

MNGT 502 – Managing Human Capital
Performance Summary

Semester	F17	S18	F18	S19	F19	S20	F20	S21	F21	S22	
Course Enrollment	11	12	14	20	6	7	7	31	16	25	
# of Students Responding	11	10	11	20	4	7	5	17	9	20	
Questions											
Q1 Ex. Of Requirements	4.00	4.50	3.85	4.30	4.00	4.43	4.20	4.29	3.33	4.10	
Q2 Prep for Class	4.45	4.40	3.36	4.50	4.50	4.71	4.60	4.71	4.22	4.50	
Q3 Command of Subj.	4.73	4.70	4.27	4.45	4.75	4.57	3.80	4.76	3.89	4.79	
Q4 Use of Class Time	4.18	4.50	4.27	4.25	3.00	4.14	3.40	4.12	4.00	4.05	
Q5 Instructor's Way of Summarizing	4.18	4.20	3.73	4.35	3.25	4.14	3.80	4.29	3.89	4.05	
Q6 Presentations	4.00	4.60	4.09	4.30	3.75	4.29	3.60	4.53	3.78	4.35	
Q7 Command of Lang	4.45	4.90	4.82	4.55	5.00	4.86	5.00	4.88	4.67	4.75	
Q8 Use of Examples	4.73	4.60	4.18	4.35	3.75	4.43	4.40	4.35	4.22	4.25	
Q9 Challenging Questions	4.18	4.40	3.73	4.15	3.25	4.14	4.00	4.50	3.67	4.25	
Q10 Enthusiasm	4.18	4.70	4.64	4.60	5.00	4.86	4.40	4.82	4.33	4.70	
Q16 Grading Information	4.00	4.80	3.73	4.37	4.75	4.43	4.60	4.35	3.44	4.15	
Q17 Clarity of Exam Questions	3.82	4.50	3.73	3.95	4.00	3.43	3.40	3.65	3.44	4.05	
Q18 Exam Coverage of Import Mat.	4.27	4.50	3.18	4.00	3.75	4.14	4.20	4.24	4.22	4.33	
Q19 Instructor Comments	4.45	4.50	3.64	4.32	4.25	4.43	4.20	4.24	3.89	4.30	
Q20 Overall Quality of Textbook	3.60	2.50	3.91	3.83	2.25	3.40	4.00	4.00	3.67	3.92	
Q21 Helpfulness of Assignments	4.45	4.33	4.00	4.00	3.00	3.86	3.60	4.41	3.89	4.00	
DELIVERY OF INSTRUCTION	4.23	4.41	3.95	4.27	3.89	4.27	4.08	4.38	3.91	4.28	
Q11 Helpfulness	4.27	4.80	4.36	4.40	4.75	4.57	4.80	4.24	3.89	4.50	
Q12 Respect for Students	5.00	4.80	4.45	4.40	4.75	4.43	4.60	4.41	3.89	4.65	
Q13 Concern for Students	4.64	4.80	4.27	4.45	4.75	4.43	4.80	4.59	4.22	4.65	
Q14 Avail for Extra Help	4.70	4.80	4.27	4.45	4.75	4.57	4.80	4.47	4.22	4.45	
Q15 Listen to Std. Ideas	4.91	4.70	4.36	4.50	5.00	4.57	4.60	4.53	4.33	4.65	
Q16 Inform How Graded	4.11	4.45	3.58	4.11	3.67	3.85	3.88	4.11	3.82	4.12	
INTERACTION	4.61	4.73	4.22	4.39	4.61	4.40	4.58	4.39	4.06	4.50	
OVERALL	4.42	4.57	4.08	4.33	4.25	4.33	4.33	4.39	3.99	4.39	4.31

Management 502
Managing Human Capital

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Syllabus Revision Statement:

This syllabus is subject to revision, but not without prior notice by the instructor. (*Must be documented with a revision date.*)

Catalog Description:

An analysis of theories addressing human behavior in work settings and formal processes involved in the management of employees. Special emphasis is placed on the application of theories with respect to interpersonal work interactions and human resource key functions.

