Course Change

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| --- |
| **FAST TRACK (Select if this will** **be a fast track item. Refer to** [**UCC**](http://www4.nau.edu/avpaa/UCCPolicy/FastTrack.docx) **or** [**UGC**](http://www.nau.edu/gradcol/UGC/UGC_FastTrack_Policy&Process.pdf) **Fast Track Policy for eligibility)** |

# *If the changes included in this proposal are significant, attach copies of original and proposed syllabi in* [*approved university format*](http://www4.nau.edu/avpaa/UCCForms/syllabus.doc)*.*

|  |  |  |  |
| --- | --- | --- | --- |
| 1. Course subject and number: | **HA 345** | 2. Units: | **3** |

[**See upper and lower division undergraduate course definitions**](http://www4.nau.edu/avpaa/UCCPolicy/Uplow.doc).

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| --- | --- | --- | --- |
| 3. College: | The W.A. Franke College of Business | 4. Academic Unit: | Hotel and Restaurant Management |

|  |  |
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| 5. Current Student Learning Outcomes of the course.   * Utilize the functional planning system to prepare a Human Resources plan * Know the six step problem solving model * Know the major functional departments of a business * Know and understand the four major responsibilities of a manager * Know the requirements for a Sustainable Competitive Advantage * Understand the four Decision-Making skills of managers * Understand how values, beliefs, and attitudes influence behavior of the business, managers, and employees * Understand why social responsibility is important and its benefits * Understand how morale and motivation influence employee performance and strategies to improve it * Know how to measure employee morale and motivation * Understand why mission statements are important to the firm and employees * Understand the basic components of a compensation package * Know why discrimination has occurred in the U.S. * Know and understand the major laws related to the Civil Rights Act * Understand Affirmative Action and which firms must abide by it * Understand the Americans with Disabilities Act and what qualifies someone for employment * Know and understand what sexual harassment is and how to prevent it * Know the four major components of the Job Creation Process * Be able to complete a Job Analysis, Job Design, Job Description and Job Specification * Know the difference between qualitative and quantitative duties and tasks * Understand the common methods of recruiting employees * Understand why employee turnover is important * Understand the challenges of hiring employees with the appropriate skills * Know how to conduct an employment interview * Know the types of questions that are illegal to ask in an interview * Know and understand the different types of interview bias * Know what is included in an orientation * Know the five major responsibilities of employees * Know and understand the different types of training * Understand when an employee is competent to solo (finish their initial training) * Understand the traits of a good trainer * Know the difference between informal and formal performance appraisals * Know the differences between assessing qualitative and quantitative duties and tasks * Describe a 360 degree performance appraisal * Be able to conduct a performance appraisal * Understand the three and four tier disciplinary system * Understand how to discipline and employee | Show the proposed changes in this column (if applicable). Bold the proposed changes in this column to differentiate from what is not changing, and Bold with strikethrough what is being deleted. *(*[*Resources & Examples for Developing Course Learning Outcomes*](http://www4.nau.edu/avpaa/Assessment/CourseLearningOutcomesPDF_090712.pdf)*)*   * **~~Utilize the functional planning system to prepare a Human Resources plan~~** * **~~Know the six step problem solving model~~** * **~~Know the major functional departments of a business~~** * **~~Know and understand the four major responsibilities of a manager~~** * **~~Know the requirements for a Sustainable Competitive Advantage~~** * **~~Understand the four Decision-Making skills of managers~~** * **~~Understand how values, beliefs, and attitudes influence behavior of the business, managers, and employees~~** * **~~Understand why social responsibility is important and its benefits~~** * **~~Understand how morale and motivation influence employee performance and strategies to improve it~~** * **~~Know how to measure employee morale and motivation~~** * **~~Understand why mission statements are important to the firm and employees~~** * **~~Understand the basic components of a compensation package~~** * **~~Know why discrimination has occurred in the U.S.~~** * **~~Know and understand the major laws related to the Civil Rights Act~~** * **~~Understand Affirmative Action and which firms must abide by it~~** * **~~Understand the Americans with Disabilities Act and what qualifies someone for employment~~** * **~~Know and understand what sexual harassment is and how to prevent it~~** * **~~Know the four major components of the Job Creation Process~~** * **~~Be able to complete a Job Analysis, Job Design, Job Description and Job Specification~~** * **~~Know the difference between qualitative and quantitative duties and tasks~~** * **~~Understand the common methods of recruiting employees~~** * **~~Understand why employee turnover is important~~** * **~~Understand the challenges of hiring employees with the appropriate skills~~** * **~~Know how to conduct an employment interview~~** * **~~Know the types of questions that are illegal to ask in an interview~~** * **~~Know and understand the different types of interview bias~~** * **~~Know what is included in an orientation~~** * **~~Know the five major responsibilities of employees~~** * **~~Know and understand the different types of training~~** * **~~Understand when an employee is competent to solo (finish their initial training)~~** * **~~Understand the traits of a good trainer~~** * **~~Know the difference between informal and formal performance appraisals~~** * **~~Know the differences between assessing qualitative and quantitative duties and tasks~~** * **~~Describe a 360 degree performance appraisal~~** * **~~Be able to conduct a performance appraisal~~** * **~~Understand the three and four tier disciplinary system~~** * **~~Understand how to discipline and employee~~**  1. **Describe and utilize the functional planning system to prepare a human resources plan.** 2. **Discuss individual behavior in organizations, including diversity, attitudes, job satisfaction, emotions, moods, personality, values, perception, decision making, and motivational theories.** 3. **Explain how morale and motivation influences employee performance and be able to develop strategies to improve it.** 4. **Discuss group behavior in organizations, including communication, values, culture, leadership, conflict, and negotiations.** 5. **Describe the organizational system, including organizational structures, culture, human resources, and change.** 6. **Explain the difference between informal and formal performance reviews.** 7. **Describe the three and four tier disciplinary system.** 8. **Assess the challenges of recruiting and hiring employees with the appropriate skills.** 9. **Describe the major employment laws related to the Civil Rights Act and Americans with Disabilities Act.** 10. **Describe Affirmative Action and identify which organizations must abide by it.** 11. **Conduct an employment interview and performance appraisal.** 12. **Understand the steps in preparing a training program and be able to compare and contrast the different types of training.** 13. **Describe basic components of a compensation package.** 14. **Explain what sexual harassment is and how to prevent it.** 15. **Complete a job analysis, design, description, and specification.** 16. **Understand the concept of the generic responsibilities of a manager – plan, organize, direct, and control.** |

