MGMT 307  Spring 2019  
HUMAN RESOURCE MANAGEMENT  
January 8th – April 27th  
5:30 PM - 8:15 PM  
Beatty Center 218

INSTRUCTOR: IVANA MILOSEVIC  
OFFICE: BCTR 336  
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E-MAIL: milosevici@cofc.edu  
(Email is preferred)

OFFICE HOURS: Friday 1:00 PM-3:00 PM and by appointment.

PREREQUISITE: MGMT 301 and Junior standing (60 hours)

REQUIRED MATERIAL:  
2. PowerTech India: Redesigning Workforce Composition (Harvard Business Review Case)  
   Required.  
   a. Available for purchase at: https://hbsp.harvard.edu/import/592577

SUPPLEMENTAL READINGS:  
Students are encouraged to stay abreast of developing stories that have relevance for human resource management such as ethics, selection, pay equity, regulation, performance appraisal etc. Some suggested sources include the following:  

Reuters (http://www.reuters.com/)  
Bloomberg (http://www.bloomberg.com/)  
The Wall Street Journal (http://online.wsj.com/)  
The Economist (http://www.economist.com/)  

All assigned supplemental readings are available through OAKS or for purchase via coursepack listed above.

COURSE DESCRIPTION:  
This introductory course approaches Human Resource Management from the perspective of a HR professional/Manager. Materials will cover the challenges and opportunities faced by those who are charged with the responsibility for facilitating the recruitment and selection, development and training, and compensation of employees. The course will cover the typical human resource functions and the laws affecting employment decisions and practices. Human resource management will be discussed as an integral component of the organizational ability to execute its strategy.

COURSE OBJECTIVES:  
The objectives of this course are to:

- Examine the importance of human resource management for organizational strategy execution.  
- Provide a background in the principles of human resource management.  
- Facilitate an understanding of the challenges encountered in the implementation of human resource procedures.
• Provide a basic familiarity with the legal issues important to employment practices in organizations
• Facilitate an understanding of typical human resource functions and the specific processes involved in each.

**COURSE FORMAT:**
This course will use a combination of instructional methods to enhance learning. Class will include quizzes, lectures, discussions, group activities, and exercises. Students are expected to have read assigned material and actively participate in the class discussions. For a class to run properly, students must be willing to contribute and engage with one another to create a strong learning environment. *In this class, independent thinking and individualized positions are emphasized and encouraged.* Students are expected to have open minds and respect the positions and opinions of others.

I will do my best to offer a pleasant and congenial class environment where you feel comfortable in asking questions that will help your understanding and mastery of course materials. Please email me if you have concerns about the course. The instructor reserves the right to change/adjust the requirements of this course at any time.

**LEARNING ASSIGNMENTS**

**INDIVIDUAL ASSIGNMENTS**

*Preparation* – Knowledge is not something that can be simply given from one person to another. *Therefore, simply showing up to class and passively listening is not sufficient to result in learning.*

Reading (not skimming!) the assigned materials prior to class is mandatory for all students. In order to get the most out of this course, you should think about how the readings apply to you now and in the future. You are expected to complete the entire reading assignment whether or not you are able to attend a particular class period. Preparation will be assessed via daily quizzes.

*Quizzes:*
There will be 11 quizzes in this course 10 of which will be used for the final grade calculation. Quizzes will cover the class topic from the previous day and the Harvard Business Review (HBR) article (or other reading) assigned for out-of-class reading that relates to the previous class’ topic.

*Example:*
   Day 1 – Topic A (covered in-class)  
   HBR (or other assigned reading) A (relates to Topic A, to be read outside of class)  
   Day 2 - Quiz 1 (Covering Topic A and HBR A)

Each quiz will consist of 10 questions related to the previous class’ topic and the assigned HBR (or other reading). These quizzes are meant to ensure that you understand the broad concepts covered in-class. The quiz shows me that you understand what we covered in-class and that you can identify the main ideas of that topic related to real-world issues covered in the HBR (or the like). *Each quiz will entail a bonus question inquiring into the relevant news articles.*

