Course Information:
Title: Human Resource Management
Course #: MGMT7073 – 001 (70151)
Credit Hours: 2
Term: Summer 2018, first half (2185-D)

Instructor: Suzanne Masterson, Ph.D.
Title: Professor of Management
Phone: 513-556-7125 office (or cell: 513-702-2101, in case of urgent need)
Email: suzanne.masterson@uc.edu
Office: 517 Lindner Hall
Office Hours: Wednesdays 7-8 pm EDT via WebEx, or by appointment
Communication Policy: Students are encouraged to contact me anytime via email. Generally, a response will be given within 24-36 hours (and usually faster). If you have an urgent need to reach me, please feel free to use my cell phone number (if texting, please identify yourself in the text).

Course Description:
This course will provide students with a basic understanding of human resource practices and strategies for the general manager. The focus of the class is not on the technical practices carried out by the HRM function (such as developing compensation systems or designing training programs), but rather on those HRM-related practices that managers carry out on a day-to-day basis (hiring new employees, providing performance feedback, etc.). A second focus will be on examining these practices from a strategic perspective, in order to understand their impact on employee performance and, ultimately, organizational outcomes. Finally, the methods used in the course are designed to develop students’ general analytical and communication skills.

Student Learning Outcomes:
Upon successful completion of MGMT 7073 Human Resource Management, students will be able to:

• Articulate the key human resource management (HRM) practices carried out by organizations;
• Identify, describe, and enact appropriate behaviors associated with those HRM practices; and
• Analyze existing HRM practices and make recommendations for improving them in organizations

Course Methods:
This course will use multiple pedagogical tools, including readings, narrated PowerPoint, threaded discussion boards, individual journal and case analysis, and a final project, in order to help students integrate theory with practice with the intent of learning and applying HRM concepts.
Required Materials:
- On-line readings available for free via UC Library online full-text databases

Evaluation of Student Performance:
- Minicase reflections (3 @ 20 points each) 60 points (Module 1, 3, 5)
- Case analysis assignments (3 @ 40 points each) 120 points (Modules 2, 4, 6)
- Final project checkpoints (2 @ 20 points each) 40 points (Modules 3, 5)
- Final project 100 points (Module 7)
- TOTAL 320 points

Final Grade Scale:
- A = 295-320 points
- B = 262-279 points
- C = 230-247 points
- A- = 286-294 points
- B- = 254-261 points
- C- = 222-229 points
- B+ = 280-285 points
- C+ = 248-253 points
- F = below 222 points

Note: Final grades will be assigned strictly by points. There will be no rounding.

In the next section of the syllabus, I will go through each evaluated component, including requirements and grading rubrics, in turn. The course schedule and readings follows this section, starting on page 10.

Minicase Reflections. There are three minicase reflection assignments, once each in Module 1, 3, and 5 (work up to 20 points per module). For each module for which there is a minicase, you must complete a reflection assignment, due on the Sunday of that module (by 11:59 pm). For the reflection, answer the three following questions:

1. What is the key “situation” described in the minicase? Provide a brief summary of the key players and the situation.
2. What is your analysis of the situation? What is causing the situation? What are the relevant factors? In analyzing the situation, be sure to demonstrate explicit application of course materials and concepts.
3. What are your recommendations for addressing the situation? What are the likely consequences, both intended and unintended? Again, be sure to demonstrate explicit application of course materials and concepts.

