Huntingdon College
W. James Samford, Jr. School of Business and Professional Studies

COURSE NUMBER: MGMT406
COURSE NAME: Human Resource Management
Spring 2015, Session II, Brewton
Mondays, 2/16, 2/23, 3/2, 3/9, 3/16; 5:30 – 9:30 PM

INSTRUCTOR’S NAME: Ms Jamie McCall

CONTACT INFORMATION: jmccall@hawks.huntingdon.edu

COURSE DESCRIPTION: The nature of personnel administration, such as the activities of work analysis, staffing, training and development, appraisals, compensation, health and safety, and unionism.

This course will provide you with a working knowledge of the human resource management system. By the end of the course you should be able to address the HR functions of staffing, training and development, performance management, compensation, benefits, employee relations and the legal environment. Furthermore, the strategic contribution of human resources will be emphasized and the interface between operations managers and human resource professionals examined. By using lectures, outside class assignments, in class discussions and exercises, you will learn practical applications of human resources management practices and theories that will benefit you at all levels of organizational management.

PREREQUISITE: MGMT312


COURSE LEARNING OUTCOMES: At the completion of this course, students are expected to competently:

- Examine the strategic role of human resource management.
- Explain the interface between operating managers and human resource professionals.
- Identify human resource functions and systems.
- Describe the legal environment of human resources.
- Investigate the ethical issues facing the human resource area.
- Apply human resource management concepts to actual organizational issues.
COURSE ASSIGNMENTS & GRADING CRITERIA:

<table>
<thead>
<tr>
<th>Grading Elements</th>
<th>Percentage:</th>
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<tbody>
<tr>
<td><strong>Week 1:</strong> Paper: Challenges Facing HR Assignment + Article</td>
<td>10%</td>
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<tr>
<td><strong>Week 2:</strong> Chapter Summaries (i.e, Chaps 3,4,6, &amp; 7) + Article</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Week 3:</strong> Chapter Summaries (i.e, Chaps 5,8,9, &amp; 10) + Article</td>
<td>10%</td>
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<tr>
<td><strong>Week 4:</strong> Chapter Summaries (i.e., Chapters 11, 12, &amp; 13) + Five Completed Employee Surveys + HR Interview Notes (Typed)</td>
<td>10%</td>
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<td><strong>Week 5:</strong> Chapter 14 Article Summary + Final Report</td>
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<td>Final Presentation (i.e., presentation associated with final report)</td>
<td>15%</td>
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<tr>
<td>Class Participation</td>
<td>15%</td>
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<tr>
<td>*<em>Final Portfolio (<em>contents of final portfolio described in syllabus)</em></em></td>
<td>10%</td>
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<tr>
<td><strong>Total Points</strong></td>
<td><strong>100%</strong></td>
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GRADE POINT EQUIVALENTS - Describe the point range for each letter grade.

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 59-below

ATTENDANCE POLICY:

**Absences and Tardiness** – All students are required to attend the first session. Those who do not attend the first session will be automatically dropped from the course. Students with more than one absence will receive an "F" for the course. Since this class meets only five times, missing a single class meeting is equivalent to missing three weeks of a regular term. If you cannot attend a class you must let the instructor know via email as soon as possible. In case of absences you are responsible for obtaining all handouts and assignments. Tardiness may result in a deduction in your class participation grade. Excessive tardiness may count as an absence.

**Participation** – Participation is not the same as attendance. Participation requires students to come to class prepared to actively participate, which makes the classroom experience more meaningful. However, participation is not just speaking out in class. The contributions made by the student should be related to the course content and meaningful to the class discussion. Finally, during the first 4 weeks of class we will discuss outside articles related to the HR Topic(s) for the week. A list of resources has been provided at the end of the syllabus which will be useful for finding a HR article.
Late Assignments – No shows fail the assignment. It is expected that the students fulfill their assignments on the date they are scheduled to do so. Students with illness or other problems that prevent them from attending class on the day a presentation or written assignment (including a test and/or exam) is due must contact their instructors PRIOR to the deadline via Huntingdon College email with supporting documentation to request an extension or a make-up. In most cases, missed assignments are logistically difficult to make-up while maintaining the integrity of the module. In rare cases, approval to make-up an assignment may be granted at the discretion of the faculty member based on the seriousness of the circumstance and on the supporting evidence provided by the student. Contacting a fellow class member does not substitute for contacting the instructor.