*Participation*** – Because this class is designed around class discussion, attendance and participation are crucial to the success of the class. In other words, *the learning that results from this class will depend at least as much on your contribution to the class discussion as mine.* So, please come to class prepared to offer your thoughts and opinions on what you have read. I realize that not everyone is equally comfortable participating in class so I do not expect the same level of participation from all
students, but I do expect each person to put forth their very best effort in terms of in-class participation. This applies to both the quality and quantity of participation. Being outspoken and overbearing is not a desirable form of participation, but either is silence. To aid in your participation in class, please bring the assigned readings with you to class (in either paper or electronic format). Below are some additional guidelines that should be followed in class:

a. Be courteous. Come on time and do not leave early. Do not interrupt or engage in private conversations while others are speaking. *It is also disrespectful to your classmates to read the newspaper or surf the web during class.* Laptops or other electronic devices can be used in class to view the assigned readings or take notes for class, but cannot be used for other purposes unless specifically stated by the professor.
b. Have an opinion and respect others’ rights to hold opinions and beliefs that differ from your own. There are many different possible lenses for interpreting the material in this class.
c. Allow everyone the chance to talk. If you have much to say, try to hold back a bit. If you are hesitant to speak, look for opportunities to contribute to the discussion.

***At instructor discretion, **UP TO 5 additional percentage points** may be added to the final grade to reflect student participation in and contribution to class discussion and dialogue. **Full 5 points are reserved for truly outstanding contribution to the class.** The decision will be based on participation and quality of discussion

*Comprehensive Exam*— Comprehensive exam will be based on the in-class quizzes and will be completed online. Exam will cover materials from the lectures, discussions, and assigned articles.

**TEAM ASSIGNMENTS**

In contemporary organizations, group based work is required or expected. To allow an “authentic” guided group experience, students will be assigned to a group (max 5 members per group). In the last week of class, you will be required to evaluate your team members on their performance (see the evaluation sheet under the Case Study tab on Oaks). *Your grade on the group assignments will be weighted according to the evaluation!!!*

**Debate**

Teams will research and debate one another on topics related to the course, such as: Executive compensation; Affirmative Action; Immigration; Office Romance, Unions and labor relations, International ethics, Telecommuting, Minimum wage, Healthcare, Pay for performance, Bell curve employee ranking, International compensation; Pay gap, Diversity management etc. Although PowerPoint is not allowed, teams are required to prepare a visual aid for the debate.

The purpose of the debates is to:

a) Help students become more comfortable with ideological conflict.
b) Let students practice skills of having to present an idea in a persuasive way in the face of opposition.
c) Illustrate that HR concepts are complex and often there are no “right” or “wrong” answers on many practical issues (only perspectives).
d) Train students to learn to see all sides of an issue.
e) Become more familiar with topics of importance in today’s business context.
f) Practice working as a team.
g) Create a classroom environment where students are comfortable speaking up and sharing ideas with one another.

Debates will be evaluated on quality of the preparation, effectiveness of “arguments” in oral presentation and ability to faithfully represent their side of the issue, effectiveness of rebuttal, overall knowledge of the issue, ability to disagree with respect. **Expectations are that debates are well-researched, students are able to present the side in a persuasive, convincing way, and that all team members participate and work together.** It is important that debate teams listen to other side and reply thoughtfully. The idea is not to run over the other side or not listen but to listen, reflect and present a thoughtful counter-argument.

Each group should have visuals to aid in their presentation. Each group is required to select one reading that they believe **BEST represents** their side of the issue and distribute it to the class one week prior to the debate. This will allow for a more meaningful discussion and opportunity for groups to engage the audience.

The debate structure will be as follows:

<table>
<thead>
<tr>
<th>Side</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Pro&quot; side:</td>
<td>exactly 5 minutes to present initial arguments</td>
</tr>
<tr>
<td>&quot;Con&quot; side:</td>
<td>exactly 5 minutes to present initial arguments</td>
</tr>
<tr>
<td>&quot;Pro&quot; side rebuttal:</td>
<td>2 1/2 minutes to rebut</td>
</tr>
<tr>
<td>&quot;Con&quot; side rebuttal:</td>
<td>2 1/2 minutes to rebut</td>
</tr>
<tr>
<td>Open debate:</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Questions from audience:</td>
<td>up to 10 minutes</td>
</tr>
</tbody>
</table>

**Grading Criteria:**

A Debate Presentation Evaluation Form is provided under Evaluation Forms on OAKS. In addition, you may consider the guidelines provided below regarding how I will grade the debate.

