Management 3242: Developing and Retaining Talent
Spring 2016

Instructor:  Dr. Laura Stanley
Office:  Friday 241  
Phone:  704-687-7682  
Email:  lstanl11@uncc.edu
Main campus office hours:  Mon. & Wed. 11:00 – 12:30; 2:00 – 2:30 (or by appointment)

Required Textbooks:


Laptop: This course is a combination of lecture and hands-on activities. In order to maximize your classroom learning experience, please bring a laptop to class.

Moodle: Please check Moodle often. Announcements, case studies, news articles, grades, and other information pertaining to this course may be posted on Moodle.

Course Catalog Description: Concepts, methods, and issues used in effectively managing human resources in contemporary organizations with a focus on performance assessment, training and development, change, and performance management, compensation and benefits, and retention. Experience in developing and utilizing behavioral science research methods to assess effectiveness. 3 credit hours.

Course Description & Objectives:
This course provides an introduction to human resource management. The purpose of this class is to help you to understand the concepts and functions of strategic human resources, including:

- The fundamentals of human resource management (HRM) and how HRM practices fit within the organization’s overall business goals.
- Managing and evaluating employee performance,
- Designing and implementing employee development programs, including formal education, mentoring programs, personality assessment, and coaching,
- Managing voluntary and involuntary turnover
- New developments in the design of pay structures
- Advantages and disadvantages of various pay programs
- The effects of employee benefits on cost and workforce quality

The objectives of this course are to provide you with the following skills:
- Performance Management: Identify your perceptual biases and learn how to minimize them when evaluating others. Also, learn how to manage others’ perceptions of you.
- Employee Development: How to choose the appropriate employee assessments for your organization. You will actively participate in several self and team assessments.
Employee Separation and Retention: How to manage others’ emotions and stress (as well as your own) in order to retain top performers and manage involuntary turnover.

Pay and Benefits: How to design competitive and motivating pay programs for both employees and executives. How to choose the appropriate benefits packages for your organization.

**Course Requirements and Grading Policy**

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<tr>
<th>Requirement</th>
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<tr>
<td>Mentor Project</td>
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<td>Team Case Project</td>
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<td>Exam 1</td>
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<td>Exam 3</td>
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<tr>
<td>In-class assignments/Participation</td>
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<td>Attendance</td>
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**Letter Grade**

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<td>A</td>
<td>100-89.5%</td>
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<tr>
<td>B</td>
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<td>D</td>
<td>69-59.5%</td>
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<td>F</td>
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1. **Team Case Project**

During the first few weeks of the semester, you will join a permanent team. Your team will complete a case study. The purpose of the team project is to provide you with an opportunity to (a) explore real-world HR issues in-depth, (b) apply information discussed in class to actual organizations work together as a team, (c) be creative, and (d) practice your presentation skills.

The project involves outside research on your chosen topic using articles found on the library website and other sources. I will evaluate you based on the quality and depth of your research and how you tied it to the information discussed in class. In preparing your presentation, you should use both the textbook and outside sources.

Each team member must be present. If you have a scheduling conflict that prevents you from presenting on the assigned date, you must discuss this with me during the first 2 weeks of the semester.

Guidelines, resources, and suggestions for successfully completing the project are posted on Moodle.

You must also submit an evaluation of your team members’ contributions to the project. Evaluation forms are posted on Moodle. The evaluations will be based on individual effort and contributions made by each team member. Your individual score for the project will be adjusted based on the evaluations you receive from your team members. Failure to submit peer evaluations by the deadline will result in 10 points being deducted from your individual final score. Hard copies of the peer evaluations are due in class on the last day of class. Team members who do not contribute to the team project may be fired from the team. A team member may be fired if the majority of group members are dissatisfied with a team member and they have adequate documentation that the member has not contributed. I recommend keeping documentation of each member’s contribution, including emails, work samples, etc. Fired students are required to complete and submit their own paper and presentation.
in order to fulfill course requirements. The **deadline for firing team members is the midpoint of the semester.**

Your team will receive a team grade based on the criteria outlined on Moodle (under “Team Project”). **Your individual grade (the grade used to calculate you final grade in the class) is your team grade adjusted for the average percentage contribution provided by your team members in the peer evaluation.** For example, if your team grade was 100 points, but the average of your team members’ evaluation of you indicated that you should receive only 60% of the total team points, your individual grade will be 60.

**Team Charter.** Working in teams can be great - if team members work well together. However, if people are pulling in different directions, the experience can be not-so-great. What's worse is that without sufficient direction, teams can lose motivation, fail to meet important deadlines, result in one or a few members unfairly doing all of the work. In order to help you get off on the right foot with your team members, you will draft and submit a Team Charter. A Team Charter is a document that defines the purpose of the team, how it will work, and what the expected outcomes are. It is a "roadmaps" that the team creates at the beginning of the semester when the teams are formed to make sure that all involved are clear about where they're heading, and to give direction when times get tough. A Team Charter template is posted on Moodle under “Team Project.” Each team will submit a signed Team Charter by the deadline (see course schedule). Failure to submit a Team Charter by the deadline will result in 10 points being deducted from your team grade.

