

## **MBAD 6163: Managing People for Competitive Advantage Fall 2018**

---

Time: Time: 5:30 – 8:15, approximately every other Monday – see schedule for details  
Instructor: Dr. Laura Stanley  
Office: Friday 241  
Phone: 704-687-7682  
Email: [lstanl11@uncc.edu](mailto:lstanl11@uncc.edu)  
Main campus office hours: 12:30 – 2:30 Mon. & Wed. (or by appointment); Uptown office hours: by appt.

---

### **Required Readings & Material:**

*Human Resources Management* by Gary Dessler (15<sup>th</sup> ed.)

Harvard Business School Publishing course pack. The course pack is available and can be purchased through the HBSP website at: <https://hbsp.harvard.edu/import/554352>

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

**Course Catalog Description:** An examination of the current critical issues and strategic questions associated with managing employees. Case material, readings and audiovisual material are used to stimulate discussion of the most important and strategic questions to be tackled by general managers today and in the future in the relationship between management and workers. 3 credit hours.

### **Course Description & Learning Objectives:**

This course provides an in depth analysis of human resource management. The purpose of this class is to help you to gain a deeper understanding of the concepts and functions of strategic human resources, including: (1) human resource planning, (2) staffing, (3) training and development, (4) compensation, (5) performance management, and (6) the legal environment. This course takes a strategic approach to human resource management, emphasizing how human resource functions increase an organization's profitability. Knowledge of human resource management is critical for managers. This is because managers don't want to make personnel mistakes, such as hiring the wrong person, having their company taken to court because of discriminatory actions, or committing unfair labor practices. HRM can increase profitability and performance by hiring the right people and motivating them appropriately.

### **Course Requirements and Grading Policy**

HR Portfolio	20%
Case Studies	20%
Participation	30%
Exam 1	15%
Exam 2	<u>15%</u>
	100%

## **Grading Scale**

<u>Letter Grade</u>	<u>Percentage Range</u>
A	90 – 100%
B	80 – 89%
C	70 – 79%
U	0 – 69%

## **Policies:**

1. Although we won't meet face-to-face each week, participation each week (in the classroom and online) is essential. During the weeks that we don't meet, you'll be actively involved through Canvas discussion boards.
2. This is a "flipped classroom" meaning that you are responsible for completing all readings and assignments, including viewing powerpoint lectures, each week outside of class. Please also check Canvas daily for announcements, and contact me if you have any questions. When we meet face-to-face, the focus will be applying the material that you have already read using case studies, exercises, and class discussions.
3. Please be aware of assignment dates. It is often easy to forget about class during the weeks that we don't meet face-to-face, but you must remain involved. All deadlines are listed in the Tentative Course Schedule" below.
4. It is important to have a good understanding of how to use Canvas, because it is the platform for this class. You must also be able to access Canvas regularly. Blended courses employ a variety of technologies, including Canvas, internet connections, servers, networks, and your personal computer. All the technologies have the potential for problems, ranging from brief system outages to extended course downtime. Extended course downtime occurs rarely, but to prepare for such an event, please:
  - Save and/or print a copy of the syllabus, case study instructions, research resources, etc. so it will be available to you throughout the semester.
  - When new materials such as weekly powerpoints become available, download them to your PC as soon as possible.
  - Save names and phone numbers of classmates so that you may contact them if needed.
  - Keep in mind that you are responsible for having a reliable computer and internet connection. The less confident you are in your system, the earlier you should submit assignments and exams.

## **HR Portfolio**

This semester, you will create a HR Portfolio, consisting of a written paper and very brief presentation. This project is designed to strengthen your HR skills and apply the information discussed in class. At the beginning of the semester, you will choose a "focal job" – a job that you would like to have within the next 1 – 3 years. It may be a job at your current work organization that you would move into if you were promoted. Please choose a job that you find interesting because you will spend a considerable amount of time researching this job.

At the end of the semester, you will have a complete portfolio that may be used as a template for any future tasks related to job analysis, HR forecasting, recruitment, and selection, training, performance appraisals, and similar HR functions. This project will be particularly useful to those to anyone who will be responsible for any HR-related tasks (e.g., individuals who plan to start a business, general managers responsible for hiring and/or firing, people seeking entry-level and advanced HR positions, etc.).