Detailed Course Description:

Welcome to Managing Human Capital! You will learn the basics of building and executing an HR strategy while using data to inform how to enhance strategy execution. For instance, you'll learn how to apply financial analysis techniques (e.g., time value of money, net present value, internal rate of return) to make strategic human capital management decisions (e.g., controlling turnover costs, investing in talent acquisition and development functions, etc.). This is a team-based class, allowing us to explore theories of interpersonal work as a key driver of performance.

Prerequisites for Course: NA

AoL Puzzle Insert: NA

Required Text and Other Materials:

Readings: Readings are posted to Moodle. **The reading list is located further in the syllabus.** Access to the **HR Management Simulation** is required. Before the course begins, you should receive an email explaining how to sign up for the simulation.

Student Learning Outcomes:

A chief aim of this course is to cultivate strategic HR thinking. The course revolves around a simulation in which you are in the role of an HR manager of an organization with over 600

employees. In learning to manage human capital, you'll also learn various analytical techniques for making HR decisions. You will manage the HR budget for your organization over a period of 8 quarters (2 years). At the end of each year, you will create an HR Annual Report/presentation that summarizes your HR performance for the 2-year period.

There are four broad course objectives, which include certain narrow objectives.

1. **Be able to explain to a non-HR professional:**
 - How HR affects the bottom line of the company.
 - Why HR needs to align with business strategy.
 - How to diagnose misalignments between HR/business activities and business strategy.
 - Why HR needs to be segmented/tailored for different groups within the organization.
2. **Be able to manage an HR budget in a financially sensible manner:**
 - Be able to explain the components of an HR budget.
 - Be able to explain how investments in the different components affect strategy execution in terms of costs and benefits.
 - Be able to use financial analysis techniques (e.g., net present value, internal rate of return) in Microsoft Excel to inform HR investment decision-making
 - Be able to explain the shortcomings of financial techniques and how to overcome them.
3. **Be able to make the case for adopting or using analytics in HR (e.g., strategic analytics, HR analytics, human capital analytics) to make evidence-based decisions:**
 - Be able to explain key analytics terms (e.g., strategy map, human capital, HR analytics) to a lay audience.
 - Be able to articulate the business impact in more evidence-based decisions (e.g., reducing turnover and absenteeism costs).
 - Be able to leverage published research to help business leaders solve a business problem (e.g., identify relevant literature for predicting employee turnover).
 - Be able to draw a causal model that links HR to organizational outcomes (e.g., ROA).
 - Be able to use basic statistics (e.g., correlation coefficients, Cohen's *d*) for analyzing data and making HR decisions.
 - Have an appreciation for how more advanced statistical methods can be used for analyzing data and making HR decisions.
4. **Be able to communicate, in a compelling manner, insights regarding how human capital is managed:**
 - Be able to analyze HR data and initiatives using software (e.g., MS Excel, R).
 - Be able to create a compelling HR presentation that summarizes the HR function's performance.

Note: since there is a chicken and egg issue (which to do first—simulation or learn how to make decisions), other instructors have discovered over the years that it's probably best to do a little of both. That is, you will get your feet wet by learning how to use the simulation early on (the various decisions you will be making, and a little practice in trying it out). Then, we will take a breather and learn more about how to manage human capital for competitive advantage.

Course Content:

Note: A syllabus is a plan but many times plans change. Students will be given as much advance notice as possible if changes are necessary, but it is each student's responsibility to maintain awareness of change.

SAMPLE COURSE SCHEDULE

Please note that the dates below are used to offer some guidance as to when certain modules and assignments should be completed. Although the dates are generally given as a recommendation, the simulation decisions will have a hard deadline because it is a competitive simulation.