Each minicase reflection is worth 20 points, and will be assessed using the following rubric: (see following page)
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Did Not Meet Criteria</th>
<th>Somewhat Met Criteria</th>
<th>Mostly Met Criteria</th>
<th>Consistently Met Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description:</strong></td>
<td><strong>3</strong>  Did not provide a brief description of the situation and key players.</td>
<td><strong>3.75</strong>  Provides a too-brief description of the situation and/or key players OR provides a rambling description that doesn’t hone in on the key situation and key players.</td>
<td><strong>4.5</strong>  Provides a brief description of the situation and key players. Most information is linked to subsequent analysis and recommendations; might be a little too much/too little.</td>
<td><strong>5</strong>  Provides a brief but thorough description of the situation and key players. Information provided is tightly linked to subsequent analysis and recommendations.</td>
</tr>
<tr>
<td><strong>Analysis:</strong></td>
<td><strong>3</strong>  Does not analyze the minicase with explicit application of appropriate course materials (readings and/or PowerPoint slides). The material is not applied in an appropriate way, and the connection between the situation and course materials is not explained. Does not demonstrate learning through analysis of the situation.</td>
<td><strong>3.75</strong>  Somewhat analyzes the minicase, although application of course materials is implied vs. explicit (readings and/or PowerPoint slides). The material is mostly applied in an appropriate way, and the connection between the situation and course materials is somewhat explained. Demonstration of learning through analysis of the situation is somewhat illustrated.</td>
<td><strong>4.5</strong>  Analyzes the minicase with some explicit application of a few course materials (readings and/or PowerPoint slides). The material is mostly applied in an appropriate way, and the connection between the situation and course materials is generally explained. Demonstrates learning through analysis of the situation.</td>
<td><strong>5</strong>  Fully analyzes the minicase with explicit application of multiple course materials (readings and/or PowerPoint slides). The material is applied in an appropriate way, and the connection between the minicase situation and course materials is well-explained. Demonstrates learning through analysis of the situation.</td>
</tr>
<tr>
<td><strong>Recommendations:</strong></td>
<td><strong>3</strong>  Does not provide a discussion of the recommendations or potential consequences. The recommendations are not consistent with course. Does not demonstrate the ability to apply course materials through future actions.</td>
<td><strong>3.75</strong>  Somewhat provides a discussion of the recommendations. Potential consequences might be touched on but not fully explored. The recommendations are somewhat consistent with course materials (or inconsistent actions are explained). Somewhat demonstrates the ability to apply course materials through future actions.</td>
<td><strong>4.5</strong>  Mostly provides a discussion of the recommendations, with some discussion of potential consequences. The recommendations are mostly consistent with course materials (or inconsistent actions are explained). Demonstrates ability to apply course materials through future actions.</td>
<td><strong>5</strong>  Provides a full discussion of the recommendations, with both intended and unintended consequences explored. The recommendations are consistent with course materials (or inconsistent actions are explained). Demonstrates ability to apply course materials through future actions.</td>
</tr>
<tr>
<td><strong>Professionalism:</strong></td>
<td><strong>3</strong>  Does not write in a clear and professional manner. Many typos or errors.</td>
<td><strong>3.75</strong>  Somewhat writes in a clear and professional manner. Few typos or errors.</td>
<td><strong>4.5</strong>  Mostly writes in a clear and professional manner. Few typos or errors.</td>
<td><strong>5</strong>  Writes in a clear and professional manner. No typos or errors.</td>
</tr>
</tbody>
</table>
Case Analysis Assignments. There are three case analysis assignments, one each in Module 2, 4, and 6 (worth up to 40 points per module). For each module for which there case, you must follow this two-step process:

- First, during the first half of the week (Monday through Thursday), you need to post an original response to the assigned case questions in the appropriate discussion board. You must answer the assigned questions, and you must explicitly incorporate course materials (readings, slides/lecture materials) in your response. This original response will be evaluated as follows (worth up to 30 points total):

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Did Not Meet Criteria</th>
<th>Somewhat Met Criteria</th>
<th>Mostly Met Criteria</th>
<th>Consistently Met Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content/Critical Analysis</td>
<td>The post does not respond to all questions identified for that case. Answers are not logical or feasible, and do not demonstrate critical analysis of the case situation and relevant information. Answers are not explained clearly and thoroughly, and are not well thought-out.</td>
<td>The post responds to some of the questions identified for that case. Answers are Somewhat logical and feasible, and begin to demonstrate critical analysis of the case situation and relevant information. Answers are not fully explained or well thought-out.</td>
<td>The post responds to all questions identified for that case. Answers are mostly logical and feasible, and demonstrate a somewhat critical analysis of the case situation and relevant information. Answers are explained clearly and are well thought-out.</td>
<td>The post responds to all questions identified for that case. Answers are logical and feasible, and demonstrate critical analysis of the case situation and relevant information. Answers are explained clearly and thoroughly, and are well thought-out.</td>
</tr>
<tr>
<td>Application of Course Materials</td>
<td>The post does not contain specific and explicit references to class-materials, and does not clearly demonstrate the student’s learning in this class. Evidence of the student’s own thinking is not clear, and there is an over-reliance on direct quotes from case and course materials.</td>
<td>The post contains a few implicit references to class-materials, and somewhat demonstrates the student’s learning in this class. There is some evidence of the student’s own thinking is somewhat clear, although there is some over-reliance on direct quotes from case and course materials.</td>
<td>The post contains a few specific and explicit references to class-materials, and clearly demonstrates the student’s learning in this class. The student uses information from the case to support his/her answers, while still demonstrating evidence of the student’s own thinking is clear.</td>
<td>The post contains multiple specific and explicit references to class-materials, and clearly demonstrates the student’s learning in this class. The student uses information from the case to support his/her answers, while still demonstrating evidence of the student’s own thinking is clear.</td>
</tr>
</tbody>
</table>

