MGMT 307  Summer 2020
Human Resource Management
May 11th – June 22nd

INSTRUCTOR: Ivana Milosevic  E-MAIL: milosevici@cofc.edu

* For questions related to class structure and class material please use Class Material Questions discussion board on Oaks rather than email. Using designated Oaks space will ensure the quickest and most in-depth response.

OFFICE HOURS: By appointment.

PREREQUISITE: MGMT 301 and Junior standing (60 hours)

CLASS MATERIAL:

All other assigned required readings are available through OAKS, library, or for purchase via above website.

REQUIRED TECHNOLOGY: Reliable internet access, microphone, webcam (recommended), Zoom account (recommended - available free with CofC email), and regular access to OAKS.

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:

SHRM (https://www.shrm.org/)
Bloomberg (http://www.bloomberg.com/)
The Wall Street Journal (http://online.wsj.com/)
The Economist (http://www.economist.com/)

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 lectures, discussions, group activities, and exercises. Students are expected to have read assigned material before the class and actively participate in the group discussions and class online discussion boards. For a class to run properly, students must be willing to self-manage and be proactive in accessing the material and preparing for class. 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 clearly structured online environment where you feel comfortable asking questions that will help your understanding and mastery of course materials.

COURSE POLICIES & EXPECTATIONS

This is an intensive course – the material that is usually covered during the semester (14 weeks) will be covered in 6 weeks. Therefore, it is expected that students are fully engaged, self-managing, and proactive in their learning. Your participation in this course is vital not only to your own learning, but also to that of your classmates. Thus, it is important that you participate regularly. To be successful in this course, you are expected to:

• Spend approximately 30 hours per week reading, viewing lectures, discussing with your team, taking quizzes, participating in online discussions, and completing assignments.
• Maintain an active presence in the class by logging on 4-5x per week to participate in discussions and review materials. Remember that I can see when you log on to OAKS and monitor your progress through the class.
• Treat others with respect, and practice strong “netiquette.”
• Demonstrate responsibility for your progress in the course by submitting work on time. Late assignments will NOT be accepted without prior written approval of the instructor (min 48 hrs). 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.

Technical issues: If you have problems related to the functioning of this course, please check the Technical Questions thread on Oaks and post your issue there. Help one another troubleshoot so that issues can be resolved in a timely manner. If neither your classmates, nor I can answer your questions, contact the Student Computing Support Desk at (843)953-5457 or studentcomputingsupport@cofc.edu. Additional support and computing downloads and tutorials can be located at blogs.cofc.edu/scs.

NOTE: Computer failure/unavailability does NOT constitute an excuse for not completing or submitting work by the due date. Please be proactive.

Expectations for communication:
Any questions regarding class content, assignments, due dates, etc. should be posted to the Class Material Questions discussion board. All the technology related questions should be posted to Technology Issues
discussion board. You may find you’ll get an answer more quickly from your classmates than from me. In addition, being active on these boards may earn you bonus participation points (see below)! Any issues of a personal nature can be emailed to me directly. I will respond within 24-48 hours. If you’d like to arrange a time to speak with me, I am available via zoom. Please email me to set an appointment.

**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 (SNAP@cofc.edu). Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before accommodation is needed.

**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.

**LEARNING ASSIGNMENTS**

Knowledge is not something that can be simply given from one person to another. *Simply logging into oaks and passively listening is not sufficient to result in learning.* Reading (not skimming!) the assigned materials prior to engagement with others 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. Engagement with material will be assessed using the HBR weekly discussion (group) and quizzes (individual).

**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 4 members per group). Please check OAKS group tab (under management tab) to locate your group members. In the last module, you will be required to evaluate your team members on their performance (see the evaluation sheet posted in the last module on Oaks). **Your grade on the group assignments will be weighted according to the evaluation!!!**

**The HBR Discussion** – During each module starting with Module 2, teams will be required to post a summary discussion of the assigned Harvard Business Review article. The expectation is that team members will discuss the reading and post well-articulated and detailed answers to the following questions on the HBR discussion board for each module (starting with Module 2):

1. What is the key argument the author of the article makes and how does it connect to the lecture?
2. Why is this topic an important topic for understanding contemporary human resource management?
3. What are the assumptions the article hopes to challenge?
4. What are the implications for HR managers?
5. What is something that you learned in the readings that you didn’t know before?
6. What are some relevant stories in the media this week?