Wk	Day	Topic	Readings	Assignments
1	A	Introduction to the Course	Bauer et al. (2020ab) Barends & Rousseau (2018) Team Norm's Contract	1. Complete the " Getting to Know You " Survey 2. Introduce yourself to the class (see discussion board on Moodle) 3. Introductory PPA 4. Introductory Quiz
	B	Introduction to the Business Simulation	1. Student Manual (see the sim website ; this is necessary for you to complete the "Case Discussion" assignment). 2. (optional) Read over the advice from previous students for working in simulation	1. Complete the " Case Discussion " simulation assignment (see sim website) and upload it to Moodle 2. Complete the Simulation Quiz 3. Complete two practice decisions in the simulation (video tutorial forthcoming) 4. Team Contract Due Sunday
2	A	The Role of Strategy in Managing Human Capital	1. Wright (2008) 2. Hambrick & Fredrickson (2001) 3. Kaplan & Norton (2004)	1. M1 Quiz 2. (Optional) Interview with Tracy Keogh, HP Chief HR Officer 3. Complete the " Goals and Strategies " simulation assignment (see sim website) 4. Complete the " Budget Allocation " assignments (see sim website)
	B	Fit	1. Pfeffer (1998) 2. Baron & Kreps (1999) 3. Ulrich et al. (2008)	1. M2 Quiz 2. Domain-specific worksheets (e.g., training ROI) Competitive Play Begins!
3	A	Managing Human Capital for Sustainable Competitive Advantage	1. Barney & Wright (1997) 2. Huselid et al. (2005) 3. Boudreau & Ramstad (2007)	1. M3 Quiz 2. Simulation Decision #1 Due

			4. Lepak & Gowan (2017a)	
	B	Analyzing an Organization's Financial Statements from the HR Perspective	Slides posted online	1. M4 Quiz 2. Simulation Decision #2 Due <i>Midterm Exam Goes Live 9/1</i>
		Managing the HR Budget Strategically	1. Director (2013a,b) 2. Video tutorial posted to Moodle 3. Levenson (2015a,b)	1. M5 Quiz 2. Simulation Decision #3 Due 3. Midterm Exam Due
4		Compensation and Benefits	Lepak & Gowan (2017b, c, d)	1. M6 Quiz 2. Simulation Decision #4 Due
	A	Managing the Talent Pipeline	1. Cascio & Boudreau (2011) 2. Cascio & Aguinis (2011a) 3. Video tutorials online	1. M7 Quiz 2. Simulation Decision #5 Due
5	B	The Economic Value of Job Performance and Talent Acquisition	1. Cascio & Boudreau (2011c,d,e) 2. Video tutorials posted to Moodle 3. (optional) <u>Why hiring is the most important thing you do</u>	1. M8 Quiz 2. Excel exercises for estimating the utility of staffing decisions 3. Simulation Decision #6 Due
	A	Managing Absenteeism and Turnover	1. Cascio & Boudreau (2011a,b) 2. Video tutorials posted to Moodle	1. M9 Quiz 2. Excel exercises for calculating turnover, costing absenteeism, and costing turnover 3. Simulation Decision #7 Due
6	B	The Utility of Training and Developing Employees	1. Cascio & Boudreau (2011f) 2. Cascio & Aguinis (2011bc) 3. Video tutorials posted to Moodle (optional) Delusions of Employee Development	1. M10 Quiz 2. Excel exercises for estimating the utility of training investments 3. Simulation Decisions #8 Due
7	A	Final Presentations Posted		A brief (~10 minute) team video presentation must be posted at the beginning of the week

		(Prep for Final Exam)		
	B	Votes for “Best Presentation” Due Thursday, Oct. 31. “Best Team” and “Best Pitch Voted By Class” announced on Friday.		
8	A	Final Exam Due (10/4)		

Students who find the interviews with Chief Human Resource Officers (CHROs) interesting and meaningful can find more content (videos and video guides) [here](#).

Course Requirements:

Your course grade will be comprised of two elements, each of which is described in greater detail below:

EXAMS / QUIZZES (70%):

Specific percentages are below:

1. Exams One and Two: 60%
 - Exams are proctored and will involve multiple-choice, multiple answers, matching, and short-answer questions. Each is worth 30% of the final grade.
2. Quizzes: 10%
 - Not proctored and will involve multiple-choice, multiple answer, matching, and short-answer questions.
 - Quizzes are typically mastered if you complete the optional *Participation Preparation Assignments* (PPAs). These assignments focus on key questions from the readings and can be completed as a team for a bonus point toward your overall exam grade. You should expect the quizzes to assess your understanding of the content (e.g., “in this situation, what is most likely to happen if I do y?”); not whether you can regurgitate material. Exams are similar to quizzes but longer and will involve at short-answer questions.

