



## MGT 3550: Human Resources Management

2023 Summer Session	
<b>Total Class Sessions: 25</b> <b>Class Sessions Per Week: 5</b> <b>Total Weeks: 5</b> <b>Class Session Length (Minutes): 145</b> <b>Credit Hours: 4</b>	<b>Instructor: Staff</b> <b>Classroom: TBA</b> <b>Office Hours: TBA</b> <b>Language: English</b>

### **Course Description:**

This course examines a variety of issues related to the professional management of contemporary human resources in a variety of settings, especially considering ongoing pandemic situation worldwide and very fluid character of human resources, mobility, and social issues in current social and economic setting. The course will discuss and analyze current trends in human resources management, recruiting, planning, and developing new and current human resources within an organization, will look closely at various motivational methodologies to keep employees and employers working together to resolve any potential problems. The course will discuss compensations, rewards, career life design, how to retain or separate employees. We will also look at the organized labor, unions and the international aspects of global mobility and internationalization of human resources. Students will learn through lectures, discussion, situational case analysis about the factors for effective management and the ways of enhancing the quality of human resources within the organization. Upon completing the course, students will be able to apply the fundamentals of human resources management to real world issues.

### **Course Materials:**

Textbook: “**Fundamentals of Human Resources Management**,” by Raymond A. Noe, John R. Hollenbeck, Barry Gerhart, and Patrick M. Wright, seventh edition, McGraw Hill (2018)

Articles and cases provided by the instructor

### **Course Format and Requirements:**

Class time will be used for a combination of lectures, class discussions, and student presentations.

#### **Attendance:**

Attendance at lectures is vital to get a thorough understanding of the material. Good attendance will be rewarded, however, in that all quiz questions and most exam questions will be drawn from the lectures. Furthermore, only those who attend class can earn additional points for participation.

### **Course Assignments:**



**\*NOTICE: No make-up exams are offered unless you have a written excuse from your doctor or the University.**

**Quizzes:** Throughout the semester, students will have four (4) in-class quizzes. The formats include up to five simple questions drawn from the lectures and materials covered. Quizzes cannot be made up.

**Exams:** This course will have two non-cumulative midterm exams, covering the material discussed in class and the assigned readings. The final exam will be cumulative and will include the case analysis. There will NOT be make-up midterm exams. ALL EXAMS are close book. If you feel strongly that your grade on some test is unfair, you have the right to appeal. You must submit a written note to instructor clearly stating the problem within two weeks in which grades for that exam are posted.

**Individual Case Study Project** (a chosen case study): (details will be discussed in our first meeting in class. The project will involve selected comprehensive case that the instructor will distribute to class within the first week. Students will choose to notify the instructor which case they want to work on, by the end of the second week. The case will focus on one of the human resources issues either in the US or internationally as encountered by real firms or organizations. The students either elaborate on the questions asked or present a plan of action as a solution to the underlying problem(s). There is no "right" or "wrong" answer to a case, but usually some are better than others. Required deliverables for the individual case study project include a printed report submitted to the instructor

**Course Assessment:**

Quizzes: four quizzes (each counting 5% of total grade)	- 20 %
Individual Case Study Project	- 15%
Midterm Exam 1	- 20%
Midterm Exam 2	- 20%
Final Exam (a case study analysis)	- 25%
<b>Total</b>	<b>100%</b>

**Grading Scale (percentage):**

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
98-100	93-97	90-92	88-89	83-87	80-82	78-79	73-77	70-72	68-69	63-67	60-62	<60

**Academic Integrity:**

Students are encouraged to study together, and to discuss lecture topics with one another, but all other work should be completed independently.

Students are expected to adhere to the standards of academic honesty and integrity that are described in the Chengdu University of Technology’s *Academic Conduct Code*. Any work suspected of violating the standards of the *Academic Conduct Code* will be reported to the Dean’s Office. Penalties for violating the *Academic Conduct Code* may include dismissal from the program. All students have an individual responsibility to know and understand the



provisions of the *Academic Conduct Code*.

### **Special Needs or Assistance:**

Please contact the Administrative Office immediately if you have a learning disability, a medical issue, or any other type of problem that prevents professors from seeing you have learned the course material. Our goal is to help you learn, not to penalize you for issues which mask your learning.