Accommodation of Special Needs- Huntingdon College makes every reasonable accommodation for disabilities that have been processed and approved through our Disability Services Committee in accord with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. In order to request disability-related services at Huntingdon College, students must self-identify to the Disabilities Intake Coordinator, Camilla Irvin, and provide appropriate and up-to-date documentation to verify their disability or special needs. After the accommodations have been approved by the Disability Services Committee, the 504 Coordinator, Dr. Lisa Olenik Dorman, will notify your professor(s) of the committee’s decision. If you have any questions regarding reasonable accommodation or need to request disability-related services, please contact Disability Services at (334) 833-4432 or e-mail at disabilityservices@huntingdon.edu.

Academic Honesty – Plagiarism is literary theft. Failure to cite the author of any language or of any ideas which are not your own creation is plagiarism. This includes any text you might paraphrase, as well. Anyone is capable of searching the Internet or any printed media; your research paper is intended to broaden your knowledge, stimulate your creativity, and make you think, analyze, and learn. It is not consistent with the College Honor Code, nor with scholarly expectations to submit work which is not the product of your own thinking and research. Severe penalties will result upon the submission of any work found to be plagiarized, including potential failure of the entire course. It is easy and simple to properly cite all sources used in your paper. Take no risks – cite your sources.

Huntingdon College Library: As an ADCP student you have access to the full-range of electronic resources provided by the Library of Huntingdon College. Your first step upon enrollment at Huntingdon should be to register for a library account. You can do this by going to the Library’s web site at http://library.huntingdon.edu/ and under “ADCP Services” complete the “Library Card Application” form and submit it. You will receive shortly your personal library account information, which will then allow you to access a variety of resources including databases. Should you ever have a problem accessing the Library’ electronic resources, please contact the Library (specifically, Systems Librarian Brenda Kerwin at bkerwin@huntingdon.edu <mailto:bkerwin@huntingdon.edu>).*
Among the Library’s electronic resources, you will find a number of databases specific to the area of business administration and its allied fields of study (e.g. databases within /EbscoHost/, /Gale/, and /ProQuest/, as well as /Oxford Journals/). You will also find databases that support your core courses in such fields as English, history, communications, the arts, and the sciences. You may be familiar with the AVL (the /Alabama Virtual Library/) and have your own AVL card. As a student at Huntingdon College, you no longer need to maintain your own AVL card, if you access the AVL through our web site. Simply click on “Campus &Library” rather than “Home Access” within the AVL. A few other mentions: /Countess/ is the name of the Library’s online catalogue and among its holdings you will find electronic books. If you want to know what full-text electronic journals are available to you through the Library’s databases, you can use the /Serials Solutions/ link on our web site. You can limit your search by discipline (such as “Business & Economic”). If you use Google for any of your research, we greatly encourage you to use /Google Scholar/ and /Google Books/. These features of Google will direct you to resources appropriate for academic research.*

Grading Standards for Papers, E-mail Submission of Work, Weekly News Articles, and Chapter Review Questions

Writing assignments should incorporate contemporary sources from human resource publications (see attached for some acceptable sources). Professionals are expected to communicate effectively and efficiently. The same is expected for writing assignments in this course. This includes the following:

A. Being able to define issues clearly and to present ideas persuasively.
B. Being able to write a well designed paper containing the following:
   1. Introduction with well developed thesis
   2. Main body/ text of the paper with appropriate transitional flow
   3. Summary with conclusion as relates to original thesis
C. Being able to cite information from the text and from other sources correctly.
   Examples of recommended sources are listed in the back of the syllabus.
D. It is important to stay abreast of current HR Topics. Therefore, students are required to bring a current news article related to the class topics most class sessions(with the exception of Week 4). Students should be prepared to present a very short review of each article.
First Night Assignment – see below ***

CLASS SCHEDULE:

Week 1: The Nature of Human Resource Management

Learning Outcomes

At the end of this workshop, students are expected to competently:

1. Describe the changing nature of Human Resources.
2. Compare strategic human resources planning in students’ organizations with other contemporary businesses.
3. Explain how effective HR management has a positive impact on individuals and their work.