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| 6. Current **title,** **description** and **units**. Cut and paste, in its entirety,from the current on-line academic catalog\* [**http://catalog.nau.edu/Catalog/**](http://catalog.nau.edu/Catalog/).  **HA 345 HOSPITALITY HUMAN RESOURCES MANAGEMENT (3)**  Description: Development of human resources management skills; exploration of the ethical issues inherent to the hospitality industry. Letter grade only.  Units: 3  Prerequisite: Admission to Hotel & Restaurant Mgt (BS) or Intl Hospitality Mgt (BS) or Restaurant Management (CERT) or Intl Tourism Mgt (CERT) or International Exchange Student Group | Show the proposed changes in this column **Bold** the proposed changes in this column to differentiate from what is not changing, and **~~Bold with strikethrough~~**what is being deleted.  **HA 345 HOSPITALITY ORGANIZATIONAL BEHAVIOR AND HUMAN RESOURCES MANAGEMENT (3)**  Description: **~~Development of human resources management skills; exploration of the ethical issues inherent to the hospitality industry. Letter grade only.~~**  **This course provides a comprehensive analysis of individual and group behavior in organizations. Its purpose is to provide an understanding of how organizations can be managed more effectively and at the same time enhance the quality of employees work life. Topics include motivation, rewarding behavior, stress, individual and group behavior, conflict, power and politics, leadership, job design, employment laws, organizational structure, decision-making, communication and organizational change and development.** Letter grade only.  Units: 3  Prerequisite: **Complete 45 units or more and** **~~Admission to~~****~~Hotel & Restaurant Mgt (BS) or Intl Hospitality Mgt (BS)~~** **((HRM Major** or Restaurant Management (CERT) or Intl Tourism Mgt (CERT) or International Exchange Student Group**))** |

\*if there has been a previously approved UCC/UGC/ECCC change since the last catalog year, please copy the approved text from the proposal form into this field.

