



GSB 751-99 Human Resource Management

Professor Lisa M. Amoroso

Summer 2017 Syllabus (Draft)*

General Information

Dates: On-line from June 30 to August 23
Office: Fine Arts Building, Rm 208
Office phone: 708/488-5288
Office hours: T 7:30 - 9:30 pm (online) and by appointment
E-mail: lamoroso@dom.edu

Please contact me via email or through Canvas to schedule either a face-to-face, Skype, or phone appointment.

**Finalized versions of the syllabus and schedule for this course will be available on our Canvas course. This PDF is a draft. It provides a solid overview of the course; however, the Canvas version is the one on which you should rely. The required textbook selection is final; I recommend you order it as soon as possible.*

Required Course Materials

Textbook: *Managing Human Resources*, 16th Edition, Scott A. Snell and George W. Bohlander. 2012, ISBN-10: 1111532826, ISBN-13: 978-1111532826, Southwestern Cengage. There is a 17th edition of book as well. The authors are Snell, Morris & Bohlander. 2015. ISBN-10: 1285866398, ISBN-13: 978-1285866390 that is fine for this class. You are welcome to use older editions of the textbook for this class (no older than the 13th edition). If you order the book online, you'll need it by the start of Week 2.

Readings: Required readings will be posted weekly.

Course Format

This is an online course that is conducted through Dominican's online course management system, *Canvas*. Our course website will be available on June 27 and accessed at canvas.dom.edu. The course concepts as presented in the textbook and readings will be analyzed, challenged, and extended through forum discussions, assignments, and videos.

This course provides graduate students with an understanding of the terminology, principles, and practices of human resource management (HRM). The role of a human resources (HR) manager varies greatly across organizations and frequently within organizations. A single HR manager may be involved in hiring, firing, enforcing policy, investigating mishaps, consulting on corporate strategy, training, negotiating in relation to compensation, employment contracts, and benefits provision. This broad array of HR practices will be examined here from the perspective of not only what's best for the corporation, but also what's best for human beings, communities, and the world. The course focuses on analyzing existing HRM practices, developing recommendations, and articulating how best to manage the implementation of any given recommendation.

Course Objectives

After completing this course, a student is expected to:

- Understand the field of HRM, its primary functions and responsibilities and its relevance to employees, managers, and the executive team
- Be able to critically evaluate human resource policies and practices
- Be able to communicate his or her assessments and recommendations in concise business format
- Gain a broad applied and theoretical understanding of the central HRM concepts, including employee empowerment, goal-setting, and motivation
- Understand the application and importance of compensation and benefits planning,
- Understand employee rights and the regulations of workplace safety
- Understand the value of workplace diversity
- Be familiar with numerous governmental employment regulations (e.g., workplace diversity) and HR's role in monitoring a company's compliance
- Appreciate the ways HRM can improve the triple bottom line (which includes corporations' economic, social, and environmental responsibilities)
- Analyze business challenges involving human resource systems from a systemic, global and strategic perspective

Course Evaluation

This course covers one semester in eight weeks. Given the intensive format, students are expected to spend 12-16 hours per week on completing the readings, participating in discussions, taking quizzes, and writing for this course.

If a student is consistently not reading the discussion board posts or completing the course reading, the highest grade that student can receive is a B-.

Grades are calculated based on the following:

Discussion Board Participation	27 %
Quizzes	21 %
HRM Consulting Project & Peer Feedback	34 %
Webcam Interview	6 %
Resume, Cover Letter, & LinkedIn Profile	12 %
Total	100 %

Your grade is based on the following scale:

A	93-100	B	83-86.9	C	73-76.9
A-	90-92.9	B-	80-82.9	C-	70-72.9
B+	87-89.9	C+	77-79.9	F	69.9 & below

Discussion Board Participation

All but one of our class discussions may be in small groups of four to six students* -- the one exception is our introductory all-class posts in Week 1. This is such an important part of the course to understand that I have provided a detailed example for Week 1 (on the Agenda page) and detailed instructions below. Please read the instructions carefully and reach out to me by Wednesday of Week 1 if you have any questions.

*If a class is <10 students, we may have all-class discussions. In any event, the following advice still applies.

Discussion Group Composition: Since our discussion groups are small, you will need to post regularly to keep the discussions in these groups going. You need to contribute in a meaningful way in every thread. Our discussions will span two weeks to allow the conversation to develop sufficiently. Each student will be responsible for kicking off and facilitating one or two of the discussion threads per week for each of these small group discussions. Your Thread Facilitator assignments will be available in the Weekly Agenda.

