

APPROVAL FORM

transmittal memo 10/22/84

- 1) An approval form must accompany each proposal.
- 2) A proposed catalogue description of the course must accompany the proposal as a separate page.
- 3) Results of all consultations must be attached to the proposal.

To Change Title of "Personnel Management and Labor Relations" specialization to "Human Resources Management"

Proposal Title _____

Sponsor(s) Razelle Frankl William Enslin Dept. Administrative Studies

Check One { Course _____ Credit/Level/Title Change or deletion _____ Other _____
 Concentration _____ Specialization X Major Program _____ Certification _____

Graduate _____ Undergraduate X No. of Credits _____

Approved _____
 Not Approved _____

 Dept. Curr. Comm. Chairperson

 Date

Division Curr. Comm.
 Reviewed _____
 Date

Dean of Division
 Reviewed 3-7-84
 Date

Approved _____
 Not Approved _____

 Chairperson, Department

 Date

Approved _____
 Not Approved _____
 Date

 Chairperson Div. Curr. Comm.

 Signature

SENATE CURRICULUM COMMITTEE

SCC # 83-84-102 Proposal Received 3/3/84 Open Hearing Held 3/6/84

Returned to the department for the following reason(s): Titled means other things in other colleges.

Approved by the Curriculum Committee: Date 5/11/84

Presented to ~~Executive Committee of the~~ Faculty Senate as information: Date 5/11/84

Notifications forwarded: Vice President for Academic Affairs: Date 5/14/84

Shirley A. O'Leary
Signature: Chairperson, Senate Curriculum Committee

Handwritten notes:
 Consent with other colleges
 and perhaps an alternative title
 Ad-Hoc - Shirley O'Leary & George Brent
 After checking other colleges - proposal was approved

VICE PRESIDENT FOR ACADEMIC AFFAIRS

Official copy and approval sheet filled

_____ Date

_____ Signature

Course approved Yes _____ No _____

If no, reasons are as follows:

- 1.
- 2.
- 3.

Student credit hours assigned NA

Faculty load hours NA

Equalized credit hours NA

REGISTRAR

Approved course description received and Hegis Taxonomy Number assigned

by Registrar Yes _____ No _____

Hegis Taxonomy Number _____

Signature: Registrar

Date

ACADEMIC DEAN V.P.

Yes Budget, faculty library allocations and Academic Support Services are adequate for immediate implementation.

No Constraints do not permit implementation. The earliest the proposal might be implemented would be _____

Signature: Academic Dean V.P.

Date

Copies forwarded: Senate Curriculum Committee Chairperson, Department Chairperson, Registrar

PROPOSAL
FOR CHANGE IN SPECIALIZATION TITLE

I. Approval Form:

II. Change Requested.

A. From: Personnel Management and Labor Relations

B. To: Human Resources Management

III. Statement of Need and Rationale for Request

A. Historical Perspective and Evolution of "Personnel Management" to "Human Resources Management."

The personnel function in organizations has evolved in three clear phases. First, until the last three or four decades, it was performed by people with little or no training for the work, often persons viewed as having outlived their utility elsewhere in their organizations. Among the typical "personnel" functions of the early days would have been planning the company picnic, buying the employees' bonus turkeys at Christmas time, and handling clerical, payroll work.

However, as government regulation over employee-employer relations increased, and as those relationships became increasingly sophisticated, "personnel management" entered its second phase. It, too, of necessity became a more specialized and sophisticated -- if still not critical -- function within the organization. It became less of a "human dumping ground", for it began to require special knowledge in specific areas. At about the same time, within the last 30 years, institutions began to offer special programs of study in "personnel management" to meet the changing need. Gradually, the personnel function evolved into a management function comprised essentially of:

- a. personnel planning, recruitment and selection
- b. training and development
- c. compensation
- d. health and safety
- e. employee relations
- f. personnel research

However, this multi-faceted business function was seen largely as an advisory, or staff, function, and "personnel," even with its new air of professionalism and specialization, remained somewhat isolated from the rest of the organization in the performance of its duties. It had, usually, little or no decision-making powers and was not viewed as critical to an organization's overall efficient operation and ultimate

success. At times, this assessment of personnel as non-critical was made by other managers and executives in an organization; sometimes, it seems, such an assessment came from those who were actually performing the personnel function.