Advice for performing well on these assessments: My assessments are less about “learning facts” and more about applying knowledge to novel situations. You should always pick the best answer that you can reasonably defend – never ever guess. In fact, there is an open-ended question in each test where you can explain your rationale for picking an answer for any question. If the rationale is sensible, you may get credit. If you hit a snag though, try this: go through the test answering all the questions you can. This might trigger a thought that’s helpful. After you are done, go through once more and answer any questions whose answers are now a bit more obvious. Still stuck? Eliminate answer choices for a question that seem incorrect. Then, go through the test one more time to see if your other answers seem plausible (some may not be).¹

TEAMWORK/SIMULATION & PARTICIPATION AND PREPARATION FOR TEAMWORK (30%): Includes the team portion of all your class work (e.g., Goals and Strategies, Budget Allocation) as well as required assignments that are meant to facilitate application of key concepts in the simulation/team setting (e.g., financial analysis of HR

¹ Switching answers generally works. Research by Mueller and Wasser (1977) found that students often – note, *often* – gain more than they lose when they change answers.

initiatives, cash flow analysis, absenteeism and turnover costing, utility analysis). Includes a **Final PowerPoint Presentation** and a peer assessment.

Peer Evaluations: Peer evaluations will be collected from team members at the end of the semester and used to inform my judgment regarding the final grade you will be assigned regarding teamwork. Additionally, because the possibility of social loafing exists with team projects, groups have the right to **FIRE a team member** for not participating in the team assignments. If a team **decides to FIRE a member**, they must provide some proof (e.g., repeated email contacts) that the team member truly has not performed his/her part in the teamwork. At that time, the team member will receive a **ZERO** for any graded teamwork up to that point in the semester. From that time forward, this individual will be required to perform all future team assignments by his/herself. Failure to complete these future assignments will also result in a **ZERO**.

Methods of Evaluation:

In this class, we focus on the mastery of the topics and concepts we are covering. I use criterion-referenced grading rather than normative grading. Criterion-referenced grading means that the grade you are assigned reflects how well you have met particular learning goals and objectives. Normative grading means – essentially – that you are competing against your peers for a given grade. I want our climate to be a supportive one where you feel safe taking intellectual risks, which is why **I do not grade on a curve**. Therefore, it is advantageous for you to form study groups and support one another's learning. I will provide opportunities to demonstrate improvement – even when you have not demonstrated mastery over a learning objective. For instance, if you bomb a quiz or an exam, I'll allow you to do a correction.

1. Quizzes & Exams: 70%
2. Team Project (Simulation) and Presentation: 30%

Final grades will be determined on the following basis:²

- A = 90.00% or better (All major and minor goals achieved)
- B = 80.00 – 89.99% (All major goals achieved; some minor ones not)
- C = 70.00 – 79.99% (All major goals achieved; many minor ones not)

² Adapted from Travers (1950).

D = 60.00 – 69.99% (A few major goals achieved, but the student is not prepared for advanced work)

F = 59.99% or less (None of the major goals achieved)

Note: While I do not round up, I will change your grade manually upon request if I see that you have developed a lot over our time together. This means consistently showing up to class consistently, participating actively in discussions, and showing evidence of growth in the course.

Late Assignments:

Late assignments will be penalized by 20% of full credit.

Make-up Procedure:

If you miss an **exam**, you must make every effort to contact me **before** the exam. I also require a valid, written excuse indicating the reason for your absence. For example, in the event of illness, you must present a medical note signed by a doctor or nurse. Failure to contact me within 24 hours of the exam will result in an automatic **zero**. In the event of a make-up, the professor reserves the right to alter the format (e.g., multiple choice to essay format) of the exam.

College of Business Testing Policy: In an effort to maintain the highest standard of academic integrity, the College of Business has adopted a testing policy to which this class will adhere. It addresses behavior before, during and after testing. This policy is posted on the College's website:

<https://www.nicholls.edu/business/wp-content/uploads/sites/20/2019/10/CBA-testing-policy-fall-18.pdf>

Attendance Policy:

Not applicable to an online asynchronous course.