**This is be a team effort, so it is critical that all team members participate in the debate.**

**A:** will be given only for truly outstanding teamwork, research, understanding of the issues, and debate skills. It means it was an impressive and exceptional level of performance. All team members participated and showed outstanding teamwork.

**B:** will be given if you do a very good job and meet the expectations. A ‘B’ means you did what you were supposed to do and did it well. Team members showed very good teamwork.

**C:** will be given if team is not as well prepared, team members don’t all work together (or debate is dominated by only certain individuals), or team members do not listen to other team’s arguments in their reply.

**D:** will be given if team not prepared, team not work together well, or team not able to represent side effectively.

**F:** will be given is team fails to meet the requirements of the project.

**Case analysis**

Teams will be asked to submit a written analysis of the Harvard Business Review case: PowerTech India: Redesigning Workforce Composition. Case analysis should be approximately 5-7 pages excluding cover page, table of contents, and reference page. The analyses must be typed (Times New Roman, 12 point font, 1-inch margins, single-spaced, and pages numbered at the bottom). Please
use the space appropriately. Be concise but comprehensive. Use of fillers and fluff will negatively influence your grade on this assignment.

The case analysis will be graded as follows:

1. Content – 70%
   This is the most important part of the case analysis. This shows a student’s ability to apply class concepts to address issues in the case. Thoroughness, accuracy, and keen analysis should come through in this portion of the paper.

2. Process – 30%
   This refers to readability, flow, logic, organization, professional look, and writing mechanics of the analysis. The analysis should be clear, concise, structured in a logical fashion and easily readable, with a logical flow of thoughts and ideas. The analysis should be devoid of spelling and grammatical errors. It should also look neat and professional. It is strongly advised that one member is in charge of ensuring that the final analysis flows well (as if 1 person wrote it).

You are expected to prepare your written analyses of cases as if you were presenting a consultant's report to top management on the issue(s) assigned. This means that the report should contain:

1. Title page
2. Table of contents
3. Appropriate headings and subheadings
4. Integration of research*
5. Reference Page (APA style) **

Additional details on the case analysis and presentation will be provided in a separate document.

*It is expected that the material from the class is appropriately integrated and referenced in the analysis. You are required to integrate information from minimum 3 in-class articles and minimum of 3 other legitimate sources (other HBRs, information from supplemental sources suggested above, books, and scholarly articles). I strongly advise against using unsubstantiated internet sources. Additional information will be provided in class.

**Students are required to reference external material both in text and in the reference page using the APA style. See https://owl.english.purdue.edu/owl/resource/560/01/ for details. Additional information will be provided in class.

GRADES:
Your final course grade will be determined by performance on a combination of individual and team assignments:

| Assignment           | Grade Weight | Due Date
|----------------------|--------------|-----------
| Quizzes              | 35%          | Daily     |
| Comprehensive Exam   | 15%          | 04/27/19  |
| Debate               | 20%          | 03/19/19  |
| Case Analysis        | 25%          | 04/22/19  |
| In-Class Activities  | 5%           | Daily     |
The anticipated grading scale is provided below. However, the instructor reserves the right to adjust this scale as deemed necessary.

<table>
<thead>
<tr>
<th>Grade</th>
<th>0-97</th>
<th>Grade</th>
<th>70-72</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93</td>
<td>C</td>
<td>73</td>
</tr>
<tr>
<td>A-</td>
<td>90</td>
<td>C-</td>
<td>70</td>
</tr>
<tr>
<td>B+</td>
<td>87</td>
<td>D+</td>
<td>67</td>
</tr>
<tr>
<td>B</td>
<td>83</td>
<td>D</td>
<td>63</td>
</tr>
<tr>
<td>B-</td>
<td>80</td>
<td>D-</td>
<td>60</td>
</tr>
</tbody>
</table>

A+ = 98 – 100  C+ = 77 – 79  F = 59 and Below
A = 93 – 97  C = 73 – 76
A- = 90 - 92  C- = 70 – 72
B+ = 87 – 89  D+ = 67 – 69
B = 83 – 86  D = 63 – 66
B- = 80 – 82  D- = 60 – 62

GENERAL POLICIES:

Disability Accommodations: The College will make reasonable accommodations for persons with documented disabilities. Students should apply at the Center for Disability Services / SNAP, located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before accommodation is needed.