***A First Class Assignment is Due in Week One***

ASSIGNMENTS DUE WEEK ONE  (DUE AT BEGINNING OF CLASS)

✓ Reading Assignment
   Chapter 1: Human Resource Management in Organizations
   Chapter 2: Strategic Human Resource Management & Planning

✓ Pre-class Writing Assignments
   Part A: Prepare a minimum of 2-4 pages, typed, double-spaced paper on the challenges facing human resources. Address at least one (preferably more) of the following issues: economic and technological change, workforce availability and quality concerns, demographics and diversity issues, and organizational restructuring. Are these challenges currently facing your organization or other local organizations? If not, do you see these challenges occurring in the near future? How is your organization, or other organizations, handling these challenges? You will present this HR challenge during class. **The 2-4 page typed paper will be collected in class. Late assignments will not be accepted!**

   Part B: Find a 1-3 page article that describes a current trend in HR, and prepare a summary of the HR article. The summary will be presented during class and it should include: (a) identify what’s useful in the article for employers, (b) describe what you thought the article was missing, and (c) describe the extent to which this HR trend is prevalent in your work environment We will begin class with a discussion of the articles. Be prepared to spend about 3-4 mins describing the article.
Week 2: Staffing the Organization

Learning Outcomes
At the end of this workshop, students are expected to competently:
1. Examine the legal basis for equal employment opportunity.
2. Describe the steps necessary in implementing an equal employment program.
3. Evaluate and critique student’s own job descriptions and compare to current theory and best practices.
4. Develop job postings, newspaper ads, or Internet job listings for vacant positions.
5. Conduct and critique employment interviews.

ASSIGNMENTS DUE WEEK 2
✓ Reading Assignment
  Chapter 3: Equal Employment Opportunity
  Chapter 4: Workers, Jobs, and Job Analysis
  Chapter 6: Recruiting and Labor Markets
  Chapter 7: Selecting Human Resources

✓ Pre-class Writing Assignments
  Part A: Prepare a one page chapter typed summary for each of the four chapters that you read. Include in the summary the following information, per chapter: (a) describe something new that you learned by reading the chapter, (b) describe something that you read in the chapter that is applicable and relevant to your current work environment. You are asked to complete a one page chapter summary for each of the assigned chapters this week: i.e., Chapters 3, 4, 6, and 7. Be prepared to share your summaries at the beginning of class. The summaries will be collected in class! Late assignments will not be accepted!

  Part B: Find a 1-3 page article that describes a current trend in Employment Law, Job Analysis, Recruiting or Employee Selection. The summary will be presented during class and it should include: (a) identify what’s useful in the article for employers, (b) describe what you thought the article was missing, and (c) describe the extent to which this HR trend is prevalent in your work environment. We will begin class with a discussion of the articles. Be prepared to spend about 3-4 mins describing the article.

  Part C: In Appendix A, you will find a list of interview questions. Examine the interview questions and determine if an Employee Law has been broken by asking that interview question. Please complete the assignment before coming to class.

  Part D: Bring a copy of your (current) job description to class. During class we will use each student’s job description for an in-class assignment! Please also bring a copy of your job description for the instructor.
Week 3: Training and Developing Human Resources

Learning Outcomes

At the end of this workshop, students are expected to competently:

1. Compare the changing needs and methods in human resource training and development.

ASSIGNMENTS DUE WEEK 3

✓ Reading Assignment
   Chapter 5: Human Resources Planning and Retention (i.e., specifically read pages 158-172).
   Chapter 8: Training Human Resources
   Chapter 9: Talent Management
   Chapter 10: Performance Management and Appraisal

✓ Pre-class Writing Assignments
   Part A: Prepare a one page chapter typed summary for each of the four chapters that you read. Include in the summary the following information, per chapter: (a) describe something new that you learned by reading the chapter, (b) describe something that you read in the chapter that is applicable and relevant to your current work environment. You are asked to complete a one page chapter summary for each of the assigned chapters this week: i.e., Chapters 8, 9, and 10. Be prepared to share your summaries at the beginning of class. The summaries will be collected in class! Late assignments will not be accepted!

   Part B: Find a 1-3 page article that describes a current trend in Employee Training, Talent Management, Employee Retention, or Performance Management and Appraisal. The summary will be presented during class and it should include: (a) identify what’s useful in the article for employers, (b) describe what you thought the article was missing, and (c) describe the extent to which this HR trend is prevalent in your work environment. We will begin class with a discussion of the articles. Be prepared to spend about 3-4 mins describing the article.