Concise, non-repetitive discussion: The discussion board posts can use a conversational style, but I expect us all to post edited, concise comments. You must avoid repetition as this is respectful of everyone's time. Here are three recommendations for making your posts more effective:

- Read all of the branches of a given thread before you post a response or before you start a new branch or new thread. This is so you do not start a discussion which has already been started or make a point that has already been made. The questions are designed to generate distinct discussion lines. If you are worried that your ideas will be "taken," post early.
- Avoid repeating or summarizing someone else's point. If you want to refer to a section of the book or some other discussion thread conversation, that is fine but the reference must be brief. We do not need a recap since, we should all be doing the reading and keeping up with the discussions.
- Read prompts first. Review the discussion board thread prompts before doing the readings or watching the video podcasts. This way you can approach the material with the prompts in mind and note places that you might like to refer back to during the discussions.

For more detail on discussion board expectations, please see the Frequently Asked Questions page and the Grading Rubric on Canvas.

Thread Facilitators: The person assigned to take the lead in answering a particular prompt or question is that thread's "Thread Facilitator." The initial "kick-off" posts for our small group discussions for Week 2 to Week 7 must be completed by the Thread Facilitator by Saturday at 2 pm (of Week 2, 4, or 6). Please remember that this is an intensive format and assumes you will have reliable access to the internet allowing you to participate fully in our online discussions. The other group members must then post to each of the other threads by Monday at 7 pm (of Week 2, 4, or 6). Our primary goal is to have a dynamic discussion around the topic that lasts throughout the entire two weeks.

Thread Facilitators are expected to play a leadership role for their assigned thread. You should be facilitating that threaded conversation (along with being active in all other threads). If your discussion is not moving forward, then provide a question or offer an additional point to help get a dialogue going. At times there might be arguments about particular interpretations or opinions, these are fine and often valuable. The key is for each of us to learn from one another. This may mean arguing over the topic/issue/point being made; it does not mean attacking the person for the comment s/he made. Civility is expected.

If as the Thread Facilitator, you feel someone is being disrespectful or posting inappropriately (this includes posting rambling or unorganized posts), do something! If you are able to politely address it within the forum, great. Otherwise, contact me and we can brainstorm on alternatives. Being a Facilitator is a leadership opportunity in a safe environment, and where better to practice handling interpersonal issues than in an MBA class. (This does not mean you need to do my job. I most definitely will let a student know if I want to see some changes to the way s/he is participating. At least a few times per course, I remove someone's post and ask them to tighten it up and fix excessive errors. I am available at any point to discuss concerns. As always, when in doubt about anything, check in with me.)

<i>Breakdown of Discussion Board Points</i>	27 points total
Week 1 All-Class Posts	3 points
Weeks 2-3 Discussions	8 points
Weeks 4-5 Discussions	8 points
Weeks 6-8 Discussions	8 points

Quizzes

The lowest passing quiz score (scores >70%) will be dropped from your quiz grade. Each quiz is worth 30 points for a total of 210 points. (So, (8 quizzes minus the lowest passing)*30=210.) *Please note:* if you do not complete a quiz or score below 70%, that score will not be dropped.

The weekly agenda will explain what content will be covered in the quiz.

What you can use during a quiz — The weekly quizzes are to be completed independently and the questions should not be discussed or shared with anyone in this class or in the future. You may use the book or any other written materials.

Time Limit — Once you begin a quiz, you will need to complete it within the allotted time. The time limit will be noted in the weekly announcement. All of the questions will be displayed at once. Quizzes will vary in format. Some will consist of between 15-30 questions selected at random from a larger set of questions. Some will also have 2-3 short essay questions. I will let you know the format as part of the Weekly Agenda.

Viewing your quiz after you've finished — When there are short essay questions in a quiz, you will not be able to see the answers right away because I will have "muted" the assignment. Your graded quiz will be available once I've had a chance to grade the essay questions.

Contesting an answer — If you feel your answer to a question is the better answer or that your answer deserves more than the points awarded, here's what you can do. Send me an email with the *complete question, possible answers (if multiple-choice), and your answer* included. Identify which answer was the "correct" one and which one you think is the better answer. You must include a sentence or two where you *explain why your answer is better*. Your subject for these emails should be something meaningful like "Quiz 3 Answer Challenge."