Late work: All assignments are due at the specified time. If your assignment is not present at the time the assignment is due, the assignment is considered late and you will receive a 0 on that assignment. If it appears that you will be unable to submit the assignment at the time it is due, please contact me before the assignment is due and provide me with approved documentation (e.g., doctor’s note, funeral notice, etc.).

Makeup Quizzes: Absence from the quiz may be excused only under extreme circumstances (see above). Please notify instructor in advance to arrange a makeup.

Academic Dishonesty: Honesty and integrity is expected of all students. If you cheat on any assignment you will receive an automatic “F” for that assignment and possibly a failing grade for the course. This includes plagiarism of written work. Please give authorship credit as necessary. You can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php.

Professionalism: The School of Business is a professional school. Students are expected to conduct themselves in a professional manner. Therefore, you should be: (1) prompt to class, (2) prepared, (3) willing to contribute, and (4) respectful and courteous to peers and faculty. Violations of professionalism will result in reduction of your grade at the discretion of the professor.

Class Schedule
The following class schedule is tentative and subject to change. Any changes will be discussed in-class and posted OAKS. All assignments must be completed before class.

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture</th>
<th>In-class activities</th>
<th>Assigned Article (To be read/completed before the class)</th>
</tr>
</thead>
</table>
| 14-Jan| Chapter 1: Human Resource Management in Organizations | » Introductions  
» Discussion of class structure |                                                       |
<table>
<thead>
<tr>
<th>Date</th>
<th>Chapter/Activity</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>21-Jan</td>
<td>Martin Luther King, Jr. Holiday, observed</td>
<td>No class</td>
</tr>
<tr>
<td>28-Jan</td>
<td>Chapter 2: Strategy and HR Planning</td>
<td>Quiz 1, Discussion of the Article, Homework 1 Discussion, Team Formations</td>
</tr>
<tr>
<td>4-Feb</td>
<td>Chapter 3: Equal Employment Opportunity</td>
<td>Quiz 2, Discussion of the Article, Arguing a legal case</td>
</tr>
<tr>
<td>11-Feb</td>
<td>Chapter 4: Job Analysis</td>
<td>Quiz 3, Discussion of the Article, Creating Job Description</td>
</tr>
<tr>
<td>18-Feb</td>
<td>Chapter 6: Recruiting High-Quality Talent</td>
<td>Quiz 4, Discussion of the Case, Recruiting exercise</td>
</tr>
<tr>
<td>25-Feb</td>
<td>Chapter 7: Selecting Human Resources</td>
<td>Quiz 5, Discussion of the Article, Case Work</td>
</tr>
<tr>
<td>4-Mar</td>
<td>Chapter 8: Training Human Resources</td>
<td>Quiz 6, Discussion of the Article, Work on Debates/Questions</td>
</tr>
<tr>
<td>11-Mar</td>
<td>DEBATES</td>
<td>DEBATES</td>
</tr>
<tr>
<td>18-Mar</td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td>25-Mar</td>
<td>Chapter 10: Performance Management and Appraisal</td>
<td>Quiz 7, Discussion of the Article, Class Activity</td>
</tr>
<tr>
<td>1-Apr</td>
<td>Chapter 11: Total Rewards and Compensation</td>
<td>Quiz 8, Discussion of the Article, Job based compensation activity</td>
</tr>
<tr>
<td>8-Apr</td>
<td>Chapter 12: Variable Pay and Executive Compensation</td>
<td>Quiz 9, Discussion of the article, Distributing rewards activity</td>
</tr>
<tr>
<td>15-Apr</td>
<td>International HR</td>
<td>Quiz 10, Discussion of the Article</td>
</tr>
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<td>DEBATES</td>
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### School of Business Goals:

#### Communication Skill:
Students will demonstrate ability to present and advocate an important issue. This will be achieved via debate experience and case analysis.

#### Global and Civic Awareness
Students will understand ethical and legal implications of their HR decisions. This will be achieved via analysis of the legal systems and consideration of ethical implications.

#### Intellectual Innovation and Creativity
Students will demonstrate critical thinking skills in identifying and evaluating problems and opportunities in the business environment and apply analytical techniques to formulate creative solutions utilizing relevant HR knowledge.

#### Synthesis
Students will demonstrate the ability integrate knowledge from each function of HR and make decisions that will facilitate organizational performance.