   Part C: Bring a copy a blank copy of the performance appraisal form that is used to evaluate your position. In addition, make sure you have a copy of your job description this week. We will compare the job description and the performance evaluation form used for your position in class. It’s important to bring both documents!! Please also bring a copy of your performance evaluation form for the instructor.
Week 4: Compensating Human Resources

Learning Outcomes

At the end of the workshop, students are expected to competently:

1. Explain compensation and benefits strategies and practices.
2. Develop a compensation and benefits package for a small business.
3. Adapt the previously developed plan to include a process for managing employee benefits.

ASSIGNMENTS DUE WEEK 4

✔ Reading Assignment
  Chapter 11: Total Rewards and Compensation
  Chapter 12: Incentive Plans and Executive Compensation
  Chapter 13: Managing Employee Benefits

✔ Pre-class Writing Assignments
  Part A: Prepare a one page chapter summary for each of the three chapters that you read. Include in the summary the following information, per chapter: (a) describe something new that you learned by reading the chapter, (b) describe something that you read in the chapter that is applicable and relevant to your current work environment. You are asked to complete a one page chapter summary for each of the assigned chapters this week: i.e., Chapters 11, 12, and 13. Be prepared to share your summaries at the beginning of class. The summaries will be collected in class! Late assignments will not be accepted!

  Part B: Conduct an interview with a HR Professional within an organization. The purpose of the interview is to learn about the compensation, benefits, and employee rewards that are used in the organization. During the interview, use the questions provided in the handout included in the syllabus: “Human Resource Practitioner Interview Guide”. Type up your interview notes, and bring them to class.

  Part C: Employee Survey
  In total you need to collect 5 employee surveys. First, you should complete an employee survey. Next, find 4 volunteers at your job to complete the employee survey. The employee survey is found in Appendix B of the syllabus. Please bring the 5 completed employee surveys to class. We will analyze the results of the surveys in class. As a reminder, late assignments will not be accepted, and the employee surveys must be completed PRIOR to class.
Week 5: Employee Relations

Learning Outcomes

At the end of the workshop, students are expected to competently:

1. Examine best practices in employee health, safety, and security.
2. Identify strengths and weaknesses in employee handbooks from the standpoint of employee rights and discipline.
3. Debate the pros and cons of labor union activity.

ASSIGNMENTS DUE WEEK 5

✓ Reading Assignment
Chapter 14: Risk Management and Worker Protection

✓ Pre-class Writing Assignments
Part A: Prepare a one page chapter summary for Chapter 14. Include in the summary the following information, per chapter: (a) describe something new that you learned by reading the chapter, (b) describe something that you read in the chapter that is applicable and relevant to your current work environment. The summary will be collected in class! Late assignments will not be accepted!

✓ Part B: Prepare your Final Individual Report with Research Component. You will be responsible for presenting the final report in class. The presentation will be made with Powerpoint Slides, and you should expect to present for 10-12 mins.

Directions for preparing the report: Select one area of Human Resources Management that is of particular interest to you. Research the topic (compare and contrast to current and relevant thinking, i.e. best practices) and make a presentation based on your research. The content of the research presentation should enable you to teach the class about the topic. Specifically, you need to: (a) define your topic, (b) describe why the topic is meaningful to you, (c) teach the class about the topic and how it applies to a work environment, and (d) describe any personal experiences that you have had with the topic.

In addition, please adhere to the following guidelines:

1. Prepare a maximum of 4 pages, typed, double-spaced report examining the selected area, discussing and showing the application and practice to the HR field.

2. Prepare a formal presentation on the assigned topic. Time will be assigned and adjusted based on class size.
3. Support the presentation with visual aids, such as overheads, PowerPoint, or handouts.
4. Allow time for questions and answers from students and the instructor.