<u>DROP DATE:</u> The last day to drop a course with a “W” is:

Academic Dishonesty Policy / Cheating / Disruptive Behavior: *(use of cell phones, distracting behavior, sleeping, use of computers for purposes other than class related, etc.)*

Any student(s) caught violating the University Academic Dishonesty Policy (cheating, plagiarism, etc.) on ANY graded assignment will receive a grade of “0” on the assignment. Depending upon the severity of the infraction, this instructor reserves the right to assign a semester grade of “F” in the course. All issues of Academic Dishonesty will be reported to the Dean of the College of Business Administration and/or Dean of Student Life for further actions. Students should familiarize themselves with the terms of dishonesty, cheating/plagiarism, and disruptive behavior in the Student Policy and Procedure Manual.

Cell Phone & Other Classroom Behavior Policy:

Not applicable

Multiple Cheating Offenses:

The Academic Integrity Section of the Student Policy and Procedure Manual includes a requirement that faculty file a charge complaint statement with their respective dean whenever a student is confronted or disciplined for cheating. The Office of Academic Affairs will maintain these records, and any student confronted and/or disciplined for multiple offenses of academic dishonesty will be brought before the Academic Affairs Integrity Committee for further review and potential sanctions **that may include dismissal from the University up to one academic year.** Please read the Student Policy and Procedure Manual for further details regarding this policy.

Academic Grievances:

The proper procedure for filing grade appeals or grievances related to academic matters is listed in the Academic Integrity Section of the Student Policy and Procedure Manual at the following link:

<https://www.nicholls.edu/student-policy/academic-integrity/>

Chain of Command

Nicholls is committed to providing the best class experience possible. If you have any concerns about this course outside of what your instructor or professor can address, please follow the chain of command that has been established as part of university protocol:

1. Contact your professor or advisor, again, to find a potential solution.

If your concern was not resolved, then:

2. Contact your Department Head of Management & Marketing
 - o Dr. Ken Chadwick
 - o Email: ken.chadwick@nicholls.edu
 - o Office 146 Powell
 - o Phone: 985-448-4175

If your concern was still not resolved, then:

3. Contact the Dean of the College of Business Administration:
 - o Dr. Marilyn Macik-Frey
 - o Email: marilyn.macik-frey@nicholls.edu
 - o Office: 106 White Hall
 - o Phone: 985-448-4171

If your concern warrants further consideration by university administration, the Dean will contact the appropriate person.

Classwork During Extreme Emergencies

During extreme weather or other emergency situations, the President of the university may declare either **Closure Status** or **Remote Learning Status** for a period of one or more days. During these times, students and faculty are responsible for reading and remaining familiar with (1) official emergency notifications through the Nicholls website and (2) all emergency guidelines of the university.

CLOSURE STATUS. When the university is officially closed, all teaching operations are suspended. During these days, there will be neither classroom nor online teaching, no expectation of class participation, no assignments due, and no tests or quizzes administered.

REMOTE LEARNING STATUS. When the university is open but it is unsafe to travel to or work on campus, students and faculty are responsible for continued learning through remote (online) means. During these days, teaching will occur and class participation is expected. Assignments, tests, and quizzes will be administered as planned unless otherwise directed by the faculty instructor. Under this status, for learning to continue:

- Students must (1) maintain access to Moodle, Nicholls email, phone, and textbooks and other course materials and (2) remain in contact with their course instructors.

- Students are required to have access to the following to participate in remote learning: 1) A computer with broadband internet access. As courses may require the watching of video lessons and the completion of online lessons, an internet connection of 5mbps is a minimum requirement. 2) Access to a webcam and microphone. These will be needed for class discussions, as well as for taking exams. 3) The ability to download the following software which may differ for each faculty member but could be Zoom, ProctorU, Respondus, Skype, Discord, etc.
- Faculty will (1) conduct teaching through online means, (2) ensure opportunities for student progress and completion, and (3) adjust course requirements as necessary to accommodate special courses like labs, studios, and clinicals.