7. Justification for course change.

**The labor intensive hospitality offers a wide range of jobs with diverse human capital requirements. Adding organizational behavioral content to this course will enhance the ability of our graduates to analyze their employees and how they interact within their department/organization. They will also gain a better understanding of how to motivate good organizational behaviors and to build positive mutual relationships between employees and employers, as well as between employees and their coworkers.**

**HA 345, a core course, can only be taken by HRM Majors with almost junior status or by HRM Majors part of an International Exchange Student Group or enrolled in the aforementioned certificates.**

|  |  |
| --- | --- |
| 8. Effective **BEGINNING** of what term and year? | **Fall 2014** |
| [**See effective dates calendar**](http://www4.nau.edu/avpaa/timelines/1213Effective.xls). |  |

**IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING**

|  |  |
| --- | --- |
| **CURRENT** | **PROPOSED** |
| Current course subject and number: | Proposed course subject and number: |
| Current number of units: | Proposed number of units: |
| Current short course title:  HOSPITALITY HUMAN RES MGT | Proposed short course title (max 30 characters):  **HOSP ORG BEHVR & HRM** |
| Current long course title:  HOSPITALITY HUMAN RESOURCES MANAGEMENT | Proposed long course title (max 100 characters):  **HOSPITALITY ORGANIZATIONAL BEHAVIOR AND HUMAN RESOURCES MANAGEMENT** |
| Current grading option:  letter grade  pass/fail  or both | Proposed grading option:  letter grade  pass/fail  or both |
| Current repeat for additional units: | Proposed repeat for additional units: |
| Current max number of units: | Proposed max number of units: |
| Current prerequisite:  Admission to Hotel & Restaurant Mgt (BS) or Intl Hospitality Mgt (BS) or Restaurant Management (CERT) or Intl Tourism Mgt (CERT) or International Exchange Student Group | Proposed prerequisite (include rationale in the justification):  **Complete 45 units or more and ((HRM Major or Restaurant Management (CERT) or Intl Tourism Mgt (CERT) or International Exchange Student Group))** |
| Current co-requisite: | Proposed co-requisite (include rationale in the justification): |
| Current co-convene with: | Proposed co-convene with: |
| Current cross list with: | Proposed cross list with: |

9. Is this course in any plan (major, minor, or certificate) or sub plan (emphasis)?

Yes  No

If yes, describe the impact and include a letter of response from each impacted academic unit.

**Hotel and Restaurant Management BS, International Hospitality Management BS, Restaurant Management Certificate.**

10. Is there a related plan or sub plan change proposal being submitted? Yes  No

If no, explain.

**This proposed change will not require any related plan changes.**

11. Does this course include combined lecture and lab components?                  Yes  No

If yes, include the units specific to each component in the course description above.

**Answer 12-15 for UCC/ECCC only:**

12. Is this course an approved Liberal Studies or Diversity course?                    Yes  No         If yes, select all that apply.   Liberal Studies    Diversity    Both

13. Do you want to remove the Liberal Studies or Diversity designation?            Yes  No

If yes, select all that apply.   Liberal Studies    Diversity     Both

14. Is this course listed in the [**Course Equivalency Guide**](https://aztransmac2.asu.edu/cgi-bin/WebObjects/Admin_CEG.woa/wa/ByInst?inst=NAU)?                               Yes  No

15. Is this course a [**Shared Unique Numbering**](https://aztransmac1.asu.edu/cgi-bin/WebObjects/ATASS.woa/wa/SUNList?S=X) (SUN) course?                            Yes  No

|  |  |
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| **FLAGSTAFF MOUNTAIN CAMPUS** |  |
| **Scott Galland** | **2/5/2014** |
| Reviewed by Curriculum Process Associate | Date |
|  |  |
| **Approvals**: |  |
|  |  |
| Department Chair/Unit Head (if appropriate) | Date |
|  |  |
| Chair of college curriculum committee | Date |
|  |  |
| Dean of college | Date |
|  |  |
| **For Committee use only:** |  |
|  |  |
| UCC/UGC Approval | Date |