You must communicate with your team members throughout the semester. If you do not respond to emails from your team members or show up for scheduled team meetings, your team members evaluation of your performance may negatively affect your grade or the team may fire you.

2. **HR Mentor Project**

Everyone is required to identify and develop a business mentor relationship with a current HR professional, with whom they will periodically correspond on course-related topics. The purpose of this assignment is to augment class materials and discussions by providing insight into how course topics play out in the real world in a non-threatening, technology-aided environment. Over the course of the class, you will complete at least two communication exchanges. For each exchange, you will compose and email at least two questions to your mentor (worth 25 points per question for a total of 100 points for the assignment).

You will post your first two questions, your mentor’s responses, and your commentary to the Online Mentor discussion board no later than the first assigned date (see tentative schedule). You will post your second two questions, your mentor’s responses, and your commentary to the Online Mentor discussion board no later than the second assigned date (see tentative schedule). The format should be: question 1, answer 1, commentary 1, question 2 and so on.

**Please do not post your HR mentor’s name or any identifying information about the organization unless you have explicit permission from your mentor.** You will need to manage this project relative to your and your mentor’s schedules. Detailed instructions are available on Moodle.

3. **Exams**

There will be three exams during the semester. The exams may include multiple choice, short-answer, and/or essay questions. Questions will cover material from the textbook and class discussions. Therefore, in order to perform well on the exams you must attend class. The final exam is optional and cumulative. If your final exam grade is higher than your lowest regular exam grade, then your final exam grade will replace your lowest
regular exam grade. All exams are closed-book and closed-notes. Students leaving the classroom during the exam will be required to submit their exams for grading and may not resume taking the exam when they return.

**Make-up examinations will not be scheduled** without a documented excused absence from the Dean of Students. If the instructor is notified prior to the day of the exam, and acceptable written documentation is provided, the student will have one week (7 days) from the original test date to take the make-up exam. **If an excused absence from the Dean of Students cannot be provided, the student will receive a zero (0) on the missed exam.**

4. **In-class assignments/Participation**

The class participation grade is based on several factors. First, you will complete small assignments (e.g., exercises and short case studies) during the semester which will be submitted during class. You may receive individual grades for these assignments which will affect your overall participation grade. Second, you will be evaluated based on how frequently you contribute to class discussions by asking questions, providing insight into the material discussed, and giving examples which help illustrate HR concepts.

Open dialogue and exchange of ideas are critical to establishing a supportive learning environment. Your participation in class discussions will be evaluated based on the following criteria:

1. **Quantity.** The frequency of your participation (number of times that you contribute to the class conversation in a positive and meaningful way) will be monitored throughout the semester.
2. **Quality.** Comments should incorporate concepts covered in the textbook and discussed in class. A response such as “I agree with Joe” obviously doesn’t provide insight into the topic. A thoughtful and complete response which cites material from the textbook and describes personal experiences related to the topic provides valuable insight into the topic and enhances the learning experience.
   - Minimal contribution – Simply restates points made earlier or agrees with earlier statements
   - Better contribution – Offers fresh insight and experience to questions asked and/or news articles posted
   - Best contribution - Offers fresh insight and experience and poses new questions that extend the discussion and expand other student’s thinking/reflection.
3. **Preparedness.** It should be evident that you have read that week’s assigned readings and can meaningfully contribute to the class conversation with comments and examples that are relevant to that week’s concepts.
4. **Demonstrating competency with course material.** You should demonstrate an understanding of the concepts and be able to provide accurate examples. Comments should link theory to practice.
5. **Professionalism.** Contributions to class and group discussions should promote a learning community and a positive, supportive environment. This means listening to others, inviting less active members to provide input, asking others’ to clarify their points, and building on others’ comments.

To create and preserve a classroom atmosphere that optimized teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum. Students are expected to conduct themselves at all times in this classroom in a manner that does not disrupt teaching or learning. I will exercise my responsibility to manage the discussions so that ideas and arguments can proceed in an orderly fashion. Behavior which disrupts the learning process, including disrespectful comments toward other students or the instructor, will result in your being asked to leave the classroom. In addition, 10 points will be deducted from your final participation grade and you will be considered absent that day. Continued disruptive behavior will result in a 0 (F) participation grade and may lead to disciplinary action and/or removal from class.
• Classroom discussion should be civilized and respectful to everyone and relevant to the topic we are discussing. Classroom discussion is meant to allow us to hear a variety of viewpoints. This can only happen if we respect each other and our differences.
• Any discussion from class that continues on any listserv or class discussion list should adhere to these same rules and expectations.
• The use of cell phones, smart phones, or other mobile communication devices is disruptive, and is therefore prohibited during class. Except in emergencies, if you use your cell phone or other electronic device and/or it makes an audible noise during class, you will be asked to leave the classroom and will be considered absent that day, your participation grade will be reduced, and/or your device may be confiscated.
• Students are permitted to use computers during class for note-taking and other class-related work only. Those using laptops during class for work not related to that class must leave the classroom for the remainder of the class period, and you will be considered absent that day.