- Question 6 requires the teams to discuss the current events and present an event that illustrates an issue related to human resource management. Provide a one-paragraph summary of the news article, how it relates to the class, and a source. Please make sure that the source is legitimate (see page 1 for few appropriate sources).
• One final write-up per group should be posted to the HBR Discussion Board for each module (starting with module 2) by Thursday at 11:30 pm. Team Charter should clearly specify how the process will be managed. For example, will one person be designated with posting group write-up each week or will members rotate? Please see Team Charter lecture notes on managing the process.

• In addition to the group portion of the HBR discussions, students will be required to provide an individual response to at least one group post other than their own by Sunday at 11:30 pm for each module. Please see discussion board for details.

**Case update presentation** - Teams will engage in preliminary analysis of the Harvard Business Review case: PowerTech India: Redesigning Workforce Composition, and present their early findings via narrated PowerPoint (or alternative methodology) by the end of the Module 4. I will provide feedback by Wednesday of Module 5. The expectation is that the team will use the feedback in strengthening their final written case analysis.

Presentation will be evaluated on the quality of the presentation (visuals and content), overall knowledge of the issues, integration of class material, and the effectiveness of preparation. **Despite this being a developmental opportunity, the expectation is that the presentation is well-researched, students are able to present their findings in a persuasive, convincing way (use data and research to support the analysis), and that all team members participate and work together.**

Grading Criteria: The Presentation Evaluation Form is provided on OAKS under Case Analysis Tab.

**Final written case analysis** - Teams will be asked to submit a final written analysis of the case as well. Case analysis should be 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). Be concise but comprehensive. Use of fluff will negatively influence your grade on this assignment. Final case analysis is due June 19th at 11:30 pm.

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 one person wrote it).

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

**INDIVIDUAL ASSIGNMENTS**

**Quizzes** - There will be six quizzes in this course – one for each module to be completed by Sunday of each module. Lowest quiz grade will be dropped. Quizzes will cover materials from the lectures, ted talks,
discussions, videos, and assigned articles. These quizzes are timed and “open-book” in order to encourage you to read carefully. To do well on the quiz, you should carefully review material before attempting to take the quiz.

**Homework** – Each module will include homework activities (some group and some individual) related to the specific material. Please consult lecture notes in each module for information on homework activities. Homework activities are worth 10% of the grade and are due before the end of each Module.

**Participation*** – Participation is an important element of this class and high engagement with material on Oaks as well as with other students in class will positively affect student learning. In other words, *the learning that results from this class will depend at least as much on your contribution to the class as mine.* So, please be prepared and ready to offer your thoughts and opinions on various discussion boards (*including class material and technological issues discussion boards*). This applies to both the quality and quantity of participation. Posting only what is required by the discussion assignments is not sufficient to warrant high score nor is responding to each post.

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

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Grade Weight</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>HBR Discussions</td>
<td>30%</td>
<td>Thursday of each module</td>
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<tr>
<td>Quizzes 1-5</td>
<td>40%</td>
<td>Sunday of each module</td>
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<tr>
<td>Case update presentation</td>
<td>5%</td>
<td>End of module 4</td>
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<tr>
<td>Homework</td>
<td>10%</td>
<td>End of each module</td>
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<tr>
<td>Final case analysis</td>
<td>15%</td>
<td>June 19th</td>
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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>Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>98 – 100</td>
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<tr>
<td>A</td>
<td>93 – 97</td>
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<tr>
<td>A-</td>
<td>90 - 92</td>
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<tr>
<td>B+</td>
<td>87 – 89</td>
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<tr>
<td>B</td>
<td>83 – 86</td>
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<tr>
<td>B-</td>
<td>80 – 82</td>
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<tr>
<td>C+</td>
<td>77 – 79</td>
</tr>
<tr>
<td>C</td>
<td>73 – 76</td>
</tr>
<tr>
<td>C-</td>
<td>70 – 72</td>
</tr>
<tr>
<td>D+</td>
<td>67 – 69</td>
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<tr>
<td>D</td>
<td>63 – 66</td>
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<tr>
<td>D-</td>
<td>60 – 62</td>
</tr>
<tr>
<td>F</td>
<td>59 and Below</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
CLASS SCHEDULE  
(Subject to change)

You will complete 3-4 learning assignments per module, during which you are responsible for:

- Reviewing the online lectures and related videos
- Reading the assigned HBR article
- Participating in online discussions (team and individual)
- Completing learning assignments (quizzes, homework, case analyses, etc.)