On the last day of class, each student will be required to submit a **final portfolio** with the following contents:

1. *Cover Sheet with Student Name, Course, Dates of Course, and Instructor Name*
2. *Graded Chapter Summaries, as assigned on a weekly basis (typed)*
3. *Articles, as assigned on a weekly basis (typed)*
4. *Interview Notes, i.e., Human Resource Practitioner Interview Guide and Notes (typed)*
5. *Completed Employee Surveys (Five in Total)*
6. *Final Individual Report and Powerpoint Slides (i.e., any slides or handouts used during the final presentation)*
7. *Student Course Attendance & Participation Self-Appraisal*
**Human Resource Practitioner Interview Guide**

Below are some suggested open-ended interview questions for use in the assignment due Week Four. These interview questions cover the areas of employee compensation, benefits, health, safety and security.

1. Please describe your organization’s compensation and benefit plans.

2. How were these plans developed? (Evolved, outside studies and consultation, internal input from employees/union, etc.)

3. Do you believe that your organization’s compensation and benefits plans are competitive in today’s marketplace?

4. What is the biggest problem you have in the administration of the compensation and benefits plans?

5. Does your organization have plans to change or modify the existing compensation and/or benefits plans?
BIBLIOGRAPHY

Human Resource Readings:

- Academy of Management Executive
- California Management Review
- Fortune
- Personnel Journal
- HR Magazine
- Sloan Management Review
- Business Week
- Forbes
- Harvard Business Review
- T & D [ASTD]
- Training Magazine
- The Wall Street Journal
Human Resource Web Sites:

- Academy of Management Online. [http://aom.pace.edu](http://aom.pace.edu)
- American Society for Training & Development. [http://www.astd.org](http://www.astd.org)
- Bureau of Business Practice. Provides information about topics in HR and other areas. [http://www.bbpnews.com](http://www.bbpnews.com)
- Business Ethics Magazine. Includes interviews with major business leaders, news features, and perspectives on life and work. [http://condor.depaul.edu/ethics/bizethics.html](http://condor.depaul.edu/ethics/bizethics.html)
- Business Researcher’s Interests: Business, Management & Information Technology. Links to online articles, journals and magazines. [http://www.brint.com/ISJournal.htm](http://www.brint.com/ISJournal.htm)
- HR Online. [http://www.hr2000.com](http://www.hr2000.com)
- HR Plaza. Full-service site including news, features, lists of conferences and other information geared toward HR professionals. [http://www.hrplaza.com](http://www.hrplaza.com) HR Professional’s Gateway to the Internet. By Eric Wilson, SPHR. [http://www.teleport.com/~erwilson/index2.html](http://www.teleport.com/~erwilson/index2.html)
- HR Strategies & Tactics. Monthly newsletter dedicated to providing current data, news, and tips to the human resource planning professional. [http://www.hrstrategy.com](http://www.hrstrategy.com)

- Institute of Management and Administration. [http://www.ioma.com](http://www.ioma.com)

- Management Archive. The latest ideas, thinking, and research in the management of business and public organizations. Sponsored by the School of Business and Public Administration at University of Alaska Southeast. [http://ursus.jun.alaska.edu](http://ursus.jun.alaska.edu)


- National Association for Diversity. [http://www.nadm.org](http://www.nadm.org)


- National Forum on People’s Differences. [http://yforum.com](http://yforum.com)


- The Dilbert Zone. A different perspective on the foibles of managers. For those with particularly thick skin, check out the Evil HR Director section. [http://www.unitedmedia.com/comics/dilbert](http://www.unitedmedia.com/comics/dilbert)


- Training Information Source. Locate, review, and register for training resources selected as best-in-class by Fortune 500 companies. [http://www.training-info.com](http://www.training-info.com)

- Work Index. Searchable database of HR-related Internet sites, with reviews. [http://www.workindex.com](http://www.workindex.com)
Student Course Attendance & Participation Self-Appraisal

Name: ____________ Course: __________ Date: ________

This appraisal form is to be used to evaluate your in-class attendance and participation. Please be as honest as possible. Remember you are evaluating yourself. How involved were you in both class discussions and in-class activities. Circle the correct number that you think best describes the value to be assessed in each area. Total the score at the bottom of the form to give your overall attendance and participation level.

Attendance

0 = Missed more than one class
20 = Missed one class
40 = Didn’t miss any classes!