### **Tentative Class schedule**

#### **Class no. 1 – Monday**

Overview of the class goals and methodology, review of syllabus, introductions. Distribution of the cases for the individual case study project (students be able to choose)

Introduction to the field of human resources as a valuable tool within the management of a business firm or an organization. What is the situation with human resources under the pandemic?

*McKinsey Report: COVID-19 and Jobs: Monitoring the US Impact on people and places*, April 2020

*The Brookings Institution Podcast* – “Why it’s harder for American Workers to get ahead, and what can we do about it?” - Washington, D.C., Friday, August 13, 2021

#### **Class no. 2 – Tuesday**

##### **Discussion/Lecture - Chapter 1 (textbook) – “Managing Human Resources”**

How does the unction of human resources help the company or organization to grow, introduction various responsibilities of the HR.? How to use relevant personnel data, ethics, and different values in the workplace.

Review of appropriate case and articles:

Case: Abbott Laboratories (textbook)

TED talk – Melody Hobson - “*Color blind or color brave.*”

“Changing the Narrative: Women as Negotiators—and Leaders” - Laura J. Kray, Jessica A. Kennedy; *California Management Review* (2017), vol 60(1), 70-87.

#### **Class no. 3 – Wednesday**

##### **Discussion/Lecture: Chapter 2 (Textbook): “Trends in Human Resource Management” (currently)**

How is the current labor force changing and why, the issue of technological changes affecting labor force, outsourcing, globalization, employees’ engagement, and initiatives in HR

Case: Netflix (Textbook)

“The People Make the Place” – Benjamin Schneider; *Personnel Psychology*, (1987), vol. 40, pp. 437-453

“Trust, job security and subordinate–supervisor guanxi: Chinese employees in joint ventures and state-owned enterprises” – Yui-Tim Wong; (2018), *Asia-Pacific Business Review*, 24:5, pp. 638-655



“Are You Ready for Gen Z in the Workplace?” - Holly Schroth; *California Management Review* (2019), vol. 61 (3), 5-18.

#### **Class no. 4 – Thursday**

##### **Discussion/Lecture: Chapter 3 (Textbook): “Providing Equal Employment Opportunity and Save Workplace”**

Discussion of various government laws and regulations related to equal employment opportunity, (EEOC, OFCCP) and laws against any kind of discrimination at work.

##### Cases and articles:

Case: Spirit (Textbook)

“Workplace bullying across cultures: A research agenda” - *International Journal of Cross-Cultural Management*, 2014, Vol. 14(1) 47–65

“Gender Discrimination Still Exists — Now What?” – Morela Hernandez; *MIT Sloan Management Review*, 2018

#### **Class no. 5 – Friday**

##### **Continuation with Chapter 3, focusing on the safety in the workplace.**

Discussion of the Occupational Safety and Health Act and its application, work injuries and hazards, top ten causes of work injuries and how to prevent them. Job stress and overwork.

##### Cases/Articles:

Case: The Construction Industry (textbook)

Case: “Bully or Boss” – Joe G. Thomas; *Journal of Case Studies*, June 2012, vol. 30 (1), pp. 120-128

“Employer Rights and Legal Defenses to OSHA Citations” - Thomas Oriet & Dr. Leo Oriet; *American Journal of Economics and Business Administration*, (2018), vol. 10, pp. 31-51

#### **Class no. 6 – Monday**

##### **Quiz no. 1 (chapters 1-3)**

##### **Discussion/Lecture: Chapter 4 (textbook): “Analyzing Work and Designing Jobs”**

How do we determine what jobs to we need, how do we describe jobs and what qualifications are necessary for a particular job? Where does the efficiency and motivation come within the job design? Any issues that the job design must consider?

##### Cases/Articles:

Review of the Department of Labor (DOL) – ONET Database – [www.onetonline.org](http://www.onetonline.org)

“What Makes Work Meaningful or Meaningless” – Catherine Bailey & Adrian Madden; *MIT Sloan Management Review*, Summer 2016, pp. 53-61.

#### **Class no. 7 – Tuesday**

##### **Discussion/Lecture: Chapter 5 (textbook): “Planning and Recruiting Human Resources” part 1**



How do HR managers plan the process of analyzing the current and future personnel needs and then recruiting any new employees? What are the policies, regulations, and ways related to recruiting?

Discussion of students' career plans and any experience with job application.

