



MGI301: Human Resource Management

Summer 2014

Rev. 7/7/2014

Time & Location: Tuesday & Thursday, 6:30 ~ 9:40 pm, Alfiero 104

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OHR Secretary: Cheryl Tubisz, 280 Jacobs, (716)645-3280

Office Hours: Thursday 4:00 ~ 5:00 pm or by appointment

Description of the Course

This course addresses the role of HR professionals in organizations. We will cover topics that are directly related to organizational policies as well as the individuals they affect. We also cover a lot of materials over the semester; therefore it is imperative that you keep up with your assignments to be successful in this course.

Course Objectives

1. Read about and understand the main Human Resources concepts and theories.
2. Relate Human Resources concepts and theories to the 'real world.'
3. Apply Human Resources concepts and theories to your experience in organizations.
4. Enhance ability to collaborate with others.

Course Overview

In this course we will examine the major areas in Human Resource Management. I have chosen the topics I feel a) are necessary to develop a good foundation for understanding Resources and, b) most relevant to life in organizations.

I will lecture for a portion of the class, and will also use group activities, videos, etc. to increase your understanding of the topic(s) for that class. In-class activities are designed to enhance your understanding of the topic by providing 'hands-on experience,' generating discussion in addition to textbook perspectives, as well as hearing the viewpoints of your classmates. I look forward to an interactive classroom, and am interested in your thoughts and experiences.

Please note, that although the full content of the assigned readings may be used for test purposes, I will not lecture on each chapter in its entirety. I believe our class time will be better spent by adding different learning experiences into the format rather than reiterating what is already stated in the textbook.

Required Text and Supplemental Readings

Required Text: Fundamentals of Human Resource Management, 11th edition, David DeCenzo, Stephen Robbins, & Susan Verhulst. Some options:

- You can purchase the E-text (\$69.50) directly from Wiley at <http://www.wiley.com/WileyCDA/WileyTitle/productCd-EHEP002490.html?filter=TEXTBOOK#purchase>
- If you prefer a print text, you can purchase a 3-hole punched version for \$125.95 or a paperback textbook for \$194.95. You can find these items at www.wiley.com, www.amazon.com, www.ichapters.com, or at the University Bookstore.

Case: “*The Gentleman’s Three*” Prod. #: R1107X-PDF-ENG, by Hall & Wasynczuk 2011. Purchased instant access from Harvard Business Online at <http://hbr.org/case-studies>, \$8.95

Other required supplemental readings will be available online on UBLearn, at Lockwood Library and/or on Course Reserve.

Grading & Course Requirements

The course requirements include: (1) reading and comprehending the weekly reading assignments; (2) completing 2 quizzes, and (3) group works including case studies.

Grading is based on the following (**Total points: 500**):

| Individual Work (250 pts.) | | Team Work (250 pts.) | |
|----------------------------|----------|----------------------|----------|
| 2 Quizzes | 200 pts. | Case Study | 100 pts. |
| Class Contributions | 50 pts. | Team Presentation | 50 pts. |
| | | Homework Assignments | 50 pts. |
| | | Peer Evaluation | 50 pts. |

All written assignments must be submitted in hard copy form. NO attachments to emails will be downloaded or printed. Late assignments will NOT be accepted.

There are no extra-credit or substitute projects available.

Required readings should be completed prior to the class for which they are assigned.

Based on **500 points**, the following grading policy will be used to determine each student’s course grade.

| | | | | | | | |
|----|---|---------|-------|----|---|---------|--------|
| A | ≥ | 465-500 | (93%) | C | = | 325-349 | (65%) |
| A- | = | 450-464 | (90%) | C- | = | 300-324 | (60%) |
| B+ | = | 425-449 | (85%) | D | = | 275-299 | (55%) |
| B | = | 400-424 | (80%) | F | ≤ | 250 | (<50%) |
| B- | = | 375-399 | (75%) | | | | |
| C+ | = | 350-374 | (70%) | | | | |

Quizzes (200 points)

There will be two quizzes given; they are designed to assess your knowledge of the assigned readings, supplemental lectures, and in-class activities. They will be multiple-format (any combination of T/F, multiple choices, matching, short essay, etc.). The quizzes are not cumulative and I will not return them, but you are

welcome to meet with me to review your results. Quiz 1 is worth 100 points and Quiz 2 is worth 100 points as well. Please make special note:

- **YOU ARE REQUIRED TO TAKE QUIZZES AT THEIR SCHEDULED TIME.** If an *emergency* occurs and the student cannot take the quiz at the scheduled time, he or she must notify the instructor and present *written documentation* of the reason for the absence. There are no make-ups.
- **Bring a validated student id card.**
- **Do not leave the room during a quiz** (barring an emergency). Please take care of all personal needs before coming to the quiz. If you leave during the quiz you must forfeit your paper and take the score you have earned up to that point.
- **Do not use electronic devices, including electronic dictionaries.** The professor will clarify the meaning of words that are not associated with the material being tested.
- **Schedule conflicts.** A request to reschedule the final exam because of exam conflicts must be submitted in writing with a copy of your official exam schedule attached.
- **Feedback** on overall quiz performance will be given in class, but *quizzes will not be returned.* Students are encouraged to meet with the professor during office hours to review their quizzes.