Each module will begin on Monday. Below you will find a list of major topics, readings and graded assignments for your planning purposes.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic of Discussion</th>
<th>Materials covered</th>
<th>Assignments/ Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 1: Monday, May 11- Sunday, May 17</strong></td>
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<tr>
<td>Module 1</td>
<td>Course Introduction</td>
<td>» Introductions</td>
<td>Provide a brief introduction</td>
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<td></td>
<td>Building a Team Charter</td>
<td>» Discussion of class structure</td>
<td>Group Homework: Build a team charter</td>
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<tr>
<td></td>
<td>Human Resource Management in</td>
<td>» Building high functioning teams</td>
<td>Quiz 1</td>
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<td></td>
<td>Organizations</td>
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<td></td>
<td></td>
<td>» Chapter 1 + Online HR Resources</td>
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<td><strong>Module 2: Monday, May 18- Sunday, May 24</strong></td>
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<tr>
<td>Module 2</td>
<td>Strategy and HR Planning</td>
<td>» Chapter 2</td>
<td>HBR Discussion: How Netflix Reinvented HR</td>
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<td>» HBR: How Netflix Reinvented HR</td>
<td>Homework: Staffing international ventures</td>
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<td></td>
<td>International HR</td>
<td>» Chapter 16</td>
<td>Quiz 2</td>
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<td><strong>Module 3: Monday, May 25- Sunday, May 31</strong></td>
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<td>Module 3</td>
<td>Equal Employment Opportunity.</td>
<td>» Chapter 3</td>
<td>HBR Discussion: Numbers take us only so far</td>
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<tr>
<td></td>
<td></td>
<td>» HBR: Numbers take us only so far</td>
<td>Group Homework: Arguing a legal case</td>
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<td>Homework: Build a dream job description</td>
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<tr>
<td></td>
<td>Job Analysis</td>
<td>» Chapter 4+ Online HR Resources</td>
<td>Quiz 3</td>
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<td><strong>Module 4: Monday, June 1 - Sunday, June 7</strong></td>
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<tr>
<td>Module 4</td>
<td>Recruiting High Quality Talent</td>
<td>» Chapter 6</td>
<td>HBR Discussion: The CEO of Automattic on Holding &quot;Auditions&quot;</td>
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<td></td>
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<td>» Chapter 7+ Lecture notes</td>
<td>Homework: Dream Job interview protocol</td>
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<tr>
<td></td>
<td>Selecting Human Resources</td>
<td>» HBR: The CEO of Automattic on Holding &quot;Auditions&quot;</td>
<td>Case update presentation</td>
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<td>Quiz 4</td>
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Module 5: Monday, June 8 - Sunday, June 14

- Training Human Resources
  »Chapter 8 + Amex Reading
  »HBR Discussion: Why Leadership Training Fails »Performance Appraisal Homework »Quiz 5

Module 5
- Talent Careers and Development
  »Chapter 9
  »HBR: Why Leadership Training Fails
- Performance Management and Appraisal
  »Chapter 10

Module 6: Monday, June 15 - Sunday, June 21

- Total Rewards and Compensation
  »Chapter 11
  »HBR: Keeping Milenials Engaged
  »HBR Discussion: Keeping Milenials Engaged »Group Homework: Whole Foods Compensation Structure »Final case analysis due »Quiz 6
- Managing Employee Benefits
  »Chapter 13
- Variable Pay
  »Chapter 12

SCHOOL OF BUSINESS LEARNING GOALS
This course addresses the School of Business learning goals as follows:

- Communication Skills: Students will demonstrate the ability, via both written and spoken word, to effectively present, critique, and defend ideas in a cogent, persuasive manner. (Addressed via written assignments and an oral presentation.)
- Quantitative Fluency: Students will demonstrate competency in logical reasoning and data analysis skills. (Addressed via case analysis.)
- Global and Civic Responsibility: Students will be able to identify and define social, ethical, environmental and economic challenges at local, national and international levels. Students will also be able to integrate knowledge and skills in addressing these issues. (Addressed via in-class dialogue and lecture on social and ethical dilemmas common to the global 21st century workplace.)
- Intellectual Innovation & Creativity: Students will be able to demonstrate their resourcefulness and originality in addressing extemporaneous problems. (Addressed via the critical analysis of daily issues as well as lectures on innovation and creativity.)
- Synthesis: Students will be able to integrate knowledge from multiple disciplines incorporating learning from both classroom and non-classroom settings in the completion of complex and comprehensive tasks. (Addressed via exams and written case analysis.)