Individual Case study project deadline for the case choice (students need to indicate their choices by notifying the instructor).

Cases/Articles:

Case: Walmart (Textbook)

“Salary or job interest? How salary and job interest moderate the willingness to apply for a job” - Hsingkuang Chi, Tingwei Guo, and Hueryren Yeh; *Asia-Pacific Journal of Business Administration*, vol. 10 (1), 2018, pp. 64-78.

“Recruiting and Retaining Generations X and Y in Organizations” – Celina Calloway, May 18, 2018, *Wright State University, Honors Project Analysis*, pp. 1-21.

**Class no. 8 – Wednesday**

**Continuation with chapter 5 focusing on the characteristics of the recruiter.**

Recruiting resources and methodologies of recruitment searches, overview of various popular employment recruitment platforms.

Cases/Articles:

Case: Talent Search via Social Network (Textbook)

Case: GenMet (Textbook)

“What fortune 500 companies want: Recruiting in China” - Eugene P. Kim & Katherine Bruehler; *Journal of Global Business Insights*, September 2019, vol. 4(2), pp. 125-140

**Class no. 9 – Thursday**

**Discussion/Lecture: Chapter 6 (textbook): “Selecting Employees and Placing them in Jobs”**

What does the selections process look like, how the hiring decisions are made, what is important in the application process for the recruiter and for the applicant? Pre-employment tests, background checks, interviews.

Students can bring their resumes/CV for review and participate in a mock interview.

Cases/Articles:

Case: Red Flags during interview (textbook)

Case: Marriott Hotels (textbook)

“Soft Skills that Employers are Seeking” – Adrienne J. Royo, May 30, 2019, *Southern Adventist University*

**Class no. 10 – Friday**

**Midterm no. 1 (analysis of selected mini cases from chapters 1-6)**

Instructor will return the CV/Resumes with notes and suggestions

**Class no. 11 – Monday**

**Discussion/Lecture: Chapter 7 (textbook): “Training Employees” (introduction)**

Developing the training needs, planning and the ways to conduct training, implementing the training program

**Cases/Articles:**

Case: ConAgra (textbook)

Case: Ziegler Auto Group (textbook)

“Management by coaching: Managing the Anxious Generation” – Kimberly Paterson, *Rough Notes*, pp. 38-40.

**Class no. 12 – Tuesday****Continuation with Chapter 7, focusing on the internships and the evaluation and effectiveness of training programs.**

Review of internship options that students are interested, how to apply, what to expect, (resources provided by the instructor and based on the students’ input/discussion)

**Cases/Articles:**

Case: Pinterest (textbook)

Case: Internships (textbook)

“East vis-à-vis West: The evolution of work values within China regions” – David Ralston et al.; *Thunderbird International Business Review*, (2018), vol. 60, pp. 605-618

**Class no. 13 – Wednesday****Quiz no. 2, (chapters 4-7)****Discussion/Lecture: Chapter 8 (textbook): “Developing Employees for future success”**

Career management for employee’s success and the benefit of the organization. Methodology and systems used for career development. Challenges.

**Cases/Articles:**

Case: KPMG (textbook)

Case: Coaching (textbook)

“Do men and women like working together” – *Wall Street Journal*, Dec. 16, 2014.

**Class no. 14 –Thursday****Continuation with chapter 8, focusing on career development challenges.****Cases/Articles:**

Case: P&G (textbook)

“Justice and job engagement: The role of senior management trust” - *Journal of Organizational Behavior*, 37, 889–910 (2016)

“Cross national job stress (USA and China) - *Journal of Organizational Behavior*, 28, 209–239 (2007)

**Class no. 15 – Friday**

**Discussion/Lecture: Chapter 9 (textbook): “Creating and Maintaining High Performance Organization”**

What are the elements and conditions of high performance and how do we reward for achieving and maintain high performance, contribution of HR to high performance of an organization?

