

WINTHROP UNIVERSITY

COLLEGE OF BUSINESS ADMINISTRATION
EXECUTIVE MBA PROGRAM

BADM 674 C HUMAN RESOURCES as COMPETITIVE ADVANTAGE

Spring 2009

Dr. Roger D. Weikle

email weikler@winthrop.edu

Office hours: Generally 8:30-5:00 M-F appointments preferred
for your benefit

O 323-2185

H 329-2640

FAX 323-2555

TEXT

Human Resource Management, Gary Dessler 11th edition, Pearson-Prentice Hall, 2008

INTRODUCTION

This course has evolved over the past nineteen years offering the EMBA program into a strategic HR course for general managers. It is light on researching, designing, and building HR tools and instruments that will more likely be done by HR specialists. The focus is on developing a comfort level as a user of HR systems with the knowledge of when and how to inform policy formulation and to maximize the impact your people can have on organization performance. Some very specific skills will be addressed. Some very specific policy areas will be addressed. An intentional by-product will be to promote an understanding of some of the “whys” of existing HR policy.

Policy areas

Changing nature of HR as an element of strategy

HR as an investment function

Diversity

Workforce adjustment

Employee development

International HR and outsourcing & employing foreign workers in the US

Skills covered

Interviewing as broadly defined

Pre-employment

Performance evaluation, appraisal, management

Discipline

Legal case analysis, applying public policy

Whys

Paperwork and documentation

Discrimination

The primary assumption on which the material is based is that human resource practice is becoming increasingly important in the everyday operation of an organization, whether or not the HR functional staff is growing or declining. At the same time, the perspective for this course will be that the role of the human resource function is strategic in nature and important in overall business strategy and policy, as well as the everyday life of the practicing manager.

OBJECTIVES

Student learning activities will be designed to:

- Create HR informed business strategy
 - Specify the HR components of policy
 - Discuss and benchmark important HR components
- Understand the investment/cost of HR practices and begin the process of expecting returns from them as is done for other significant investments
- Improve your HR related communication skills
 - Pre-employment interviews
 - Performance management interviews
 - Coaching across diverse groups
- Improve selection decisions
- Consider what performance variables are associated with success in various jobs and industries
- Understand the role of public policy applicable to HR
- Achieve better compliance with legal requirements

COURSE WORK AND CLASS ACTIVITIES

Almost every class meeting will include some faculty led instruction and some student led learning activities. Some discussions will be highly structured but most will be spontaneous, coming from the class on related topics. This is normal, healthy, and is encouraged. The determinants of this expectation are detailed below but enthusiastic and knowledgeable in-class response and participation in discussions will be a significant factor in the determination of the final grade.

The instructor will supplement with outside material. Handouts have evolved over time and have proven helpful. Students often bring in material suitable for discussion and class distribution. Take handouts seriously. Some handouts are simple summaries of material. In other cases, the material is interpretative (another way to look at points already made), while in still others, the handout introduces material not covered elsewhere. All students will be expected to read all assigned material and study the handouts.

The Industry/Corporate Evaluation Project is a cumulative opportunity to apply the concepts discussed in the course to an industry and representative companies in that industry.

ATTENDANCE POLICY

It is expected that students are prepared for, attend, and actively participate in all class meetings. If you communicate with me, in advance, it is possible that make-up test opportunities will be provided. If you need to readjust a presentation time due to work commitments, it is your responsibility to switch with another class member. You must do this in a fashion that allows me to confirm with them and approve that the change has been made and the other person has agreed to the change. “Standing us up” is unfair to your classmates and will not be treated lightly. Please let me know of any adjustments to presentation schedule at least one class day in advance of the actual presentation. We cannot assume the absolute rate of progression through the Schedule of Daily Assignments. We will not have anything due before the date on the syllabus but overruns may cause postponement of some assignments for a period of time.

GRADE DETERMINATION

		Points Possible	Grading Scale
2 exams	@ 125 points	250	90 % A
Dessler short application case		25	80 % B
Dessler Comprehensive case		50	70 % C
Industry/Corporate Evaluation Project	150		
Progress presentation (individual grade)		25	
Final written report (TBD as submitted)		125	
Participation- See attached p. 11			100
	TOTAL	575	

GRADING INSTRUMENTS TO BE USED

CASES

Dessler short application cases approximately 5-15 minutes

 Leading the class through the answers and implications

 Identification of key issues 5 _____

 Creativity in considering options 5 _____

 Realistic workable solutions 5 _____

/

 Ability to engage the class in the discussion/debate Execution points 0 – 10 _____