Approved as submitted: Yes  No

Approved as modified: Yes  No

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| **EXTENDED CAMPUSES** |  |
|  |  |
| Reviewed by Curriculum Process Associate | Date |
|  |  |
| **Approvals:** |  |
|  | |
| Academic Unit Head | Date |
|  | |
| Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning) | Date |
|  | |
| Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning) | Date |
|  | |
| Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning) | Date |
|  | |
| Chief Academic Officer; Extended Campuses (or Designee) | Date |
|  |  |

Approved as submitted: Yes  No

Approved as modified: Yes  No

**CURRENT MASTER SYLLABUS**

Approved by the \_\_\_\_\_\_\_\_\_\_\_\_\_\_area on \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Accepted by the curriculum committee on \_\_\_\_\_\_\_\_\_\_\_\_\_



*MASTER SYLLABUS*

**HA 345 Hospitality Human Resources Management**

1. ***Catalog Description:***

The Hospitality Human Resource Management course covers topics such as business planning and strategy, company values, morale, motivation, employment laws, creating job performance policies, the hiring process, training and assessing/managing employee performance.

1. ***Prerequisites:***

*Courses:* Admission to Hotel & Restaurant Mgt (BS) or Intl Hospitality Mgt (BS) or Restaurant Management (CERT) or Intl Tourism Mgt (CERT) or International Exchange Student Group

1. ***Course Learning Goals:*** *Upon completion of the course students will be able to:*

* Utilize the functional planning system to prepare a Human Resources plan
* Know the six step problem solving model
* Know the major functional departments of a business
* Know and understand the four major responsibilities of a manager
* Know the requirements for a Sustainable Competitive Advantage
* Understand the four Decision-Making skills of managers
* Understand how values, beliefs, and attitudes influence behavior of the business, managers, and employees
* Understand why social responsibility is important and its benefits
* Understand how morale and motivation influence employee performance and strategies to improve it
* Know how to measure employee morale and motivation
* Understand why mission statements are important to the firm and employees
* Understand the basic components of a compensation package
* Know why discrimination has occurred in the U.S.
* Know and understand the major laws related to the Civil Rights Act
* Understand Affirmative Action and which firms must abide by it
* Understand the Americans with Disabilities Act and what qualifies someone for employment
* Know and understand what sexual harassment is and how to prevent it
* Know the four major components of the Job Creation Process
* Be able to complete a Job Analysis, Job Design, Job Description and Job Specification
* Know the difference between qualitative and quantitative duties and tasks
* Understand the common methods of recruiting employees
* Understand why employee turnover is important
* Understand the challenges of hiring employees with the appropriate skills
* Know how to conduct an employment interview
* Know the types of questions that are illegal to ask in an interview
* Know and understand the different types of interview bias
* Know what is included in an orientation
* Know the five major responsibilities of employees
* Know and understand the different types of training
* Understand when an employee is competent to solo (finish their initial training)
* Understand the traits of a good trainer
* Know the difference between informal and formal performance appraisals
* Know the differences between assessing qualitative and quantitative duties and tasks
* Describe a 360 degree performance appraisal
* Be able to conduct a performance appraisal
* Understand the three and four tier disciplinary system
* Understand how to discipline and employee

1. ***Course Materials:***

Required Text: *Applied Hospitality Human Resources Management,* author: Allen Z. Reich, Ph.D.

1. ***Teaching Methods:***

Lecture, entire class and group discussions, case studies, informal presentations, research, HR plan project

1. ***Mechanisms for Feedback to Students/Interaction Between Students and Professors:***

Written comments on student assignments, class discussions, and individual oral feedback during class and office hours.

1. ***Evaluation Tools:***

Students are required to complete research assignments, case studies, quizzes, exams, and a semester project.

**Grading System**

|  |  |
| --- | --- |
| **Grade** | **Scale** |
| A | 90-100% |
| B | 80-89.9% |
| C | 70-79.9% |
| D | 60-69.9% |
| F | 0-59.9% |

1. ***Use of Technology and Information Systems***

The following technologies are used to augment the learning experience:

* Excel for graphs
* Cline library data bases

1. ***Collaborative or Team Activities***

Small in-class group exercises for various case studies for each chapter.

