

ECB 328: HUMAN CAPITAL MANAGEMENT (Human Resource Management or Talent Management)

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GENERAL CLASS SCHEDULE

M-F 9:00 – 11:00 a.m. & 1:00 – 2:30 p.m. (Adjustments will be made, as needed, throughout the term.)

REQUIRED COURSE MATERIALS

Robert Lussier & John Hendon. *Human Resource Management*, 3rd ed., SAGE Publishing, 2019.

COURSE OVERVIEW AND OBJECTIVES

The purpose of this course is to provide a solid foundation in human resource management (HRM). HRM will be studied from multiple perspectives in the course: as a field of academic study (content, research), as a potential career field, and as an area of significant importance to anyone who is, or ever will be, an employee of an organization.

Specific topics to be discussed include (but are not limited to) the following: (1) legal and diversity issues; (2) job analysis/job specification as the foundation of all HRM area; (3) recruitment models and practices; (4) staffing/selection, with regard for reliability, validity (for predicting both performance and potential) (5) training and developing; (6) compensation practices; (7) performance appraisal and feedback; (8) strategic HR; (9) employee and labor relations; (10) workplace safety & health; and (11) ethics, sustainability & social responsibility. Topics in this course will be viewed from both an evidence-based perspective and a practical perspective reflective of the demands placed on organizations (and managers within them) with regard to HRM. This course is designed to facilitate both knowledge and skill acquisition; it supports the Educational Priorities and Outcomes of Cornell College with emphases on knowledge, communication, and intercultural literacy and includes the following general objectives:

Develop a conceptual understanding of the key issues involved in managing human resources in organizations.

Develop the knowledge and skills necessary for both creating and implementing effective human resource management practices in organizations.

Develop a strong value for evidence-based approaches to decision-making in organizations and their potential for improving the quality of people management activities.

Demonstrate the ability to apply evidence-based approaches and professional standards to evaluate human resource management practices in organizations.

Improve writing, teamwork, critical thinking, discussion, and presentation skills through course requirements and class activities.

CLASS FORMAT AND PREPARATION EXPECTATIONS

This course is designed to be discussion/activity based and it is both encouraged and expected of you to share not only your understanding of the technical material discussed in class, but also your experiences with and opinions on the issues presented in the course. Students are expected to keep current in daily reading to be able to fully understand material presented in class and contribute to the discussion; you are expected to have read the assigned readings prior to coming to class. There will be a mix of pedagogical techniques used in this class, including readings, active learning discussions, critical analysis, group work, and case analysis. This mix is designed to facilitate three learning goals: (1) foundational, evidence-based knowledge on each of the topics; (2) the application of this knowledge to life issues and organizations; and (3) skill building and skill development in each of these areas such that the playing field is a bit more level regarding “HR” in future work settings.

ASSESSMENTS

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| 2 exams (100 point each; mix of M/C, short-answer and essay)..... | 200 |
| In-class activities (active learning cycles/cases/discussions) | 100 |
| 5 Written cases/project reports (short; 2-3 page) | 130 |
| Project report/presentation | <u>120</u> |
| Total Points: | 550 |

A. EXAMS: Each exam will consist of some multiple choice items plus short-answer and essay items. The exams will cover material from the assigned readings and especially from in-class activities and class discussions. Exams are designed to test your knowledge of the material as well as your ability to apply that knowledge to relevant situations and problems. Specific format and other details regarding the exams will be discussed further in class.

B. WRITTEN CASE REPORTS: The five short written cases/reports come from the text. Questions for them may be modified by the instructor, as required. Format for the reports will be discussed in class. These assignments may be completed individually, or in pairs – no larger groups are permitted. Analyses/reports may either be turned in in class (hard copy) or on-line via Moodle (do not email homework assignments!). Assignments are worth 25 points each, with one exception (*Jelly Belly & Amazon* is 30 points). The written cases are:

Case 2-2: *Netflix* (25 pts)

Case 5-1: *Here a GM, There a GM...* (25 Pts)

Case 7-1 *Nestle* (25 pts)

Cases 8-1 & 8.2 (combined) *Jelly Belly & Amazon* (with modified questions - 30 pts)

Case 15-1 *Microsoft & Nokia* (25 pts)

C. FINAL PROJECT REPORT (75 points): In groups of 2 to 4, students will design four components of a HR/talent management system for a job of their choosing (this must be a real job that exists in a specific organization). The four components will be: (a) a job analysis of this job showing the methodology used and the results (job description & job specification); (b) a recruiting plan for this job (reflecting how you will use the job specification to find potential new hires); (c) a selection system for this job (demonstrating what selection devices – tests, interview, work sample, etc. you propose for choosing new hires); and (d) a performance appraisal plan for this job (type and kind – graphic rating scale, BARS, etc. – of technique proposed to assess performance in this position). The results of all four components will be written up and handed in as a report to an area manager, who is an experienced manager, but **NOT** an HR person. More information on the paper and its components will be discussed in class as needed. Students may (but are not required to) hand in a draft of **one** of these sections of the manager report for feedback, one week before the final paper is due. Grades for the final project report will be based on: (a) incorporation of relevant concepts from class into the projects; (b) the quality of the projects conducted; and (c) the appropriateness and clarity of the final paper for the intended audience. In addition, students will fill out evaluations of fellow group members regarding effort and contribution to the final project report, and presentation; individual grades may be adjusted up or down based on these evaluations. Students will also critique the presentations of other groups.