Student Portfolio – Watermark Student Learning and Licensure (SLL)

Nicholls State University has adopted Watermark's Student Learning and Licensure (SLL) and Outcomes Assessment Projects (OAP) as its Assessment System. SLL allows you to set up a personal portfolio highlighting the skills you acquire in your time at Nicholls, including activities outside of the classroom. This class is using this system to assess learning outcomes of your academic program or of the university. All students are assessed a fee called Electronic Assessment Fee in their first semester at Nicholls. SLL and OAP assignments will be loaded through Moodle. You will be sent an invitation from Watermark in the second week of the semester. Inquiries about any Watermark product can be sent to watermark@nicholls.edu.

University Title IX Statement

Students who believe they have been harassed, discriminated against, or involved in sexual violence should contact the University's Title IX Coordinator (titleix@nicholls.edu) or visit <http://nicholls.edu/titleix>. This link does not work, for information about campus resources and confidential support services, including confidential counseling services.

Americans With Disabilities Act: If you have a documented disability that requires assistance, you will need to register with the Student Access Center for coordination of your academic accommodations. The Student Access Center is located in 137 Peltier Hall. The phone number is (985) 448-4430 or (TTY 449-0002). Additional information can be found at <https://www.nicholls.edu/student-access-center/>

Assisting with Studying and Assignments:

- **The Tutoring Center.** Call 985-448-4100, email: tutoring@nicholls.edu, or visit <https://www.nicholls.edu/tutoring/>.
- **The Writing Center.** Call 985-448-4100, email: writingcenter@nicholls.edu, or visit <https://www.nicholls.edu/tutoring/>.
- **Online Tutoring Resources through Moodle.** Locate the *University Services* menu and select "TutoringServices." Then scroll down to the "Online Resources" section on the webpage.
- **Remote Online Tutoring/Skills Building.** On Moodle main page, under My Courses, choose "Tutoring forStudents." Select Brainfuse to access a comprehensive suite of online academic services designed to support many learning needs and styles. There is a \$55 charge for two hours of live tutoring.

Reading List

Introductory Material

- Bauer, T., Erdogan, B., Caughlin, D., & Truxillo, D. (2020a). Chapter 1: Introduction to Human Resource Management. In *Human Resource Management: People, Data, and Analytics*. Sage.
- Bauer, T., Erdogan, B., Caughlin, D., & Truxillo, D. (2020b). Chapter 2: Strategic HRM, Data-Driven Decision Making and HR Analytics. In *Human Resource Management: People, Data, and Analytics*. Sage.
- Barends, E., & Rousseau, D. M. (2018). Evidence-based management: the basic principles. *Evidence-Based Management: How to Use Evidence to Make Better Organizational Decisions*. KoganPage.

Linking HR to the Bottom Line

- Rucci, A.J., Kirn, S.P., & Quinn, R.T. (January-February 1998). "The employee-customer-profit chain at Sears," *Harvard Business Review*, 82-97. (Optional)

Strategy Basics

- Hambrick, D. C., & Fredrickson, J. W. (2001). "Are you sure you have a strategy?" *The Academy of Management Executive*, 15, 51-62.
- Kaplan, R.S., & Norton, D.P. (2004). "Strategy maps." *Strategic Finance*, 27-35.
- Levenson, A. (2015a). "Of elephants and incomplete analytics." In *Strategic analytics: Advancing strategy execution and organizational effectiveness*. Oakland, CA: Berrett-Koehler Publishers
- Levenson, A. (2015b). "Beware the ROI bogeyman and other monsters." In *Strategic analytics: Advancing strategy execution and organizational effectiveness*. Oakland, CA: Berrett-Koehler Publishers

External HR Alignment

- Pfeffer, J. (1998). "Aligning business strategy and management practices." (pp. 99-128) In *The human equation: Building profits by putting people first*. Boston MA: Harvard Business School Press.

Internal HR Alignment

- Baron, J.N., & Kreps, D.M. (1999). Consistent human resource practices. *California Management Review*, 41, 29-53.
- Ulrich, D., Younger, J., & Brockbank, W. (2008). The twenty-first-century HR

organization. *Human Resource Management*, 47(4), 829-850.

Workforce Segmentation

Huselid, M. A., Beatty, R. W., & Becker, B. E. (2005). 'A players' or 'A positions'?.

Harvard Business Review, 83(12), 110-117.