1. ***Projects***

We have one major project, an HR plan

1. ***Statement Regarding Academic Dishonesty***

Students are responsible to inform themselves of university policies regarding *Academic Integrity*. In general, students found to be in violation of the code (e.g., cheating, fabrication, fraud, and plagiarism) are awarded a grade of F in the course. The complete policy on academic integrity is in Appendix F of NAU’s *Student Handbook*.

***XII****.* ***Course Content****:*

**A. Topics**

* Making Human Resources Decisions
* Values, Morale, and Motivation
* Compensation, Benefits, and Incentives
* Employment Laws
* The Job Creation Process
* Recruitment
* Employee Selection/Hiring
* Orientation (and Socialization)
* Training and Development
* Performance Appraisals and Discipline

**B. General Knowledge and Management Skills \***

|  |  |  |  |
| --- | --- | --- | --- |
| Note: Definitions provided on next page. | Included In This class: Y/N | Describe Required Graded Work If Applicable (Include Both Exam And Non-Exam Work) | Indicate the extent to which the knowledge or skill area is represented in the course grade \*\* |
| Oral Communication | Y |  | 5% |
| Written Communication | Y | Strategy reviews and Semester Project | 15% |
| Analytic Skills | Y | Exams, Case Studies, Semester Project | 15% |
| Reflective Thinking | Y | Written Assignments | 10% |
| Ethics and Social Responsibility | Y | Exam | 5% |
| Global and Environmental Awareness | Y | Case Studies | 5% |
| Multicultural and Diversity Understanding | Y | Case Studies | 15% |
| Financial Theories, Analysis and Reporting | N |  |  |
| Integrated production and distribution of goods, services and information | Y | Designing job performance policies in Case Studies and Semester Project | 10% |
| Group and Individual dynamics in Organizations | Y | Case Studies | 20% |

\*The chart should not be included on the individual course syllabus. However, the minimum requirements as defined in this chart should be reflected in the course syllabus. The descriptions of graded work represent options for delivering the minimum requirement. However, a skill area may be included in the course, but not have a graded component (e.g. Students may work on an assignment in class as part of a team which may develop their understanding of group dynamics or analytical skills. But, they may be graded only on their understanding of the assignment topic—not on their group dynamic or analytical skills even though those skills may be developed).

\*\* Minimal 2-5%....6-10%.....11-25%.....26-50%....51+% Extensive.

Note: Some areas may have 0% and the column total does not necessarily equal 100%

**DEFINITIONS FOR GENERAL KNOWLEDGE**

**AND MANAGEMENT SKILLS AREAS \***

**Oral and Written Communication Skills**

Students learn to communicate effectively in written and oral formats for a variety of purposes, situations and audiences.

**Analytical Skills**

Students apply problem-solving processes, information technologies, systems approaches and both qualitative and quantitative data analysis to solve organizational problems.

**Reflective Thinking Skills**

Students learn/improve from their own experiences and mistakes.

**Ethics and Social Responsibility Knowledge**

Students identify ethical dilemmas and evaluate alternative courses of action.

**Global and Environmental Awareness**

Students learn to make decisions that reflect the variations in the external environment including political, legal, economic, governmental, cultural and technological issues around the world.

**Multicultural and Diversity Understanding**

Students learn to identify dimensions of cultural difference and be able to demonstrate cultural understanding and flexibility.

**Financial Theories, Reporting and Analysis**

Students learn to apply the analysis of financial information as a basis for business decisions.

**Integrated Production and Distribution of Goods, Services and Information**

Students learn to manage the production and delivery of products to market.

**Group and Individual Dynamics in Organizations**

Students learn to function effectively in organizations as productive individuals and as members of teams.

\*Adapted from the learning outcomes of Merrimack College and The Girard School of Business.

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**PROPOSED MASTER SYLLABUS**

Approved by the SHRM area on 01/09/13

Accepted by the curriculum committee on 11/21/2013



*MASTER SYLLABUS*

**HA 345 Hospitality Organizational Behavior and Human Resources Management (3 Units)**

1. ***Catalog Description:***

Development of human resources management skills and an understanding of the factors that contribute to the effectiveness of individuals and groups in hospitality organizations. Topics include motivation, morale, individual and group behavior, conflict resolution, job creation process, employment laws, the hiring and termination process, and assessing and managing job performance.