 TOTAL 25 _____

Dessler Comprehensive Cases approximately 15-20 minutes

 Leading the class through the answers and implications

 Coordination No... like John said” 10 _____

 Identification of key issues 10 _____

 Creativity in considering options 10 _____

 Realistic workable solutions 10 _____

 Ability to engage the class in the discussion/debate Execution points 10 _____

 TOTAL 50 _____

Industry/Corporate Evaluation Oral Presentation

 Individual grade

 Stay within time limits

	Possible	Score
Mechanics	5	
Visuals		
Connection with the audience		
Content, evaluation and conclusions	10	
Integration/coordination with other presenters	5	
Creativity	<u>5</u>	
TOTAL	25	

INDUSTRY/CORPORATE EVALUATION PROJECT WRITTEN PAPER

Scored as submitted; one paper for the group, shared grade

One paper per person; individual grade

Name _____ Industry _____

Company _____

	Possible	Score
Mechanics	20	
Organization		
Readability		
Appropriate for assignment		
Quantity of research (variety of sources, etc)	20	
Quality of research (level, recent, balance, etc)	25	
Coverage of correct topics		
Content/Organization of facts	25	
Thorough coverage and evaluation		
Factual Conclusion and interpretation		
More than description		
Quality of strategic recommendations	<u>35</u>	
TOTAL	125	

Notes:

DAILY ASSIGNMENTS

The following is a flexible guide to the topics and dates of coverage. The test dates will stay fixed; the pace and exact presentation dates for cases may vary somewhat but will never be “early”. Additional handouts will be distributed and should be recorded so you will note them for tests.

JAN 8 Thur 10:00-11:40 Meeting # 1

Introduction and HR Issues

The business case for HR as an investment

Strategic HR, goals, benchmarks, bottom line

Dessler 11 th edition	Ch 1 and Ch 3 Link HR strategy and tactics to financial outcomes
Handout	
Individual assignment	
Other Assignment	Introduce the evaluation project, begin team formation and industry choice

JAN 9 Fri 10:00 – 11:40 Meeting # 2

Issues and the HR Environment (continued)

Dessler 11 th edition	Ch 1 and Ch 3
Handout	
Case discussion, leader assigned	Application Case, Jack Nelson’s Problem, p. 25-26 Weikle will lead, all class be ready to contribute

JAN 10 Sat 8:00 - 10:40 Meeting # 3

Legal Issues and Environment (continued)

Dessler 11 th edition	Ch 2 and Ch 6
Handout	US Regulatory model Terms and vocabulary for reading legal cases
	Preliminary ideas about industry choice
Case discussion, leader assigned	Experiential Exercise, “Space Cadet” or Victim? P 67-78 Faulkenburg and Moon Continuing Case, Carter Cleaning Company, A Case of Discrimination, p. 60-70 McKesson and Elcock

JAN 17 Sat 3:15 - 4:55 Meeting # 4

Legal Issues and Environment (continued)

Dessler 11 th edition	
Handout	
Case discussion, leader assigned	Continuing Case, Carter Cleaning Company, Honesty Testing, p. 245-246 Langham-Bishop and Browning

JAN 23 Fri 10:00 - 11:40 Meeting # 5 Legal Issues and Environment (continued)
Management of Diversity – Affirmative Action

Dessler 11 th edition	
Comprehensive Case Group	Angelo's Pizza (Russell, Schmitz, and Smith)
Handout	
Other Assignment	Group industry choices due

JAN 31 Sat 10:00- 11:40 Meeting # 6 Job Analysis and testing Continue above
Combine selection process with legal issues

Dessler 11 th edition	Ch 4 (stop p. 128) and Ch 5 (stop p. 173)
Handout	
Case discussion, leader assigned	Continuing Case, Carter Cleaning Company The job description, p. 161-162 Bonner and Wallace
Other Assignment	Individual company choices due

FEB 6 Fri No HR class

FEB 14 8:00 Meeting # 7 Test I

FEB 20 Fri 10:00 - 10:40 Meeting # 8 Interviewing skills, theory and practice
Selection and interviewing in as part of
Performance appraisal and discipline

Dessler 11 th edition	Ch 7 Interviewing
Handout	
Other Assignment	Go over test

FEB 28 Sat 10:00 – 11:40 Meeting # 9 Interviewing (continued)

Dessler 11 th edition	Ch 7 Interviewing
Handout	Multiple perspective handout on interviewing, selection, performance appraisal, and discipline
Other Assignment	In class exercise based on handout material

MAR 6 Fri 8:00 - 11:40 Meeting # 10 Employee Development:
Appraisal and Training

Dessler 11 th edition	Ch 9 Performance Appraisal
Handout	One more time, the “interviewing” handout
Case discussion, leader assigned	Continuing Case, Carter Cleaning Case, The Performance Appraisal, p. 371-372 Russell and Thorat