Please be aware of 2 important deadlines (see tentative course schedule): (1) The final version of part 1 is due early in the semester, and (2) you will submit parts 2 – 4 and present your HR Portfolio at the end of the semester. Failure to present your portfolio will result in a project grade of 0 (F).

Detailed instructions and grading criteria are posted on Canvas under “HR Portfolio.”

## **Case Studies**

Each week, you will complete a case study. The case studies are central to your learning experience as they provide an opportunity to apply the concepts discussed in the textbook. You will assume the role of HR manager or external consultant by diagnosing and solving problems in organizations. The case study grade is based on two factors:

1. Answers to case study questions (submitted weekly) (30% of case study grade): For each case, I will provide a set of discussion questions. In order to facilitate class discussions, please submit written answers to each of the discussion questions before class. Answers will be evaluated based on the quality and depth of your answers, and how well you tied your recommendations to concepts discussed in that week’s assigned textbook chapter.
2. Assigned team case presentation (70% of case study grade): You will present at least one case study this semester. The purpose of this assignment is to provide you with an opportunity to (a) apply information discussed in class to an organization, (b) explore HR issues in-depth, (c) be creative, and (d) practice your presentation skills. 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 will use both the textbook and outside sources.

**Please submit a hard copy of your case presentation at the beginning of class** – this is what I will grade. The first page of the presentation should include your team number, case title, and all team members’ names.

You will also complete a peer evaluation of your team members’ contributions to the presentation. Your team will receive a team grade based on the criteria outlined on Canvas. **Your individual grade (the grade used to calculate your 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.

**The hard copies of your presentation and your peer evaluation are due at the beginning of class that day that you present.** You must complete and submit all components of the case study (answers to case study questions, the presentation, and the peer evaluation) by the deadline to be eligible for any credit for the case study component of the course grade.

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

## **Participation**

Just as organizations expect employees to make valuable contributions, you are expected to make valuable contributions in class and online. In order to participate fully, please read all of the assigned textbook chapters and cases before class and be well-prepared to discuss them in class or online. The primary focus of class time will be for you to apply and integrate concepts you have learned.

Participation begins with being in class during the weeks that we meet face-to face. In order to perform well in this class, you must attend class regularly and be engaged online. If you aren’t in class or online, you can’t participate in the case studies, group discussions, and exercises. Attendance will be taken every time that we

meet face-to-face. If you are not present within the first 5 minutes of class, you will be considered absent. Even if you arrive on time, if you leave the classroom before class has ended, or if you leave for more than 10 minutes and return, you will be considered absent.

Everyone receives one face-to-face class “off” during the semester, similar to annual leave or sick leave in an organization, so there are no “excused” absences beyond this. That is, you can miss one class this semester without any penalties – no questions asked.

If you choose to forgo the “freebie” and attend and participate in all face-to-face classes, you can earn “extra credit” or a final participation grade which exceeds 100.

You will be evaluated based on how frequently you contribute to face-to-face and online discussions by asking questions, providing insight into the material discussed, and giving examples which help illustrate HR concepts. You will also complete small assignments (e.g., simulations, exercises) during our face-to-face classes. Open dialogue and exchange of ideas are critical to establishing a supportive learning environment. To create and preserve a classroom atmosphere that optimizes teaching and learning, all participants share a responsibility in contributing to class conversations in a meaningful, positive way.

Your participation during class will be evaluated based on the following criteria:

1. **Quantity.** The frequency of your participation (number of times that you contribute to the conversation in a positive and meaningful way) **will be monitored every week.**
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 conversation with comments and examples that incorporate concepts in that week’s assigned reading.
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 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.

Each week, you have an opportunity to earn a grade of up to 100 points. Your final grade for the participation component of the course is the average of your weekly participation grades. For example, if there are 12 weeks during the semester and you miss 2 participation opportunities (face-to-face or online), but your participation during those 10 weeks exceeds all of the criteria outlined above, your final participation grade will be 91. This is because you earned 100 points during each of the 10 participation opportunities ( $100 \times 10 = 1,000$  points). In this example, students have an opportunity to earn 1,100 points during the semester (12 classes – 1 “freebie” = 11 classes  $\times$  100 points). Your 1,000 points divided by 1,100 possible points is 90. However, a student missing 2 participation opportunities during the semester with average to below average participation during the 10 participation opportunities (average grade of 75) would have a final participation grade of 68. The point of this example is to illustrate the importance of both quantity and quality of participation.

Please be prepared to:<sup>1</sup>

1. Express your ideas and to evaluate recommendations that others provide.
2. Ask questions about material that you do not understand.
3. Find relevant experiences (potentially from your job/company) and share these with the class.
4. Actively participate during in-class group exercises.
5. Take responsibility for your in-class and online performance...think critically...be creative.
6. Behave in ways that create an effective and comfortable learning environment. This includes treating others with courtesy and respect, engaging in discussions that are direct but polite, arriving on time for face-to-face classes, and turning off our cell phones.
7. Have fun.

I don't expect this to be a problem, but if I determine that your conduct during any interaction with me or any other class member (during or outside class; face-to-face or electronic communication) is disrespectful or seriously disrupts the atmosphere of mutual respect I expect in this class, you will receive a failing grade in the course.

When students are presenting, please analyze what is being presented from the perspective of a top management team member by asking questions, offering substantive comments and suggestions. All students are expected to be conscientious organizational citizens and attend all face-to-face presentations. You will receive a participation grade for presentation day(s) based on your questions and comments.

### **Guidelines for online participation:**

Your preparation for and active participation in online discussions is vital to the learning process. The online discussions will provide a forum for interpretation and more importantly, *application* of course material. Discussing topics online serves to increase your knowledge and understanding of a topic while giving you an opportunity to get to know some of the students in the course.

I will post discussion questions in the discussion board area of Canvas – these questions will be posted no later than Monday morning and you have until Sunday to respond to the discussion question. You may respond to another student's post by asking questions, reacting to issues and ideas presented in others' posts, and/or by applying your experience to the topic for the benefit of other class members, but you must also respond to my question directly. You are required to respond to all instructor-led discussion board questions. ***You will be expected to post all discussion boards by the deadline listed in the Tentative Course Schedule below.*** Discussion board posts will be graded using the same criteria used to assess in-class participation.

***In order to receive credit for a discussion board post you must participate in the discussion board during the week that it is assigned or posted (i.e., by that week's deadline) – no exceptions.***

You will be expected to complete all readings and Powerpoint presentations prior to posting to the discussion board. All posts should reflect concepts covered in the readings.

### **Deadlines and Attendance**

You will complete many different types of assignments this semester, including submitting written answers to case questions, presentations, answers to exercises and simulations completed during class. All assignments are due before class begins unless otherwise communicated in class and/or stated in the syllabus. **Late assignments**

---

<sup>1</sup> Thank you to Dr. Dave Woehr and Dr. Karen Ford-Eickhoff for content regarding participation, deadlines, and attendance.

**will not be accepted and will receive a grade of 0 (F).** Please do not ask me to make an exception for your late submission. It is very important to me to be fair to everyone in the class. I cannot make an exception for you and be fair to everyone who completed their assignments on time.

If you miss a class due to illness, job responsibilities, personal or family issues, school or athletic team travel, you are responsible for getting notes from another student in the class.

**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.

**Severe Weather.** Students will be responsible for any academic work which they miss due to absences caused by severe weather conditions. It is the individual student's responsibility to take the initiative to make up any missed class work. The University will operate on its normal schedules unless the Chancellor or other University official publicly announces otherwise.

### **Exams**

All exams will include a combination of multiple choice and short-answer/essay questions. The questions will cover assigned textbook readings, powerpoints, cases, exercises, and class discussions. 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.**

### **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>. 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.

### **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.

### **Electronic devices**

The use of laptops for non-school purposes, cell phones, smart phones, or other mobile communication devices is disruptive, and is therefore prohibited during class. Recordings or photos of any kind are not permitted – this includes powerpoint slides. Except in emergencies, those using such devices must leave the classroom for the remainder of the class period. Those students using computers or other devices during class for work not related to that class must leave the classroom for the remainder of the class period and will be considered absent that day. If it happens again, you will receive a grade of F for the participation component of the course.

### **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 given 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 Canvas. You are responsible for all announcements posted on Canvas. Please bring the textbook and case material to every face-to-face (F2F) class.

Week/ Module	Date and Topic	Readings	Due this Week
1	8/20 (F2F) Introduction	Dessler: Ch 1	<ul style="list-style-type: none"> <li>• Team Assignments</li> </ul>
2	8/27 (F2F) Strategic HR	Dessler: Ch 3 Case: Bridgewater & Assoc.	<ul style="list-style-type: none"> <li>• Student Bio (discussion board)</li> <li>• Case Discussion Questions</li> <li>• Presentation: Team 1</li> </ul>
	9/3	No class – Labor Day	
3	9/10 (OL) Job Analysis	Dessler: Ch 4 Case: The Container Store & Job Design Optimization Tool	<ul style="list-style-type: none"> <li>• Discussion board questions &amp; exercises</li> </ul>
4	9/17 (F2F) EEO & Law	Dessler: Ch 2 Case: Employment Vignettes	<ul style="list-style-type: none"> <li>• Case discussion questions</li> <li>• Presentation: Team 2</li> </ul>
5	9/24 (OL) HR Planning, Recruitment, Testing & Selection	Dessler: Ch 5 & 6 Case: Kenexa (case & spreadsheet)	<ul style="list-style-type: none"> <li>• Discussion board questions</li> <li>• <b>HR Portfolio Part 1 (final version) due by midnight EST</b></li> </ul>
6	10/1 (F2F) Interviewing Candidates	Dessler: Ch 7 Case 6: SG Cowen	<ul style="list-style-type: none"> <li>• Case discussion questions</li> <li>• Presentation: Team 3</li> </ul>
	10/8	No class – Fall Break	
7	10/15 (OL) Training & Development	Dessler: Ch 8 Case: Rosa Vano	<ul style="list-style-type: none"> <li>• Discussion board questions</li> </ul>
8	10/22 (F2F) Performance Management	Dessler: Ch 9 Case: Vitality Health Enterprises	<ul style="list-style-type: none"> <li>• Case discussion questions</li> <li>• Presentation: Team 4</li> <li>• DRRC Simulation: The Performance Interview</li> </ul>
9	10/29 (OL) Managing Careers & Retention	Dessler: Ch 10 Case: Treadway Tire Company	<ul style="list-style-type: none"> <li>• Discussion board questions</li> </ul>
10	11/5 (F2F) Pay & Incentives	Dessler: Ch 11, 12 Case: WrapItUp	<ul style="list-style-type: none"> <li>• Case discussion questions</li> <li>• Presentation: Team 5</li> <li>• DRRC Simulation: Salary Negotiation</li> <li>• <b>Exam 1 (take-home, open-book) due at 5:30 p.m. on 11/5</b></li> </ul>
11	11/12 (OL) Benefits	Dessler: Ch 13 Case: ARISE Day Spa	<ul style="list-style-type: none"> <li>• Discussion board questions</li> </ul>
12	11/19 (F2F) Building Positive Employee Relations (Ethics)	Dessler: Ch 14 Case: Lee & Li	<ul style="list-style-type: none"> <li>• Case discussion questions</li> <li>• Presentation: Team 6</li> <li>• DRRC Simulation: The Case of Lost Ethics</li> </ul>

<b>Week/ Module</b>	<b>Date and Topic</b>	<b>Readings</b>	<b>Due this Week</b>
13	11/26 (OL)	Capstone case: Rogers, Stirk, Harbour & Partners	<ul style="list-style-type: none"> <li>• Discussion board questions &amp; exercises</li> </ul>
	<b>12/3 (F2F)</b>		<ul style="list-style-type: none"> <li>• <b>Final HR Portfolios and Presentations due at the beginning of class. Please bring a hard copy of the presentation to class (as well as an electronic version on a thumb drive).</b></li> </ul>
	<b>12/10 (F2F) 7:00 – 8:15 p.m. (optional)</b>		<ul style="list-style-type: none"> <li>• <b>Optional Cumulative Final Exam (F2F, closed-book)</b></li> <li>• <b>Exam 2 (take-home, open-book) due at 5:30 p.m. on 12/10</b></li> </ul>