1. ***Prerequisites:***

Completed 45 units or more and ((HRM Major or Restaurant Management (CERT) or Intl Tourism Mgt (CERT) or International Exchange Student Group))

*Justification:* HA 345, a core course, can only be taken by HRM Majors with almost junior status or by HRM Majors part of an International Exchange Student Group or enrolled in the aforementioned certificates. 45 hours are required to ensure that students have sufficient college-level coursework and experience (equivalent of three full semesters to be on track for a four year program) for the course.  Because this course enhances the HRM and IHM degrees and the related certificates, we want to postpone student enrollment until they have had at least three semesters of college-level coursework and are looking at courses for the academic content.  To allow students into the courses earlier in their career risks making the courses “experimental courses” to be taken for fun or for non-academic reasons.  We do not have the resources to offer these courses to all students.

1. ***Course Learning Goals:*** *Upon completion of the course, students will be able to:*
2. Describe and utilize the functional planning system to prepare a human resources plan.
3. Discuss individual behavior in organizations, including diversity, attitudes, job satisfaction, emotions, moods, personality, values, perception, decision making, and motivational theories.
4. Explain how morale and motivation influences employee performance and be able to develop strategies to improve it.
5. Discuss group behavior in organizations, including communication, values, culture, leadership, conflict, and negotiations.
6. Describe the organizational system, including organizational structures, culture, human resources, and change.
7. Explain the difference between informal and formal performance reviews.
8. Describe the three and four tier disciplinary system.
9. Assess the challenges of recruiting and hiring employees with the appropriate skills.
10. Describe the major employment laws related to the Civil Rights Act and Americans with Disabilities Act.
11. Describe Affirmative Action and identify which organizations must abide by it.
12. Conduct an employment interview and performance appraisal.
13. Understand the steps in preparing a training program and be able to compare and contrast the different types of training.
14. Describe basic components of a compensation package.
15. Explain what sexual harassment is and how to prevent it.
16. Complete a job analysis, design, description, and specification.
17. Understand the concept of the generic responsibilities of a manager – plan, organize, direct, and control.
18. ***Course Materials:***

Required Texts:

Texts related to and human resources management and organizational behavior, such as Applied Hospitality Human Resources Management, Reich (2012) and Organizational Behavior for the Hospitality Industry, Berger & Brownell (2008).

1. ***Teaching Methods:***

Lecture, entire class and group discussions, case studies, informal presentations, research, HR plan project.

1. ***Mechanisms for Feedback to Students/Interaction Between Students and Professors:***

Written comments on student assignments, online feedback via e-mail and Blackboard Learning System, class discussions, and individual oral feedback during class and office hours.

1. ***Evaluation Tools:***

Assessment of student learning outcomes:

|  |  |  |
| --- | --- | --- |
| Assessment Activities | Points | Percentage |
| Class activities focused on specific learning outcomes (case studies, self assessment, quizzes, project draft) | 30 | 30 |
| Human Resources Functional Planning Project  (an extensive project that requires the analysis of a firm’s HR performance, an environmental analysis (research) and the setting of explicit objectives, strategies, tactics and a control/monitoring process) | 20 | 20 |
| Strategy Reviews (2 small research projects) | 10 | 10 |
| Two Comprehensive Essay/Short-Answer Exams | 40 | 40 |
| Total | 100 | 100 |

Grading System

|  |  |
| --- | --- |
| Grade | Scale |
| A | 90-100% |
| B | 80-89.9% |
| C | 70-79.9% |
| D | 60-69.9% |
| F | 0-59.9% |

1. ***Use of Technology and Information Systems***

The following technologies are used to augment the learning experience:

* Excel for graphs
* Cline library data bases

1. ***Collaborative or Team Activities***

Small in-class group exercises for exam reviews.

1. ***Projects***

A human resource plan.