1 Based on number of class absences. 0 20 40

Course Involvement:

2. Showed involvement in the class discussions 0 1 2 3 4
3. Was open-minded and listened to the comments of others 0 1 2 3 4
4. Asked pertinent questions 0 1 2 3 4
5. Lead class discussions 0 1 2 3 4

6. Helped summarize at appropriate points 0 1 2 3 4
7. Drew out quieter class members 0 1 2 3 4
8. Was prepared for class discussions 0 1 2 3 4
9. Participated freely and cooperated to assist your classmates 0 1 2 3 4

Additional Course Involvement:

10. Came prepared to each class 0 1 2 3 4
11. Showed involvement in class discussions 0 1 2 3 4
12. Asked pertinent questions in class 0 1 2 3 4
13. Helped clarify and/or summarize issues 0 1 2 3 4
14. Brought materials to share with class 0 1 2 3 4
15. Cooperated in creating a supportive learning environment 0 1 2 3 4

Total Attendance, and Class Participation Points: ____________

95-100 = Excellent, 90-95 – Good, 80-90 = Average; 80-Below = Needs Improvement
Appendix A
Directions: In preparation for class on July 26, review the following interview questions and determine if it is legal or illegal to ask the question during an interview.

1. Are you a citizen of the United States?
2. How long do you expect your husband will remain here before changing jobs?
3. What are your religious beliefs?
4. Are you willing to work without your hijab (head scarf)? It might offend our customers…
5. To which clubs, fraternities/sororities, societies, and lodges do you belong?
6. What church do you attend? - Or - What is/are the name(s) of their priest, rabbi or minister?
7. What is your native tongue?
8. What religion do you practice? - Or - Which religious holidays do you observe?
9. What is your birthplace? – Or - What is the birthplace of your parents, grandparents and/or spouse?
10. We’re looking for someone who can relate effectively with college students; you’re 52?
11. How old are you?
12. How much longer do you plan to work before you retire?
13. Do you have children?
14. Are you planning to start a family soon?
15. What plans do you have for taking care of the children if you get this job?
16. If you get pregnant, will you continue to work, and will you come back after maternity leave?
17. Do you consider yourself handicapped in any way?
18. Is there any history of chronic illness in your family?
19. One of your references mentioned that you have a history of depression. Is this still a problem?
20. Have you had any recent or past illnesses or operations?
21. Do you smoke or drink?
22. How many sick days did you take last year?
23. When did you graduate from high school?
24. The job requires that you work on Fridays, Saturdays, and Sundays. Will your religion cause a problem with the schedule?
25. Do you wish to be addressed as Mrs.?, Miss? or Ms.?
Appendix B. Employee Survey

**Objective:** This survey is being conducted to give you an opportunity to express your views on a number of issues about your job/workplace. Your help is needed in making improvements. The value of this survey depends on your being thoughtful and honest. Your individual responses will be completely anonymous.

The results of survey will be used to make recommendations and action plans on improving the work environment at _______________________ (insert company name).

**Directions:** Please complete the survey questions. Thank you in advance for your time and participation.

Demographics (Select **one** answer):

1. **Gender:** ______________ (male) ________________ (female)

2. **Age:** ___ 18-25     ___ 26-29     ___ 30-40       ___ 40-55      _____ over 55

3. **Tenure at Company:**
   ____ Under 1 yr ______ 1-3 yrs ______ 3-5 yrs _____ 5-10 yrs _____ 10-15 yrs
   _____ over 15 years

4. **Position (write-out your job title):**

   ________________________________________________________________
Complete the questionnaire by marking an “X” in the column that best describes how you feel.

**SD = Strongly Disagree**  
**D = Disagree**  
**N/O = No Opinion**  
**A = Agree**  
**SA = Strongly Agree**

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<td><strong>Job Satisfaction</strong></td>
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<td>1. My work is satisfying to me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<td>2. I am well informed as to how my job fits in with our total company.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<td>3. I feel a part of this organization.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<td>4. My job makes me feel important.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<td>5. I am able to take pride in a job well done.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>5</td>
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<td>6. I do work that is interesting to me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<td>7. I have the chance to make use of my abilities and skills.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<td>8. Morale where I work is generally high.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td><strong>Working Conditions</strong></td>
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<td>9. The hours of work are agreeable.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10. Working conditions around my job are OK.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11. Too much work is expected of employees in my area.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12. The workload is fairly distributed.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>13. We have too many rules to follow.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>14. Things are pretty organized around here.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
Complete the questionnaire by marking an “X” in the column that best describes how you feel.