As we move into the third evolutionary phase, however, managers both within and outside the functional area are recognizing that the "personnel" function, when viewed as the management of the people-power component in an organization, may well be the most critical component. This newer view is, obviously, a broader view of the "personnel" function, and may place more emphasis on the aspects of the function which interrelate it with other organization functions. For example, human resource management may signal greater emphasis on motivation, supervision, appraisal, training and development, all of which have great potential bottom-line and productivity impact. Career planning and guidance, not heretofore a significant element of the personnel function, takes on a new importance when the "human resource" in its entirety is considered. Further, the scope of "human resources management" permits and encourages broad application of internal (i.e., organizational policy and climate) and external (i.e., government regulation, competition, economy, social pressure) factors to the function.

While it is not the intent, through the proposed specialization name change, to abandon the fundamental "personnel" training still important to this business function, it is academically, substantively, important to bring the specialization into this third evolutionary phase and to thereby promote and permit the broader-based teaching of human resources management principles which are essential to competence in the field today.

B. Analysis of External Survey

As noted above, it is appropriate academically and substantively to make this specialization name change; a survey of employers suggests the change is advisable from a pragmatic standpoint, as well.

The survey was of 50 employers who employ from fewer than 50 to more than 4800 persons. The employers are in New Jersey, Delaware and the Philadelphia area.

Specifically, the persons contacted in the surveyed organizations were those responsible for the human resource management function, although in most cases those individuals were apt still to be called "director of personnel," "employee relations director," or "vice president, personnel."

However, the fact that their titles may not have kept pace with developments in their field was no indicator of the respondents' attitudes. In fact, 43 of them stated that they viewed as positive the "shift in focus from 'personnel management' to a broader-based 'management of human resources' concept."

Further, when asked what kind of curriculum (personnel management, employee relations, human resources management, or other) they expected would best prepare students for positions in their departments, the respondents answered as follows:

Personnel Management: 9
Employee Relations: 11
Human Resources Management: 23
Other: 7

It is clear, then, that in the business world, too, the "personnel management" function is broadening to a "human resources management" function.

C. Conclusion.

The change in name from "Personnel Management and Labor Relations" to "Human Resources Management" is well-justified and, in fact, necessary, from both the academic/substantive and the pragmatic/business standpoints.

IV. Impact on Curricular Design

- A. Immediate: Name change, alone, will not carry impact on curricular design.
- B. Longer-term: The proposed title change carries with it the strong possibility that the specialization's curriculum may be revised in keeping with a human resources emphasis which would almost certainly be broader in scope than pure "personnel management." This is not to suggest, however, that the traditionally-important "personnel" functions will, or should be, abandoned. By way of example and not of limitation, the curriculum could be revised for greater emphasis on topics such as productivity, quality of work life, integration of staff into the work place, job design or performance appraisal.

It is not clear at the moment that large-scale restructuring of the curriculum content would be required; at the very least, some redirection of existing course coverage would probably be called for, to bring the specialization's total curriculum into line with the contemporary understanding outlined above, § III, of human resources management as a business administration function.

V. Evidence of Results of Consultation

- A. General Procedure I(B), rev. 5/79, states in pertinent part: "It is the responsibility of each sponsor to seek consultation(s) with those departments whose discipline or content area is reflected in the proposal."
- B. Because, in this case of a proposed specialization name change, the "sponsor" is, in fact, the department reflected in the proposal, this proposal document in its entirety presumably serves the function of a "consultation" report on internal discussions. As noted above, §III(B), external "consultation" was also deemed important, and was accomplished through the survey.