**Because much of your learning is based on class discussions and activities, it is imperative that you attend class and participate in class discussions and activities.**

5. **Attendance**

In order to perform well on the exams, you must attend class regularly because exams questions are based on material discussed in class that may not be in the powerpoint presentations. I will take attendance – your attendance grade is the number of times that you were present in class when attendance was taken divided by the total number of times that I took attendance. **In the workplace, arriving to work on time is critical – arriving to class on time is also critical. Attendance will be taken every class day within the first 5 minutes of class. If you are not present at the beginning of class when attendance is taken, you will be counted absent. Eight or more unexcused absences will result in a final course grade of F.** After attendance is taken, you must remain in your seat during the entire duration of the class in order to be considered present. Even if you arrive on time, if you leave the classroom before class has ended, or if you leave for more than 15 minutes and return, you will be considered absent.

University-excused absences include medical emergencies, funerals for immediate family members, religious holidays, and participation in university related activities which are approved by the Dean of Students with appropriate documentation to be given to the instructor. Appropriate documentation for medical emergencies is a note from a medical care provider indicating that the student was too ill or injured to attend class listing the dates for which the student was unable to attend. Appropriate documentation for deaths of immediate family members, religious holidays, and participation in university-related activities is a note from the Dean of Students.

**Academic Integrity Policy**

Cheating and disruptive behavior have significant consequences. All students are required to read and abide by the Code of Student Academic Integrity which governs student behavior relating to academic work. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available from the Dean of Students Office or online at: [http://www.legal.uncc.edu/policies/ps-105.html](http://www.legal.uncc.edu/policies/ps-105.html). All UNC Charlotte students are expected to be familiar with the Code and to conduct themselves in accord with these requirements. To clarify, any academic dishonesty can result in a grade of F for the course. Academic dishonesty also pertains to violating the “rules” of this syllabus. Anyone violating this policy will receive an F for the course.
As a condition of taking this course, papers that the instructor in good faith suspects are in whole or in part plagiarized may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. Such works will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. No student papers will be submitted to Turnitin.com without a student’s written consent and permission. If a student does not provide such written consent and permission, the instructor may: (i) require a short reflection paper on research methodology; (ii) require a draft bibliography prior to submission of the final paper; or (iii) require the cover page and first cited page of each reference source to be photocopied and submitted with the final paper.

**Deadlines for Assignments**
All assignments are due by the deadlines communicated in class and stated in the course schedule. Late work will not be accepted and will receive a grade of 0 without a documented excused absence from the Dean of Students.

**Students With Disabilities**
UNC Charlotte seeks to comply fully with the Americans with Disabilities Act (ADA). If you have a disability that may require modification of testing, or other requirements, please provide a letter of accommodation from the Office of Disability Services at the beginning of the semester. For more information regarding accommodations, please contact the Office of Disability Services at 704-687-4355 or stop by their office in 230 Fretwell.

**Diversity Statement**
The Belk College of Business strives to create an inclusive academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status.

**Other**
This syllabus contains the policies and expectations I have established for this course. Please read the entire syllabus carefully before continuing in this course. These policies and expectations are intended to create a productive learning atmosphere for all students. Unless you are prepared to abide by these policies and expectations, you risk losing the opportunity to participate further in the course.

The standards and requirements set forth in this syllabus may be modified at any time by the course instructor. Notice of such changes will be by announcement in class and/or by changes to this syllabus posted on the course website.

**Tentative Course Schedule**
*Note: Additional readings may be assigned throughout the semester, and I may make changes to the schedule.* If changes to the syllabus and course expectations are considered necessary or appropriate, the change will be announced in class and/or posted on Moodle. You are responsible for all announcements posted on Moodle. **You must bring the Nkomo textbook and a laptop to every class.**

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<tr>
<th>Dates</th>
<th>Topic</th>
<th>Reading</th>
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<tr>
<td>1/11</td>
<td>Intro to HR</td>
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<tr>
<td>1/13</td>
<td>Intro/Trends in HR/Strategic HR</td>
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No class – State holiday

1/20, 1/25, 1/27, 2/1, 2/3 Performance Management Ch 8

2/8 Exam 1

2/10, 2/15, 2/17 Employee Development Ch 9
Signed Team Charters due 2/15

2/22, 2/24, 2/29 Separation & Retention Ch 10
First two mentor questions, answers, and commentaries due 2/24

3/2 Exam 2

3/7, 3/9 No class – Spring Break

3/14, 3/16, 3/21 Pay Decisions Ch 11

3/23, 3/28, 3/30, 4/4 Employee Contributions Ch 12

4/6, 4/11, 4/13, 4/18 Benefits Ch 13

4/20 Exam 3

4/25 Team Presentations - Teams 1, 2, & 3

4/27 Team Presentations – Teams 4, 5, & 6

5/2 Team Presentation – Teams 7 & 8

5/11 8:00 – 10:30 a.m.- FINAL EXAM
Second two mentor questions, answers, and commentaries due