- Second, during the last half of the week (Friday through Sunday), you need to go back and respond to one classmate’s original case write-up post. You need to provide a thoughtful response, building on that classmate’s responses to the case questions. You may add to a thread that has already been responded to by someone else, or you can be the first to respond to an original post. Either way, you cannot just agree or disagree with the classmate’s response; you need to elaborate, expand, and/or build on his/her post and demonstrate your knowledge of that module’s material. This response will be evaluated as follows (worth up to 10 points total):
Case Analysis Response Post Rubric:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Did not address</th>
<th>Basic insight/Meets expectations</th>
<th>Thoughtful/Exceeds expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connection to original postings and depth of responses</td>
<td>3 Little to no connection to original post. Brief response that demonstrates little processing of post.</td>
<td>4.5 Clearly responds to original post, with some added insight beyond just agreeing or disagreeing with them. Demonstrates ability to move the topic forward through response.</td>
<td>5 Responds to original post in a way that demonstrates engagement with the topic. Demonstrates deep processing of the post and thoughtful responses.</td>
</tr>
<tr>
<td>Application of course material</td>
<td>3 No explicit connection to course materials.</td>
<td>4.5 Course materials for current module are applied appropriately. Explicit application of at least one module reading or lecture.</td>
<td>5 Course materials for current (and other modules) are applied appropriately. Explicit application of multiple readings or lectures.</td>
</tr>
</tbody>
</table>

Case Analysis Questions:

- **S.G. Cowen: New Recruits (Case #1, Module 2):** What is your evaluation (positive and negative aspects) of the hiring process used by the firm? Which two candidates would you select, and why?

- **A Day in the Life of Alex Sander (Case #2, Module 4):** How is 360-degree feedback used at Landon, and how should it be used? If you were Sam Glass, how would you handle the 360-degree feedback with Alex? What should be done going forward?

- **The Roller Coaster Ride (Case #3, Module 6):** Who played it better, Stephen or Peter? What do you think each of them should have done differently? What should Stephen do next? What should Peter do next?

Final Project: The final project is designed to help students learn about real world HRM practices, as well as to demonstrate their learning in this class. The final result will be an 8+ page report (12 point font, 1 inch margins, double-spaced), not including supporting materials. The final project is worth 100 points and should be submitted by the due date via Blackboard.

Each student will choose a company for which he/she has access to information on HRM practices. You can choose the company you are currently working for, one you have worked for in the past, one a close friend or family member works for, or even a company you’d aspire to work for. The key is to be able to get access to information about the company’s actual HRM practices. Then, the student will:

a. Briefly describe the organization and specific job that will be analyzed in the remainder of the paper.

b. Describe the company’s HR practices with regard to that specific job in the four major categories covered in class: (1) Staffing Issues; (2) Development Issues; (3) Performance Management Issues; and (4) Compensation Issues.

c. Analyze the company’s practices by using the course materials. How well do the company’s practices match up with what the text/other readings/PowerPoint lectures recommend? Are there any areas of conflict between what the organization does and the “recommended” practices in our class materials? How do the HR practices fit with other organizational practices? In performing your analysis, you must make
explicit links to our class materials in order to demonstrate your learning from this class and your ability to apply this learning to actual organizational practices.

d. Make at least two recommendations for improving the organization’s practices in each of the four areas.

e. Analyze whether the practices, as a system of HRM practices, can be labeled as strategic in terms of how they work with each other and other organizational practices.

**Final Project Rubric:**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Did Not Meet Criteria</th>
<th>Somewhat Met Criteria</th>
<th>Mostly Met Criteria</th>
<th>Consistently Met Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description of Organization, Job, &amp; HRM Practices</strong> (up to 20 points possible; 20%)</td>
<td>The paper does not describe the organization and job, to set the context. The paper does not always describe the four required HRM practices (staffing, development, performance management, &amp; compensation). Course terminology and concepts are not always used, in order to demonstrate learning from class.</td>
<td>The paper somewhat describes the organization and job, to set the context. The paper somewhat describes the four required HRM practices (staffing, development, performance management, &amp; compensation). Course terminology and concepts are somewhat used, in order to demonstrate learning from class.</td>
<td>The paper generally describes the organization and job, to set the context. The paper mostly describes the four required HRM practices (staffing, development, performance management, &amp; compensation). Course terminology and concepts are mostly used, in order to demonstrate learning from class.</td>
<td>The paper clearly describes the organization and job, to set the context. The paper fully describes the four required HRM practices (staffing, development, performance management, &amp; compensation). Course terminology and concepts are explicitly used, in order to demonstrate learning from class.</td>
</tr>
<tr>
<td><strong>Strategic Analysis</strong> (up to 40 points possible; 40%)</td>
<td>Critical analysis of the HRM practices is not offered. The evaluation is not comprehensive and does not attempt to incorporate course terminology and concepts. Attention is not paid to both individual HRM practices as well as the system of practices. Evidence of students’ critical thinking skills, as well as learning from the class, is not clear. Explicit references to course readings and materials are not made.</td>
<td>Critical analysis of the HRM practices is somewhat offered. The evaluation is comprehensive and somewhat incorporates course terminology and concepts. Attention is somewhat paid to both individual HRM practices as well as the system of practices. Evidence of students’ critical thinking skills, as well as learning from the class, is somewhat clear. Explicit references to course readings and materials are somewhat made.</td>
<td>Critical analysis of the HRM practices is mostly offered. The evaluation is comprehensive and mostly incorporates course terminology and concepts. Attention is mostly paid to both individual HRM practices as well as the system of practices. Evidence of students’ critical thinking skills, as well as learning from the class, is mostly clear. Explicit references to course readings and materials are mostly made.</td>
<td>Critical analysis of the HRM practices is clearly offered. The evaluation is comprehensive and explicitly incorporates course terminology and concepts. Attention is paid to both individual HRM practices as well as the system of practices. Evidence of students’ critical thinking skills, as well as learning from the class, is clear. Explicit references to course readings and materials are made.</td>
</tr>
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*Rubric continued on next page*
### Recommendations (up to 30 points possible; 30%)

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>No recommendations are offered for improving the organization’s strategic use of its HRM policies for this employee set.</td>
</tr>
<tr>
<td>22.5</td>
<td>At least one recommendation per area is offered for improving the organization’s strategic use of its HRM policies for this employee set. Recommendations are somewhat feasible and attempt to be reasonable and tie to course materials as appropriate.</td>
</tr>
<tr>
<td>27</td>
<td>At least two recommendations per area are offered and suggestions for improving the organization’s strategic use of its HRM policies for this employee set are mostly made. Recommendations are mostly feasible and reasoned, and mostly tied to course materials as appropriate.</td>
</tr>
<tr>
<td>30</td>
<td>At least two recommendations per area are offered for improving the organization’s strategic use of its HRM policies for this employee set. Recommendations are feasible and well-reasoned, and explicitly tied to course materials as appropriate.</td>
</tr>
</tbody>
</table>

### Clarity, Organization, & Professionalism (up to 10 points possible; 10%)

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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<tbody>
<tr>
<td>6</td>
<td>The paper does not contain a logical structure, including headings to break the paper into various sections, as appropriate. The paper is not coherent and clear. The paper does not conform to technical requirements. The paper is not professionally written and contains many spelling &amp;/or grammatical errors.</td>
</tr>
<tr>
<td>7.5</td>
<td>The paper has somewhat of a logical structure, including headings to break the paper into various sections, as appropriate. The paper is somewhat coherent and clear. The paper conforms to most technical requirements. The paper is somewhat professionally written with a few spelling &amp;/or grammatical errors.</td>
</tr>
<tr>
<td>9</td>
<td>The paper has a mostly logical structure, including headings to break the paper into various sections, as appropriate. The paper is mostly coherent and clear. The paper conforms to all technical requirements. The paper is professionally written with little spelling &amp;/or grammatical errors.</td>
</tr>
<tr>
<td>10</td>
<td>The paper has a logical structure, including headings to break the paper into various sections, as appropriate. The paper is coherent and clear. The paper conforms to all technical requirements. The paper is professionally written with no spelling or grammatical errors.</td>
</tr>
</tbody>
</table>

**Final Project Checkpoints:** In addition to the final project, students are required to submit brief “checkpoints” in module 3 (on the topics of Staffing and Development) and module 5 (on the topics of Performance Management and Compensation). These checkpoints should include: (1) the description of the company’s HRM practices with regard to the specific job/position you are analyzing; (2) an analysis of the practices; and (3) two recommendations for improving each practice. The checkpoint document should be submitted via Blackboard by the due date. The goal of the checkpoints is to provide students feedback as they work on their final projects, to ensure students are on track and to assist students in the analysis of the organization’s practices. Students are encouraged to take the checkpoints seriously and to develop them thoroughly; ideally, the checkpoints will become the bulk of the final project, submitted at the end of the semester.

**Final Project Checkpoint Rubric:**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Needs More Development</th>
<th>On-track for Final Project</th>
<th>Above Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of the required HRM practices</td>
<td>3 The topics required for this checkpoint have not been sufficiently covered. Course terminology and concepts are not used appropriately.</td>
<td>4.5 Begins to cover both topics required for this checkpoint. Most of the course terminology and concepts are used appropriately.</td>
<td>5 Covers both topics required for this checkpoint. Course terminology and concepts are used appropriately. Could just be inserted into final project.</td>
</tr>
</tbody>
</table>

*(Rubric continued on next page)*
### Strategic Analysis

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Critical analysis of both HRM practices is not present. Evidence of students’ critical thinking skills, as well as learning from the class, is not clear. References to course readings and materials cannot be found.</td>
</tr>
<tr>
<td>4.5</td>
<td>Some critical analysis of both HRM practices is offered. Evidence of students’ critical thinking skills, as well as learning from the class, is beginning to come to light. Some explicit references to course readings and materials are made.</td>
</tr>
<tr>
<td>5</td>
<td>Critical analysis of both HRM practices is offered. Evidence of students’ critical thinking skills, as well as learning from the class, is clear. Explicit references to course readings and materials are made. Could just be inserted into final project.</td>
</tr>
</tbody>
</table>

### Recommendations

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>No discussion of recommendations, or briefly outlines one possible</td>
</tr>
<tr>
<td>4.5</td>
<td>Discusses two recommendations, although ties to analysis are not fully developed.</td>
</tr>
<tr>
<td>5</td>
<td>Fully discusses two recommendations, and ties to analysis are clear. Could just be inserted into final project.</td>
</tr>
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</table>

### Project Presentation

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Needs great deal of work for final project. Many writing errors.</td>
</tr>
<tr>
<td>4.5</td>
<td>Needs some additional work but good start. Generally professionally written.</td>
</tr>
<tr>
<td>5</td>
<td>Well-developed overall. Professionally written.</td>
</tr>
</tbody>
</table>

### Additional Course Policies

1. **Course Structure.** Changes to the syllabus, due dates, course requirements or grading requirements will be made as far in advance as possible. Due dates will be clearly marked in Blackboard. All assignments will be submitted via Blackboard using a Word document, PDF document or an Excel document. When completing discussion board assignments please make sure to abide by the rules of netiquette which are posted under course documents.

2. **Course Communication.** University policy requires that the email set up in Blackboard is the primary means of communication. It is advisable that you use your UC email for this purpose and that you check it often. If you choose to change your email in Blackboard to a non-UC email it is your responsibility to ensure you check it frequently.

3. **Late/Make-up Work.** Any work that is turned in late will automatically lose 10% per day, starting at the time at which it was due (i.e., 11:59 pm on the assigned date). In addition, make-up work will not be given in order to raise students’ grades, so please give each assignment your full effort the first time around.

4. **Incomplete.** Incompletes will be given only in rare cases where students make arrangements with me in advance. Otherwise, students who do not complete all course requirements will be assigned the letter grade corresponding to the number of points they have received.

5. **Grade Appeals.** If you have a concern about a grade that you receive in this class you are invited to submit to me a **written appeal within one week** of receiving the grade in question. The appeal should outline your specific concerns with the grade and evidence supporting why it should be changed. I will then review your appeal and respond as quickly as possible.

6. **Academic Integrity.** As with all Lindner College of Business efforts, in this course you will be held to the highest ethical standards, critical to building character. Ensuring your integrity is vital and ultimately is your responsibility. To help ensure the alignments of incentives, the Lindner College of Business has implemented a “Two Strikes Policy” regarding Academic Integrity that supplements the UC Student Code of Conduct ([see: http://www.uc.edu/conduct/Code_of_Conduct.html](http://www.uc.edu/conduct/Code_of_Conduct.html))

- All academic programs at the Lindner College of Business use this “Two Strikes Policy”;
- All cases of academic misconduct (e.g., copying other students assignments, failure to adequately cite or reference, cheating, plagiarism,
falsification, etc.) will be formally reported by faculty; and

- Students will be afforded due process for allegations as outlined in the policy.

7. **Accessibility Resources Office.** Students with disabilities who need academic accommodations or other specialized services while attending the University of Cincinnati will receive reasonable accommodations to meet their individual needs as well as advocacy assistance on disability-related issues. Students requiring special accommodation must register with the Disability Services Office. [http://www.uc.edu/aess/disability.html](http://www.uc.edu/aess/disability.html).

8. **Counseling Services, Clifton Campus.** Students have access to counseling and mental health care through the University Health Services (UHS), which can provide both psychotherapy and psychiatric services. In addition, Counseling and Psychological Services (CAPS) can provide professional counseling upon request; students may receive five free counseling sessions through CAPS without insurance. Students are encouraged to seek assistance for anxiety, depression, trauma/assault, adjustment to college life, interpersonal/relational difficulty, sexuality, family conflict, grief and loss, disordered eating and body image, alcohol and substance abuse, anger management, identity development and issues related to diversity, concerns associated with sexual orientation and spirituality concerns, as well as any other issue of concerns. After hours, students may call UHS at 513-556-2564 or CAPS Cares at 513-556-0648. For urgent physician consultation after-hours students may call 513-584-7777.

9. **Title IX.** Title IX is a federal civil rights law that prohibits discrimination on the basis of your actual or perceived sex, gender, gender identity, gender expression, or sexual orientation. Title IX also covers sexual violence, dating or domestic violence, and stalking. If you disclose a Title IX issue to me, I am required forward that information to the Title IX Office. They will follow up with you about how the University can take steps to address the impact on you and the community and make you aware of your rights and resources. Their priority is to make sure you are safe and successful here. You are not required to talk with the Title IX Office. If you would like to make a report of sex or gender-based discrimination, harassment or violence, or if you would like to know more about your rights and resources on campus, you can consult UC's webpage for Title IX or contact the office at 556-3349.
<table>
<thead>
<tr>
<th>Week/Module</th>
<th>Topics</th>
<th>Readings (Full references follow schedule)</th>
<th>Deliverables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1 5/7-5/13</td>
<td><strong>Overview &amp; Legal Issues</strong>&lt;br&gt;- Overview of Course&lt;br&gt;- Overall Model for Course&lt;br&gt;- Context for HRM: Legal Issues in HRM-Part 1&lt;br&gt;- Context for HRM: Legal Issues in HRM-Part 2</td>
<td>Kulik Ch. 1 &amp; 2</td>
<td>Post an <strong>Introduction</strong> in the “Introduction” Discussion Board (due 5/10 by 11:59 pm) Minicase: <strong>Humor or Harassment</strong> (due 5/13 by 11:59 pm)</td>
</tr>
<tr>
<td>Module 2 5/14-5/20</td>
<td><strong>Staffing</strong>&lt;br&gt;- Job Analysis &amp; Planning&lt;br&gt;- Recruiting&lt;br&gt;- Selection &amp; Interviewing</td>
<td>Kulik Ch. 3, 4, 5&lt;br&gt;McCord, 2018&lt;br&gt;Fernández-Aráoz, Groysberg, &amp; Nohria, 2009&lt;br&gt;<em>Fernandez-Araoz, 1999 (recommended only)</em></td>
<td>Individual Case #1: <strong>S.G. Cowen: New Recruits</strong> (initial post due 5/17 by 11:59 pm; response post due 5/20 by 11:59 pm)&lt;br&gt;▪ What is your evaluation (positive and negative aspects) of the hiring process used by the firm?&lt;br&gt;▪ Which two candidates would you select, and why?</td>
</tr>
<tr>
<td>Week/Module</td>
<td>Topics</td>
<td>Readings (Full references follow schedule)</td>
<td>Deliverables</td>
</tr>
<tr>
<td>------------</td>
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</tbody>
</table>
| Module 4 5/28-6/3 | **Performance Management**  
- PM: The Basics Part I  
- PM: The Basics Part II  
- Holding the PM Meeting  
- Managing C/B/A Performers | Kulik Ch. 6 & 9  
Goler, Gale, & Grant, 2016  
Lepsinger & Lucia, 1997  
Peiperl, 2001  
*Buckingham & Goodall, 2015 (recommended only)* | Individual Case #2: *A Day in the Life of Alex Sander* (initial post due 5/31 by 11:59 pm; response post due 6/3 by 11:59 pm)  
- How is 360-degree feedback used at Landon, and how should it be used?  
- If you were Sam Glass, how would you handle the 360-degree feedback with Alex? What should be done going forward? |
| Module 5 6/4-6/10 | **Compensation**  
- Compensation Basics Part 1  
- Compensation Basics Part 2  
- Pay for Performance  
- Benefits | Kulik Ch. 7  
Lawler, 2000  
Roberge, 2015  
Chung, 2015 | Final Project – Checkpoint #2 (due 6/7 by 11:59 pm)  
Minicase: *When Salaries Aren’t Secret* (due 6/10 by 11:59 pm) |
| Module 6 6/11-6/17 | **Retention and Outflow**  
- Involuntary Turnover  
- Voluntary Turnover & Retention | Kulik Ch. 10  
Martin & Schmidt, 2010  
Cappelli, 2000  
*Fernandez-Araoz, Groysberg, & Nohria, 2011 (recommended only)* | Individual Case #3: *The Roller Coaster Ride* (initial post due 6/14 by 11:59 pm; response post due 6/17 by 11:59 pm)  
- Who played it better, Stephen or Peter? What do you think each of them should have done differently?  
- What should Stephen do next? What should Peter do next? |
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Reading List

All non-Kulik readings are available for free from the UC Libraries full-text databases (http://libraries.uc.edu)

1. Go to http://libraries.uc.edu
2. If you are logging in from off-campus, be sure to log-in first using the “Off-Campus Access Log-In” button.
3. Find the “Find Library Resources” section near the top of the page and choose the “Journals” tab.
4. Enter the journal title (ex: Academy of Management Executive). This will bring up a list of options for accessing this journal.
5. Select the database you would like to use (I’d suggest “Business Source Premier,” “OhioLINK Electronic Journals,” or “ABI/Inform” when available, but all should be OK). Then, go to specific volume/issue, or search the entire journal using the article title, to read, download, or print the article.

Module 1 (5/7-5/13):
Kulik, Chapters 1-2.

Module 2 (5/14-5/20):
Kulik, Chapters 3-5.

Module 3 (5/21-5/27):
Kulik, Chapters 8.

Module 4 (5/28-6/3):
Kulik, Chapters 6 & 9.
**Module 5 (6/4-6/10):**
Kulik, Chapter 7


**Module 6 (6/11-6/17):**
Kulik, Chapter 10


**Module 7 (6/11-6/19):**