MAR 14 Sat 1:15 - 2:55

Meeting # 11

Appraisal (continued) and Training

Dessler 11 th edition	Ch 9 PA, continued Ch 8 Training
Handout	
Case discussion, leader assigned	Application Case, reinventing the Wheel at Apex Door Company, p. 326-327 Schmitz and Smith

MAR 14 Sat 3:15 - 4:55

Meeting # 12

Career management

The two faces of career development

Dessler 11 th edition	Ch 10 Careers
Handout	
Individual assignment	

MAR 16-21 NO EMBA class

Spring Break

Offices closed March 20

MAR 27 Fri 1:15 – 4: 55

INDUSTRY/CORPORATE Evaluation Project Oral Presentations

APR 4 Sat 8:00- 9:40

Meeting # 13

Compensation: Strategy, incentives, benefits

Dessler 11 th edition	Ch 11 Strategy (stop at page 431) Ch 12 Incentives (stop at page 480) Ch 13 Benefits (stop at page 520)
Comprehensive Case Group	BP Texas City (Bonner, Browning, Elcock, Thorat)
Handout	
Case discussion, leader assigned	Application Case, Salary inequities at Acme Manufacturing, p. 454-455 Iller and Ramage

APR 4 Sat 10:00 – 11:40

Meeting # 14

Compensation: Strategy, incentives, benefits

Dessler 11 th edition	Ch 11 Strategy (stop at page 431) Ch 12 Incentives (stop at page 480) Ch 13 Benefits (stop at page 520)
Handout	Distribute Handout case: Privacy discuss next class

APR 10 Fri 8:00 – 9:40 Meeting # 15 Workplace Justice

Dessler 11 th edition	Ch 14 Ethics, Justice, and fair Treatment
Handout	Ethics Privacy Discipline Employment at will , termination, wrongful discharge
Individual assignment	Discuss Handout case: Privacy

APR 18 Sat 8:00 – 9:40 Meeting # 16 **TEST II**

APR 24 Fri 10:00 - 11:40 Meeting # 17 Workplace Justice

Dessler 11 th edition	Ch 14 Ethics, Justice, and fair Treatment
Comprehensive Cases Group Group	Google (McKesson, Moon, Ramage) Magic Muffler (Faulkenburg, Iller, Langham-Bishop, and Wallace)
Handout	

APR 25 Saturday No HR class
Completed Industry/Corporate Evaluation paper due

CASE ASSIGNMENTS

You will have two different types of case assignments.

One type, called a Comprehensive Case, is included in a collection in Appendix B in the text. They will be completed and presented to the class in groups of either 3 or 4, depending on complexity. This will require a little coordination but not a formal class presentation and no written requirements. Most of these cases involve more than one teaching point. Make sure you get the class involved in the discussion. It should take about 15 minutes of class time but don't use any more time than necessary. This will be the first one listed below on the assignment page. The most likely presentation day is also listed on the **"Daily Assignments"** section of the syllabus. I will not give you a prescription for the format of your presentation. Be creative.

The other type of case is of the critical incident variety with limited facts and focusing primarily on one point. Some are actual legal cases and some are more traditional situational analysis cases for discussion. Both types come from the Dessler book and are listed in the **"Daily Assignments"** section of the syllabus.

Two students will be assigned to each of the shorter cases. DO NOT collaborate except to make sure your solutions are different. Your job is to help us learn something from the fact situation but not necessary to learn one thing one way. We will do much better if we have two differing perspectives on how to interpret the facts. Read and think critically about the questions.

In either type of case, answer the questions but also make sure you cover the essentials of a classic decision making model:

- Define the problem
- Generate a list of possible solutions
- Make a choice
- Implement the decision and think about implementation barriers
- Monitor results and adjust as necessary

There is no need to do anything in writing and we will spend only as much time as the class thinks is necessary to invest in the topic. The assignments are due on the date indicated on the syllabus. There is no need to do a very formal presentation but if a power point slide or two will help make your point, please feel free to use them.

For a real legal case, it might make sense for one person to identify with the company's position and the other to adopt the worker perspective. That will build in some debate. It is not essential that you coordinate the "presentation" since I will ask questions. The student with the "burden of proof" (the charging party, normally the labor/worker role) will begin with a very brief set up and the arguments of their position. When presenting your initial arguments, be objective. We all must understand both positions and the legal issues. Don't forget, who won and "WHY" the decision was made. That is the most important consideration. What is the rule of law from the case or what does a manager need to remember from the case? After that is accomplished, you are free to editorialize and tell us about a "wrong decision" or "bad law".