Boudreau, J.W., & Ramstad, P.M. (2007). "Pivot points in impact and effectiveness," (pp. 47-64) in J.W. Boudreau & P.M. Ramstad, *Beyond HR: The new science of human capital*. Boston MA: Harvard Business School Press.

Compensation and Benefits

Lepak, D., & Gowan, M. (2017b). Chapter 10: "Compensating employees," (pp. 367-406), in D. Lepak & M. Gowan, *Human resource management: Managing employees for competitive advantage* (2nd ed.), Chicago IL: Chicago Business Press.

Lepak, D., & Gowan, M. (2017c). Chapter 11: "Incentives and rewards," (pp. 407-439), in D. Lepak & M. Gowan, *Human resource management: Managing employees for competitive advantage* (2nd ed.), Chicago IL: Chicago Business Press.

Lepak, D., & Gowan, M. (2017c). Chapter 12: "Employee benefits and safety programs," (pp. 440-486), in D. Lepak & M. Gowan, *Human resource management: Managing employees for competitive advantage* (2nd ed.), Chicago IL: Chicago Business Press.

HR Budgeting (IRR, NPV)

Director, S. (2013). "Capital budgeting and discounted cash flows," (pp. 71-95) in *Financial analysis for HR managers*, Upper Saddle River NJ: Pearson Education, Inc.

Director, S. (2013). "Financial analysis of human resource initiatives," (pp. 97-126) in *Financial analysis for HR managers*, Upper Saddle River NJ: Pearson Education, Inc.

Costing HR

[a] Chapter 3: The Hidden Costs of Absenteeism (pp. 51-78) in W. Cascio & J. Boudreau, *Investing in People: Financial Impact of Human Resource Initiatives* (2011). Upper Saddle River, NJ: Financial Times Press.

[b] Chapter 4: The High Cost of Employee Separations (pp. 79-113) in W. Cascio & J. Boudreau, *Investing in People: Financial Impact of Human Resource Initiatives*

- (2011). Upper Saddle River, NJ: Financial Times Press.
- [c] Chapter 8: Staffing Utility: The Concept and Its Measurement in W. Cascio & J. Boudreau, *Investing in People: Financial Impact of Human Resource Initiatives* (2011). Upper Saddle River, NJ: Financial Times Press.
- [d] Chapter 9: The Payoff of Enhanced Selection in W. Cascio & J. Boudreau, *Investing in People: Financial Impact of Human Resource Initiatives* (2011). Upper Saddle River, NJ: Financial Times Press.
- [e] Chapter 10: The Utility of Selection Programs. in W. Cascio & J. Boudreau, *Investing in People: Financial Impact of Human Resource Initiatives* (2011). Upper Saddle River, NJ: Financial Times Press.
- [f] Chapter 11: Costs and Benefits of HR Development Programs (pp. 283-307) in W. Cascio & J. Boudreau, *Investing in People: Financial Impact of Human Resource Initiatives* (2011). Upper Saddle River, NJ: Financial Times Press.

Training and Development

- Cascio, W. F., & Aguinis, H. (2011b). "Training and Development: Considerations in Design". In *Applied psychology in human resource management* (7th Ed) (pp. 343-367). Upper Saddle River, NJ: Pearson
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SIMULATION DETAILS

Details Regarding the Simulation in-use can be found here:



HRManagement

Human Resource Management Simulation

Recommended for: Human Resource Management

Main Decision Areas: Staffing, Compensation, Training & Development, Employee Relations & Compliance

Level: Intermediate

Competition Type: Direct and/or Benchmark Competition

Duration: Up to 12 periods (simulated years)

Authors: Jerald R. Smith, Peggy A. Golden, Michael Deighan

Overview

Objectives

Assessment

Incidents

Demo

Resources

HRManagement, is a competitive Human Resource Management simulation based on the human resources management function. Students will be acting as the newly-appointed Human Resource Director of a medium sized organization, making the types of decisions required of a human resource department while operating within the constraints of an annual budget. The simulation offers students valuable experience with decisions that affect compensation, turnover, productivity, diversity, morale, quality, accident rate, grievances, fringe benefits, absenteeism, and budget utilization. By using the simulation, your students will make the connection between HR principles and how those play out in a for-profit or non-profit organization.