HRM Consulting Project

The HRM Consulting Project is major part of this course. It provides you with:

- the chance to link our academic study to an organization
- an opportunity for you to write a business report analyzing a real HRM issue
- an opportunity for you to determine the best of course of action for the organization and develop a convincing written recommendation
- additional exposure to the inner workings of other organizations

Select an organization where you have worked or are working (or a place where you can gain an insider's understanding of the organization's structure and employer-employee relations quickly). A basic knowledge of their HR policies is also required. If you do not want to use the employer's real name, please make up a pseudonym.

If you do not have an organization that you feel will work for this project, contact me by Sunday of Week 1 and we will figure it out.

This project has three main deliverables.

- Deliverable #1 – A **descriptive essay** (1,500-2,500 word essay) providing workplace stories that will enable your readers to understand the current conditions in relation to the HR issue that you will address in the subsequent parts of this project. You paint the picture here; do not analyze or make recommendations in this essay (that comes later in Deliverable #2).

This first deliverable is not a business report. It is a narrative in which you describe a situation within a company related to human resource management. You should not be criticizing a practice but instead describing things in sufficient detail to allow the reader to do his or her own analysis of the situation.

- Deliverable #2 – **An analysis of a current HR problem.** For this part, pretend you are an external HR consultant hired by the CEO to analyze one current HR problem. You do not provide advice here – save that for #3. This part of the report is where you delve into the structural, procedural, core HR issues that are contributing to some of the issues described in Deliverable #1.
- Deliverable #3 – **Final Report. Your final report will consist of your revised analysis (Deliverable #2) + your detailed recommendation.** For this part, you need to revise your first Deliverable #2 based on the feedback you've received AND add a final section to the report where you provide your recommendation to the CEO for his/her current HR problem. Your CEO has made it clear that your recommendation needs to have a highly probable, positive impact on the organization. Something that is expensive to implement will need to have a clear benefit on the organization's revenues and productivity.

You will **NOT** be able to "recycle" anything from Deliverable #1 to Deliverable #2 – they have completely different goals. Deliverable #3 is a combination of your revised Deliverable #2 and new material.

After reviewing the posted assignment instructions, be sure to ask me if you have any questions.

Feedback to Classmates ***Note: I'm reworking this aspect of the class – so this section is tentative.***

There will be a formal opportunity for you to provide feedback to other students in this course. This opportunity will allow you to:

1. Learn about the internal dynamics of at least two other organizations

2. Have the opportunity to serve as a "coach" for others in the class to help them improve their work – much like a good manager does when providing feedback to a peer or subordinate
3. Receive high quality feedback from your peers, which hopefully will improve your written business communication skills!

Reviewer's Role: Your feedback should be organized, concise, and focused on helping them push their ideas forward and improve their analysis. Here are some additional details.

- Your role as a reviewer is not to correct every little typo or grammatical error. Hopefully there will not be many; if there are excessive errors, then certainly you should draw their attention to this.
- It is also not your job to "fix" a team member's work. Instead, you should point out what can be changed to make the deliverable stronger and what you see as the strongest parts of their assignment. If they have missed what you see as a key part of the analysis, by all means, tell them.
- Your role is that of a mentor/coach – to offer valuable insights and solid direction which will help that person move his/her work forward. Be sure to point out if you think their analysis is weak at some points or has missed a potentially important aspect of their HR issue.
- Your feedback should be emailed to your assigned person and you should cc me on that message.

<i>Breakdown of Deliverable Points</i>	30 points total
Deliverable 1 – Descriptive case essay	5 points
Deliverable 2 – Analysis of HRM issue in Business Report Form	10 points
Deliverable 3 – Revision of Deliverable #2 (with new section that includes your recommendation to improve situation)	15 points
<i>Points for Peer Feedback</i>	4 points total

Webcam Interview

You need to post a Webcam Interview Starring **You!** In your video, you need to answer a few interview questions (in a single clip). Record yourself answering the interview questions below.

- Your recording should be a minimum of **FIVE** minutes.
- It should be a video recording (do **not** submit just audio).
- For my benefit, be sure to say what position you are applying for in your opening sentence. For example, "I am exciting to learn more about your open position as a trainer for Merck. Then move into answering the questions.
- All three answers should be in the same recording.
- You absolutely **MUST** tell at least **TWO** real stories from your life that justify or shed additional light on your answers in a professional manner.