Student	Dessler cases Answer case questions in a way that initiates debate with the class, for legal cases; decide on who will identify with management and who will identify with the worker perspective.
Weikle will lead, everyone prepared	First case on January 9 Jack Nelson's Problems, p. 25-26
Bob Bonner	BP Texas City Ethics p.765-760 Continuing Case, Carter Cleaning Company The job description, p. 161-162 Bonner and Wallace
Karen Browning	BP Texas City Ethics p.765-760 Continuing Case, Carter Cleaning Company, Honesty Testing, p. 245-246 Langham-Bishop and Browning
Nina Elcock	BP Texas City Ethics p.765-760 Continuing Case, Carter Cleaning Company, A Case of Discrimination, p. 60-70 McKesson and Elcock
Jeremy Faulkenburg	Muffler Magic Culture, Expectations, Compensation p. 753-756 Experiential Exercise, "Space Cadet" or Victim? p. 67-78 Faulkenburg and Moon
Bo Iller	Muffler Magic Culture, Expectations, Compensation p. 753-756 Application Case, Salary inequities at Acme Manufacturing, p. 454-455 Iller and Ramage
Janet Langham-Bishop	Muffler Magic Culture, Expectations, Compensation p. 753-756 Continuing Case, Carter Cleaning Company, Honesty Testing, p. 245-246 Langham-Bishop and Browning
Carrie McKesson	Google Privacy, Values p. 750-753 Continuing Case, Carter Cleaning Company, A Case of Discrimination, p. 60-70 McKesson and Elcock
Rebecca Moon	Google Privacy, Values p. 750-753 Experiential Exercise, "Space Cadet" or Victim? p. 67-78 Faulkenburg and Moon
Banks Ramage	Google Privacy, Values p. 750-753 Application Case, Salary inequities at Acme Manufacturing, p. 454-455 Iller and Ramage
Allen Russell	Angelo's Pizza Strategic HR p. 747-750 Continuing Case, Carter Cleaning Company, The Performance Appraisal, p. 371-372 Russell and Thorat
Patti Schmitz	Angelo's Pizza Strategic HR p. 747-750 Application Case, reinventing the Wheel at Apex Door Company, p. 326-327 Schmitz and Smith
Cathy Smith	Angelo's Pizza Strategic HR p. 747-750 Application Case, reinventing the Wheel at Apex Door Company, p. 326-327 Schmitz and Smith
Sanjay Thorat	BP Texas City Ethics p. 765-760 Continuing Case, Carter Cleaning Company, The Performance Appraisal, p. 371-372 Russell and Thorat
Ty Wallace	Google Privacy, Values p. 750-753 Continuing Case, Carter Cleaning Company The job description, p. 161-162 Bonner and Wallace

EMBA Human Resource Management

Factors used in determining class participation/contribution

Obviously, class participation has a measure of subjectivity in it. The basis for effective class participation is however, quite rational and my expectations are based on long experience with adult learners. Students will be expected to be engaged in all class activities, lectures, case presentations, projects, etc. This includes everyone, no matter the speaker. It is very important in the presentations done by groups as part of the integration project. Your participation should be a positive contribution to the learning environment.

The factors are:

ENGAGEMENT

- evidence of active engagement in class, my lectures, presentations made by others, and free flowing class discussion that evolves (active engagement is evidenced by timing and numbers of comments made, and an attitude of trying to learn from others and having others learn from you)

RELEVANCE

- relevance of questions and comments

DEPTH

- high level of insight, correctness, and usefulness to class
- thoughtful questions posed and listening to answers offered by the class or me

PREPARED PARTICIPATION

- preparing for cases presented by others, participating in the questioning and point of law conclusions offered
- evidence of having read all assigned reading
- bring in other or outside sources of material for the class on relevant topics
- offering input on how things are done in your organization when relevant (sharing of best practices)
- a very global factor of displaying that you have read the material and are otherwise prepared for class

REACH

- moves the class forward toward the goal of understanding the material or the solution to a problem or case

EFFICIENT

- uses class time wisely

PRESENTATION

- forceful, convincing, and yet courteous delivery of contribution
- under some circumstances, there could be some disruptive behaviors that would detract from overall class participation score

PARTICIPATION EXTENDED

- under some circumstances, participation could extend past the actual class time by bringing me feedback on assignments, outside articles, and otherwise contributing to the learning experience of the group (i.e. during lunch, breaks, residence week, etc)

Please keep in mind, the point value is determined by assuming that all students know class participation is an important variable, graduate classes require participation, and 75 is the floor or minimum expected level of participation. If you have a 75 for example, you are meeting floor level expectations for a graduate student in a class like the EMBA. That does not mean you will get 75 if you do nothing, it only means you contributed at a minimally acceptable level. A zero is possible. Behavior contrary to the above expectations could be seen as disruptive and therefore offset positives in other areas. Scores will be expressed in five point increments.