Cases/Articles:

Case: Container Store (textbook)

Case: Adobe System (textbook)

“What Really Helps Employees to Improve (It’s not Criticism)” – *Wharton Knowledge*, May 16, 2019

**Class no. 16 – Monday****Continuation with chapter 9, focusing on HR technology and the ethics associated with performance measurement**Cases/Articles:

Case: Echo Global Logistics (textbook)

Case: Redefining Performance Management at DBS Bank, How Lofty Ambitions, and Innovative Metrics Sharpened Customer Focus; David Kiron & Barbara Spindel, *MIT Sloan Case Study*, March 2019 (12 pages)

**Class no. 17 – Tuesday****Discussion/Lecture: Chapter 10 (textbook): “Managing Employees Performance” (part 1)**

Purpose of performance management and criteria and methodologies used for measuring its effectiveness, look at leadership within the organization

Case: Medtronic (Textbook)

“HTC Corporation: A Different Kind of Leadership of Cher Wang” - *South Asian Journal of Business and Management Cases*, 2(2) 217–228 (2013)

**Class no. 18 – Wednesday****Continuation with chapter 10, focusing on errors and ethical issues related to the performance management.**

See: “Facts about sexual harassment” [www.eeoc.gov](http://www.eeoc.gov)

Cases/Articles:

Case: Deloitte (textbook)

“How Workplace Fairness Affects Employee Commitment” – Matthias Seifert et al., *MIT Sloan Management Review*, Winter 2016, vol. 57 (2).

“Was that harassment? A salesperson wonders how to respond to a colleague’s joke” – *Harvard Business Review case study*, May-June 2019, pp. 160-165.

**Class no. 19 – Thursday****Quiz no. 3 (chapters 8-10)****Discussion/Lecture: Chapter 11 (textbook): “Separating and Retaining Employees”**



Managing voluntary and involuntary turnover, disciplinary actions, ethical issues related to termination, job satisfaction issues

Cases/Articles:

Case: Quicken Loans (textbook)

Case: Radio Flyer (textbook)

“Can you fix a toxic culture without firing people? A CFO wonders how to turn a struggling division” – *Harvard Business Review case study*, Francesca Gino, Nov-Dec 2018, pp. 143-147.

### **Class no. 20 – Friday**

#### **Midterm no. 2 (analysis of mini cases from chapters 7-11)**

### **Class no. 21 – Monday**

#### **Discussion/Lecture: Chapters 12 and 13 (textbook): “Establishing a Pay Structure” and “Recognizing Employees Contributions with Pay”**

Legal requirement for payroll, issues of minimum wage, overtime, child labor, market and economic information related to wages, wage-gap, male and female wage differences.

How to pay for individual effort and for the group effort, non-monetary compensation, incentives

Cases/Articles:

Case: Persistent Pay Gap (textbook)

Case: Target Stores (textbook)

Case: Chobani (textbook)

**Review of Bureau of Labor Statistics (BLS) site:** [www.bls.gov](http://www.bls.gov)

### **Class no. 22 – Tuesday**

#### **Individual Project Presentation deadline (submission of the project in written form)**

#### **Discussion/Lecture: Chapter 14 (textbook): “Providing Employee Benefits”**

Benefits required by law and the optional benefits programs. Employee’s benefits in the US and in other countries – comparison. Current issues with health care coverage, Obamacare.

Cases/Articles:

Case: Microsoft (textbook)

Case: Starbucks (textbook)

### **Class no. 23 – Wednesday**

#### **Discussion/Lecture: Chapter 15 (textbook): “Collective Bargaining and Labor Relations”**

Organized Labor (unions) in the US, laws and regulations related to the labor relations (NLRA and NLRB), issues between employers and the organized labor (unions).

Cases/Articles:

Case: Hobby Lobby (textbook)

Case: Verizon (textbook)





“Sweatshop labor is wrong unless the shoes are cute: Cognition can both help and hurt moral motivated reasoning” - *Organizational Behavior and Human Decision Processes*, vol. 121, pp. 81-88.

**Class no. 24 – Thursday**

**Quiz no. 4 (chapters 12-15)**

**Discussion/Lecture: Chapter 16 (textbook): “Managing Human Resources Globally”**

HR in global arena, issues related to global mobility, inter-cultural actors and other issues related to managing HR globally, international assignments, compensation, tax issues, training for global assignments, expatriates’ issues, and problems.

Cases/Articles:

Case: Etihad Airways (textbook)

Case: Trying to breath in Beijing (textbook)

Case: Renault-Nissan (textbook)

“Enacting global careers: Organizational career scripts and the global economy as co-existing career referents” – *Journal of Organizational Behavior* (2010), vol. 31, 687-706.

**Class no. 25 – Friday**

Wrap-up

Review for FINAL

**Final Exam (Cumulative): TBA**