D. FINAL PRESENTATION (45 points): Each group will do an oral presentation (with slides or other visual aids) that summarizes, for their hypothetical area manager, the key aspects of the four components of the project. Each group will be allotted a 30 minute time slot (see schedule), with approximately 25 minutes for the presentation and 5 minutes for questions. Each student in a group will be expected to present, with a premium on presentations well-balanced across group members.

Grading Scale:

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|----|---------|----|--------|----|--------|----|--------|
| A | 94-100% | B+ | 87-89% | C+ | 77-79% | D+ | 67-69% |
| A- | 90-93% | B | 84-86% | C | 74-76% | D | 64-66% |
| | | B- | 80-83% | C- | 70-73% | D- | 60-63% |

POLICIES

Record-keeping: You must save copies (electronic or hard-copy) of all the assignments and papers you hand in for this course. In the event of loss or mix-up, you will be responsible for producing a copy. If you cannot, you will not receive points for that component.

Attendance and Participation: Although attendance and class participation are not explicitly rewarded with points, they are both strongly encouraged. As noted above, the exams will consist of material from the readings, classroom activities, and active learning discussions, so it is definitely to your advantage to attend class. In the event that you have to miss a class, it will be your responsibility to find out, from your classmates, what you missed.

Late Work: Assignments must be submitted (in class or online) by the start of the class at which they are due (see schedule). Assignments will not be accepted late. In addition, please do NOT email homework assignments! Final projects will also NOT be accepted late.

Make-up exams: Make-up exams will only be considered if there is a real emergency or documented illness.

Academic Honesty: Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College's requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Catalogue, under the heading "Academic Honesty."

Students with Disabilities: Cornell College makes reasonable accommodations for persons with disabilities. Students should notify the Coordinator of Academic Support and Advising and their course instructor of any disability related accommodations within the first three days of the term for which the accommodations are required, due to the fast pace of the block format. For more information on the documentation required to establish the need for accommodations and the process of requesting the accommodations, see <http://www.cornellcollege.edu/academic-support-and-advising/disabilities/index.shtml>.

In Case of a Campus Emergency: In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised course calendar or other circumstances. E-mail or Moodle will be used to provide information and updates regarding any changes in this course: ECB 328 Fall 2018 (3rd block) Chown.

COURSE SCHEDULE, TOPICS, AND ASSIGNMENTS

| CLASS PERIOD | TOPIC | ASSIGNED READING, ETC. |
|------------------------------------|---|------------------------------------|
| October 22 a.m. October 22 p.m. | Intro & The New/Strategic HR Self-Assessment 1-1 – p.20 | Chapter 1 |
| October 23 a.m. October 23 p.m. | Strategic HRM Active Learning Cycle – TBA (explained in class) | Chapter 2 |
| October 24 a.m. October 24 p.m. | Legal Environment/Diversity Case 3-2 <i>When Religion is on the Agenda</i> | Chapter 3 |
| October 25 a.m. October 25 p.m. | Job Analysis, Job Design, Workplace Forecasting Case 4-1 <i>Walmart</i> | Chapter 4 <i>Netflix</i> is due |
| October 26 a.m. October 26 p.m. | Recruitment | Chapter 5 |

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| October 29 a.m. October 29 p.m. | Selection Case 6-1 <i>Kink in Links of London</i> | Chapter 6 <i>Here a GM is due</i> |
| October 30 a.m. October 30 p.m. | Learning and Development Case 7-2 <i>Google Search</i> | Chapter 7 |
| October 31 a.m. October 31 p.m. | Exam 1 (Chapters 1-7) Employee Rights & Preview of 2 nd half Case 9-2 <i>Off-Duty Misconduct</i> | Chapter 9 |
| November 1 a.m. November 1 p.m. | Performance Appraisal | Chapter 8 <i>Nestle is due</i> |
| November 2 a.m. November 2 p.m. | Employee & Labor Relations Case 10-1 <i>Willful Violation</i> | Chapter 10 |
| November 5 a.m. November 5 p.m. | Compensation Management Case 11-2 <i>CVS</i> | Chapter 11 <i>Jelly Belly & Amazon</i> is due |
| November 6 a.m. November 6 p.m. | Incentive Pay & Intro to Benefits | Chapter 12/13 |
| November 7 a.m. November 7 p.m. | Employee Benefits Case 13-1 <i>About the Bling</i> | Chapter 13 |
| November 8 a.m. | Ethics, Sustainability, Social Responsibility, Global Issues | Chapter 15/16 <i>Microsoft & Nokia</i> is due |
| November 8 p.m. | Case 16-2 <i>Singapore</i> | |
| November 9 a.m. November 9 p.m. | Exam 2 (Chapters 8-16, Chapter 14 excluded) | |
| November 12 a.m. November 12 p.m. | Prep for Project/Presentations Prep for Project/Presentations | |
| November 13 a.m. November 13 p.m. | Presentations Presentations | |
| November 14 a.m. November 14 p.m. | Presentations (if needed) | |