Interview Questions

1. Why are you a good fit for this particular position?
2. What is your biggest weakness?
3. Your choice of a **past behavioral** question. Pick whatever past behavior interview question you'd like for your third question (so long as it is not unrealistic). Please also make sure it does not result in overlap with your two earlier answers.

Some students have had a friend serve as the interviewer -- that is up to you. If you don't have access to a webcam, Career Services has computers available in a relatively private space. I am also able to help set up a space where you'll have what you need to complete this assignment but obviously, you'll need to let me know ASAP.

Resume, Cover Letter, & LinkedIn Profile

Although you may already have a resume, cover letter, and/or LinkedIn Profile, this assignment gives us a chance to share our approach with each other, to make sure our materials are up-to-date, and make improvements. For those of you who do not have these materials on hand, the goals for these assignments include: 1) creating a solid representation of what you have experienced as a volunteer, student, or employee, and 2) gaining experience with the professional networking site, LinkedIn.

Resume & Cover Letter. For guidance and examples, refer to Brennan Career Services' guides. This may take more time than you might realize. Start on drafts early.

LinkedIn Profile. LinkedIn is a professional networking platform (www.Linkedin.com). You will put the information from your resume on LinkedIn as part of your LinkedIn Profile.

You will also need to upload a photo of yourself. If you do not want to upload an actual photo of yourself, it is fine for this assignment to upload some other image. Select something that would be viewed as professional (e.g., no avatars).

LinkedIn Networking. A major point of LinkedIn is to allow registered users to develop a professional network by connecting to other LinkedIn members. Part of this assignment is for you to add at least ten (10) connections spanning different groups (job connections, family/family friends, school) and to join at least two interest groups. **Note:** You also need to invite me to join your network so that I can see your profile.

<i>Breakdown of Res/CL/LinkedIn Points</i>	12 points total
Resume	4 points
Cover Letter	4 points
LinkedIn Profile	4 points

Course Expectations and Logistics

Online Time Expectations: This course is asynchronous (meaning you don't have to be on Canvas at specific times); however, you are expected to participate throughout the week. There is no doubt we will run into some technical roadblocks as we move forward, but we will work through them.

Communication: Our course is "text-intensive" with some multimedia presentations. At this point, I have created one voice-over-PPT video. I will try to incorporate more of these as the semester proceeds. I will also provide you with personalized video/audio feedback (within Canvas) on assignments. I am available to talk on the phone, face-to-face (F2F) on campus, or via Skype...and of course, I'll reply to all e-mails. I will reply to any messages sent within business hours by the end of the day at the latest. I will reply to other messages within a business day. I also expect you to respond to my messages within a business day.

Misunderstandings are more common with text-based asynchronous communication. To help minimize confusion, please check with me on any questions or issues, no matter how minor.

Syllabus Contents: The contents of this syllabus are provided on Canvas as well. Please review this information carefully and let me know if you have any questions. We will move through Weekly Modules one at a time. The next week's materials will be available at the start of that week.

Due Dates and Deadlines: Your discussion board deadlines depend on whether you are the Thread Facilitator. See the Discussion Board instructions on Canvas for more information. (We have to move quickly to cover the semester's worth of material in eight weeks.)

- Weekly quizzes are due on the last day of each week. This is mid-week but you are welcome to complete them early.
- All assignments are due by 11:59 p.m. on the designated date (one minute before midnight).
- Late Assignments: If due to extenuating circumstances, you are not able to turn in an assignment, you should definitely contact me prior to missing the deadline.
 - Late assignments will be docked 40%, but will be accepted. Participation in the discussion boards cannot be completed late.
 - Canvas has a “feature” where you are kicked of a quiz if you hit the 11:59 pm deadline even if you have only been working for 10 minutes. If you start the quiz a minute after the deadline, you will have the entire allotted time. So...be sure to start your quizzes with more than ample time for completion.
 - To turn in an assignment late, submit it per the instructions for that assignment. You will also need to send me an e-mail letting me know you completed the work.
 - If you miss a deadline or exam because of family or personal illness, or death in the family, please submit a copy of the plane ticket, obituary, or a note from your doctor on letterhead.

Accommodation: If you have a disability that requires accommodation in this course, please contact me before or during the first week of class so we can make arrangements.

Academic Integrity: Cases of suspected cheating or plagiarism are reported directly to the Dean's office. I take this seriously and expect you to do the same. Dominican's policies and procedures are strictly followed regarding the investigation of suspected cases of cheating and plagiarism. If you are unsure about the line between collaboration and cheating, feel free to talk to me before it is too late.

Weekly Schedule

- Week 1: Fri, June 30 to Wed, July 5
- Week 2: Thurs, July 6 to Wed, July 12
- Week 3: Thurs, July 13 to Wed, July 19
- Week 4: Thurs, July 20 to Wed, July 26
- Week 5: Thurs, July 27 to Wed, Aug 2
- Week 6: Thurs, Aug 3 to Wed, Aug 9
- Week 7: Thurs, Aug 10 to Wed, Aug 16
- Week 8: Thurs, Aug 17 to Wed, Aug 23

TENTATIVE Schedule of Topics and Readings

Note: There will be adjustments to the assigned materials below. The Agenda page for each week will reflect those adjustments. All Chapters are from *Managing Human Resources* by Snell & Bohlander.

Week 1 – Introduction, Strategy & HR Planning

- Ch. 1, The Challenge of Human Resources Management.
- Ch. 2 Strategy and Human Resource Planning
- The Surprising Economics of a 'People Business'
- Canvas link: Voice over PPT on organizational structure

Week 2 – Ethics and Employee Benefits

- Ch. 11, Employee Benefits
- Ch. 13, Employee Rights and Discipline
- Reviewing and revising Wal-Mart's Benefits Strategy: Memorandum to the Board of Directors from Susan Chambers
- Canvas link: Our Morally Buggy Code, TEDtalk by Dan Ariely

Week 3 – Safety & Health and Employee Benefits

- Ch. 12, Safety and Health
- Branch Rickey and the Social Psychology of Affirmative Action by Pratkanis & Turner
- Canvas link: FrontLine/NYTimes Multimedia Presentation: A Dangerous Business Revisited

Week 4 – EEOC and Perspectives on Diversity Management

- Ch. 3, Equal Employment Opportunity and Human Resources Management
- Diversity Management in Corporate America, Context, by Kalev, Dobbin & Kelly.
- Canvas link: Thin Ice by C. Steele

Week 5 – Recruitment, Selection, & Development

- Ch. 5, Recruitment and Careers (fwiw: this chapter's title varies across editions)
- Ch. 6, Selection
- Cirque du Soleil Case
- Building a team of players, Kevin Ryan, Gilt Groupe's CEO, HBR, 2/2012
- BSB Resume and Cover Letter Guides
- Canvas link: Zappos recruitment process videos. Optional: Megan's Cover Letter
- Canvas link: Forbes' 10 Toughest Interview Questions

Week 6 – Performance Management: Appraisals and Incentives

- Ch. 8, Appraising and Improving Performance
- Mentoring Millennials by J.C. Meister and K. Willyerd
- On the folly of rewarding A, while hoping for B

Canvas link: Time to Review Workplace Reviews?

Canvas link: Wikipage on Goal Setting Theory. The Research on Goal Setting Theory section can be skimmed. (fyi: Wiki pages are publically viewable encyclopedia entries so Penn State welcomes our use of these materials.)

Week 7 – Compensation Management and Incentives

Ch. 9, Managing Compensation

Ch. 10, Pay-for-Performance: Incentive Rewards

Why Incentive Plans Won't Work

Experts Reactions to Kohn

Canvas link: RSA video

Week 8 – Career Development Revisited + Wrap Up!

Canvas link: How Netflix Reinvented HR (blog and slide deck)

Canvas link: Hard Work is Irrelevant

Canvas link: Shawn Achor, On the secret to better work (video, 12 minutes)

Canvas link: Martin Seligman, On Positive Psychology (video, 23 minutes, a little drier but watch this talk in full, worth it!)

Canvas link: Amy Cuddy, On the link between body and mind (video, 20 minutes)

About the Professor

Professor Amoroso joined the faculty of Dominican in the Fall of 2010. She completed her Ph.D. at the Kellogg School of Business at Northwestern. Before returning to graduate school, she worked in software development and change management for human resource systems at Accenture (a management consulting company) and William M. Mercer (a benefits consulting company). She was also involved in contract negotiations with software development partners and clients. In addition, she has worked as a consultant to senior managers with respect to compensation and employment contracts. Professor Amoroso has taught undergraduate, MBA, and executive MBA courses on negotiations, conflict resolution, management theory, organizational design and human resource management.