**SD = Strongly Disagree**  
**D = Disagree**  
**N/O = No Opinion**  
**A = Agree**  
**SA = Strongly Agree**

<table>
<thead>
<tr>
<th>Rating</th>
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<th>A</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>PERSONAL OPPORTUNITIES</strong></td>
<td>----</td>
<td>---</td>
<td>-----</td>
<td>---</td>
<td>----</td>
</tr>
<tr>
<td>15. Qualified employees are usually allowed to transfer to better jobs.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>16. The individuals who do receive promotions usually deserve them.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>17. I have the chance to do my best at all times.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>18. There is enough reward and recognition given at my company for doing good work.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>19. I can be sure of a job with ABC as long as I do good work.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>20. During the past six months, I have seriously considered leaving the company for another job.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td><strong>COOPERATION</strong></td>
<td>----</td>
<td>---</td>
<td>-----</td>
<td>---</td>
<td>----</td>
</tr>
<tr>
<td>21. People in my work area work well together.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>22. The people I work with help each other out when someone falls behind.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>23. The people I work with get along well together.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>24. There is cooperation between my department/unit/section and other departments/units/sections we work with.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>25. My work group makes good decisions and solves problems well.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
Complete the questionnaire by marking an “X” in the column that best describes how you feel.

**SD = Strongly Disagree**

**D = Disagree**

**N/O = No Opinion**

**A = Agree**

**SA = Strongly Agree**

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</thead>
<tbody>
<tr>
<td><strong>COMPENSATION AND BENEFITS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26. I am paid fairly for the work I do.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>27. I understand how my pay is determined.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>28. I am satisfied with how pay raises are determined.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>29. In comparison with people in similar jobs in other companies, I feel my pay is okay.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>30. In comparison with other people in similar jobs at ABC, I feel my pay is okay.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>31. (if applicable) I feel that benefits package I get at ABC is fair and competitive.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td><strong>COMMUNICATION</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>32. Before changes are made that affect my work, I’m informed of them.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>33. I am able to find out the things I need to know to get my job done.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>34. I am satisfied with how pay raises are determined.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>35. I am satisfied with communication in my work group.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>36. I am satisfied with communication between management and staff.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>37. (if applicable) I feel that benefits package I get at ABC is fair and competitive.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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</table>
For this next section, consider the supervisor/manager that you have the most interaction, and answer the following questions.

**SD = Strongly Disagree**  
**D = Disagree**  
**N/O = No Opinion**  
**A = Agree**  
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<tr>
<td><strong>DIRECT SUPERVISION</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>38. My supervisor is fair in his/her dealings with me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>39. My supervisor is consistent in his/her dealings with all of us.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>40. I feel free to express my honest opinions to my supervisor.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>41. I am satisfied with how my supervisor takes care of complaints.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>42. My supervisor listens to our suggestions and problems.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>43. My supervisor has enough authority to make changes for the better.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>44. My supervisor expects too much from me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>45. My supervisor gives me credit for work well done.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>46. In my work group, we have a clear understanding of our goals.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>47. I feel my performance on the job is judged fairly.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>48. If I were a supervisor, I would do things completely different.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>49. I feel an effort is made to get my input when decisions are made that impact me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
Finally, this section is provided to give you a chance to share any open-ended comments. Regarding the following issues addressed on this survey, please share any comments you have about the following:

- **Job Satisfaction** (e.g., could anything be done to improve your job satisfaction?)
- **Working conditions** (e.g., could anything be done to improve your working conditions?)
- **Personal Opportunities** (e.g., do you feel this company gives you chances for personal growth or opportunities to take on new job tasks?)
- **Cooperation** (e.g., do you have any opinions or comments related to the extent to which people at this company do or do not work well together? If people are not working well together, any suggestions for changes that can be made?)

- **Compensation/Employee Rewards** (e.g., do you have any suggestions related to changes that can be made on salary, employee rewards, employee recognition programs, Development support (seminars, external meetings, other training, Exceptional Attendance Awards, Free coffee, tea and hot chocolate, Company holiday party, Company picnic, Company potlucks, Length of service/Anniversary gifts?)

**Management/Supervisor** (e.g., do you have any suggestions related to changes that either the general management team or your direct supervisor(s) can make that will be helpful?)

If you have any comments, please share them in the box/back of sheet: