Management 3242: Developing and Retaining Talent
Fall 2018

Instructor: Dr. Laura Stanley
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Main campus office hours: Monday & Wednesday 12:30 – 2:30 (or by appointment)

Required Textbooks:

Noe, Hollenbeck, Gerhart, & Wright. *Human Resource Management: Gaining a Competitive Advantage.* (9th edition). New York, NY: McGraw Hill.

Nkomo, S., Fottler, M. D., & McAfee, R. B. (7th edition). *Human Resource Management Applications: Cases, Exercises, Incidents, and Skill Builders*. Cengage Learning.

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: 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

Mentor Project	20%
Participation	20%
Team Case Project	15%
Exam 1	15%
Exam 2	15%
Exam 3	15%
	100%

Letter Grade	Percentage Range
A	100-89.5%
B	89-79.5%
C	79-69.5%
D	69-59.5%
F	59- and below

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 an organization, (c) work together as a team, (d) be creative, and (e) practice your presentation skills.

The project involves outside research on your chosen topic using articles found on the library's 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.

Please submit an electronic copy of the presentation before class begins and 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 must also submit a hard copy evaluation of your team members' contributions to the project at the beginning of class on the day that you present. Evaluation forms are posted on Canvas. 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. 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 Canvas. **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 Canvas under "Team Project." Each team will submit a signed Team Charter by the deadline (see course schedule).

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.

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 (team charter, electronic and hard copies of the presentation, and hard copy of the peer evaluation) by the deadlines 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.

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 Canvas.

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. Participation

Just as organizations expect employees to make valuable contributions, you are expected to make valuable contributions during class. 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. The primary focus of class time will be for you to apply and integrate concepts you have learned.

Participation begins with being in class. In order to perform well in this class, you must attend class regularly. If you aren't in class, you can't participate in the case studies, group discussions, and exercises. Attendance will be taken every class day. 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 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 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 class 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 the semester. 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 class conversation in a positive and meaningful way) **will be monitored every class day this 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 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 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.

Each class, 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 daily participation grades. For example, if there are 12 classes during the semester and you miss 2 classes, but your participation on the days that you are in class 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 classes you attended (100 x 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 x 100 points). Your 1,000 points divided by 1,100 possible points is 90. However, a student missing 2 classes during the semester with average to below average participation during the 10 classes that s/he attended (average grade of 75) would have a final participation grade of 68. The point of this example is to illustrate the importance of both attendance and participation.

Please be prepared to:[1]

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 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, ensuring that cell phones are turned off or are on vibrate, arriving on time for class, and engaging in discussions that are direct but polite.
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.

At the end of the semester when students give presentations, 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 presentations. You will receive a participation grade for presentation day(s) based on your questions and comments.

Deadlines and Attendance

You will complete many different types of assignments this semester. All assignments are due at midnight EST via Canvas unless otherwise communicated in class and/or stated in the syllabus. **Late assignments will not be accepted and will receive a grade of 0 (F).** Please do not ask me to make an exception for your late

[1] Thank you to Dr. Dave Woehr and Dr. Karen Ford-Eickhoff for content regarding participation, deadlines, and attendance.

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.

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 Busines 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, 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 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 Canvas. You are responsible for all announcements posted on Canvas. **You must bring the Nkomo case study book to every class.**

Dates	**Topic/Readings**	**Assignments due**
8/22, 8/27	Intro/Trends in Strategic HR	
8/29	Ch 8 – Performance Management	Student Info Sheets (hard copies due at the beginning of class on 8/29)
9/3	*No class - Holiday*	
9/5, 9/10, 9/12	Ch 8 – Performance Management	
9/17		Exam 1
9/19, 9/24	Ch 9 – Employee Development	
9/26, 10/1, 10/3	Ch 10 – Separation & Retention	First 2 mentor questions, answers & commentaries due 2/13

10/8	*No class – Fall Break*	
10/10	Ch 10 – Separation & Retention	
10/15		Exam 2
10/17	Ch 11 – Pay Decisions	Signed team charters due 10/17
10/22, 10/24	Ch 11 – Pay Decisions	
10/29, 10/31, 11/5, 11/7	Ch 12 – Employee Contributions	
11/12, 11/14, 11/19	Ch 13 – Benefits	
11/21	*No class - Holiday*	
11/26		Team Presentations – Teams 1, 2, & 3
11/28		Team Presentations – Teams 4, 5, & 6
12/3		Team Presentations – Teams 7, 8, & 9
12/5		Exam 3 & last day of class
12/10		Second 2 mentor questions, answers, and commentaries due 12/10 at midnight; 2:00 – 4:30 a.m. – Optional final exam