1. ***University Policies and* *Statement Regarding Academic Dishonesty***

Current university required policies will be attached each term to actual syllabi. Students are responsible to inform themselves of university policies regarding *Academic Integrity*. In general, students found to be in violation of the code (e.g., cheating, fabrication, fraud, and plagiarism) are awarded a grade of F in the course. The complete policy on academic integrity is in Appendix F of NAU’s *Student Handbook*.

***XII****.* ***Course Content****:*

1. **Course Topics**:
2. The Dynamic Environment of HRM.
3. Functions and Strategy.
4. Compensation, benefits, and incentives.
5. Values, Moral, and Motivation.
6. Individual and Group Behavior.
7. Equal Employment Opportunity.
8. Employee Rights and Discipline.
9. Employment Laws.
10. Job Creation Process.
11. Understanding the Diverse Environment.
12. Human Resource Planning and Job Analysis.
13. Recruiting and Hiring.
14. The Power of Teams in Hospitality.
15. Group Problem Solving and Decision Making.
16. Socializing, Orienting, and Developing Employees.
17. Establishing the Performance Management System.
18. Ensuring a Safe and Healthy Work Environment.

**B. General Knowledge and Management Skills \***

|  |  |  |
| --- | --- | --- |
| Program Learning Outcome | Course Learning Outcomes  (Letter corresponds to learning outcomes alphabetically listed in Section III) | Supporting Targeted Course Performance Level: I,D,or M |
| Communication Skills | D,K | I,D |
| Technology Skills |  |  |
| Problem Solving Skills | A,H | I, D |
| Analytical Skills | A | I, D |
| Conceptual Skills | A,P | I,D |
| Ethical Skills | I,J | I |
| Global Skills |  |  |
| Human Relation Skills | B,C,D,E,H,P | I,D |
| Career and Life Skills |  |  |
| Technical Skills | A,F,G,I,J, K,L,M,N, O | I,D |

\*I = Introduced, D = Developed and Practiced with Feedback, M = Demonstrated at the Mastery Level, Blank = Not Treated in this Course

**Definitions of Student Mastery Levels (1). These set performance levels that are somewhat parallel to Bloom’s Taxonomy.**

**I =** The student can identify examples (and non-examples) of the desired outcome, name the elements involved, and answer "objective, multiple-choice, fill-in the blank" type of test questions showing awareness. (Objective tests are not necessarily simple, but they are most likely to be used at this introductory level.)

**D =** The student can describe, demonstrate or construct an example of the desired outcome but with guidance about each step. In some cases, the steps to learn the outcome may be spread among more than one course or activity within a course. Also included here is evaluation of existing examples of the outcome (pro's and con's, etc.) Essay questions and short projects would be used as evidence.

**M =** The student can demonstrate the outcome given a problem statement and appropriate data and tools. The student would need to synthesize skills learned previously in isolation. The skill demonstration would be sufficiently rigorous that an outside stakeholder (future employer) would be satisfied with it for an entry level position after graduation. Term papers, senior projects and research papers, senior portfolios, case studies, and capstone coursework would be used as evidence.

**(1) Source: http://business.uhh.hawaii.edu/documents/documents/MasterSyllabusMKT310revFeb2012.pdf.**

**PROGRAM LEARNING OUTCOME DEFINITIONS**

* **Communication Skills\***: Use oral and written communication skills necessary to function effectively in the hospitality industry.
* **Technology Skills:** Use technological tools while presenting and interacting with data and

information.

* **Problem Solving Skills:** Use leadershipand management skills when solving problems and conflicts.
* **Analytical Skills:** Use financial and accounting management knowledge when evaluating the profitability of different business decisions.
* **Conceptual Skills:** Apply strategic and conceptual principles when analyzing business decisions at the property and corporate level.
* **Ethical Skills:** Identify ethical dilemmas and are able to recognize and evaluate alternative courses of action.
* **Global Skills:** Demonstrate the ability to work collaboratively with others from different cultures and backgrounds and to identify factors affecting international hospitality businesses.
* **Human Relation Skills:** Use emotional intelligence skills when interacting with guests and employees.
* **Career and Life Skills:** Participate in personal and professional development learning activities for successful career and life planning and management.
* **Technical Skills:** Demonstrate core competencies in the hospitality field.

**\* Skill:** *the ability, coming from one's knowledge, practice, aptitude, etc., to do something well.*