Class Contribution (50 points)

Given our emphasis on learning by experience, a great deal of our in-class time will be spent doing activities that require the participation of each student (discussions, group exercises, simulations, etc.). The success of these activities will depend on your active and informed involvement in the discussion or activity.

Class contribution grades will be based on the preparation of the assigned material (you may be *called on* during any class discussion), and your contribution to the classroom discussions. Also, in-class or homework assignments will be given in association with certain class sessions and will be submitted for class contribution credit. If it becomes necessary, tardiness and other disruptions will also factor into the class contribution grade.

Case Study (100 points) and Team Presentation (50 points)

There will be one case study (100 points) discussed in class. After class it is your responsibility to write up the case with your group and submit it. Information about the format will be provided.

Each group must prepare a 10-12 minute in-class presentation (50 points). Each member of the group should participate equally in the preparation and performance of the presentation. The order of team presentations will be by numerical order.

Team Homework Assignments (50 points)

For each week, you will be asked to complete a group-based assignment on a topic relevant to the course material. This is to help generate class engagement and teamwork. There will be 10 homework assignments (5 points each). All the assignments must be submitted in hard copy form. Late assignment submission will NOT be accepted.

Peer Evaluation (50 points)

You will be required to evaluate each of your teammates based on his or her contributions in all team assignments (the team project, homework assignments, and the presentation). Part of your final grade (50 points) will be determined by the peer evaluation.

University Policies Regarding Academic Honesty, Special Needs, and Classroom Behavior

******Academic honesty is taken seriously, and I use a zero-tolerance approach.******

Cheating on exams, plagiarism, or using papers or answers from other students or classes will result in action ranging from an F for the assignment to failing the course depending on the severity of the action. For example, any academic dishonesty related to the AE analysis papers will result in a grade of zero for the entire set of assignments (i.e., 100 points will be reduced to zero). All incidents of academic dishonesty are reported to the SOM, letters are placed in the student's file, and the SOM faculty are informed.

Special Needs. If you have disabilities that require assistance, you can contact the School at: 25 Capen Hall, Buffalo, NY 14260-1632; phone (716) 645-2608, TTY (716) 645-2616; fax (716) 645-3116, or visit the UB website detailing the School's policies:

<http://undergrad-catalog.buffalo.edu/undergraduateeducation/services.shtml#disability>

- **This course adopts a policy of enforcing high standards for classroom behavior.** Students have a moral responsibility not to detract from the positive learning environment of their classmates. Inappropriate classroom behavior that distracts the professor or other students will be penalized with points deducted from the student's final grade at the professor's discretion.

Unacceptable classroom behaviors include: inappropriate use of one's laptop (web surfing, reading email, instant messaging, etc.), use of electronic devices including cell phones, talking, chronic lateness, lack of engagement in class (reading the paper, doing work for another class, sleeping, leaving the room during videos, etc.), completing coursework during class.

Changes to the Syllabus

The syllabus and/or class outline may be modified at my discretion. Changes will be announced in class. It is your responsibility to adjust your outline accordingly.

| Date | Chapter Title | Reading Due | Assignment Due |
|----------------|---|--------------------|---|
| Week 1 7/8 | Course Introduction, HR Overview & HR functions | | |
| 7/10 | Legal Issues | Chapter 3 | HW 1 * SUBMIT SIGNED SYLLABUS ACKNOWLEDGEMENT |
| Week 2 7/15 | HR Planning & Recruiting | Chapter 5 & 6 | HW2 |
| 7/17 | Selection | Chapter 7 | HW3 |
| Week 3 7/22 | *** Quiz 1 (Chapter 2, 3, 5, 6, & 7) *** | | HW4 Peer Evaluation #1 |
| 7/24 | Performance Review | Chapter 10 | HW5 |
| Week 4 7/29 | Reward & Compensation | Chapter 11 | HW6 |
| 7/31 | Benefits | Chapter 12 | HW7 |
| Week 5 8/5 | NO CLASS | | Team Project |
| 8/7 | Safety and Health | Chapter 13 | HW8 |
| Week 6 8/12 | Labor Relations | Chapter 14 | HW9 |
| 8/14 | **Quiz 2 (Chapter 10, 11, 12, 13 & 14) ** Team Presentations | | HW10 Peer Evaluation #2 |

SUGGESTIONS FOR WRITING CASE ANALYSES

1. **Executive Summary.** A good executive summary provides a one-paragraph description of your report and convinces the reader of its importance. It should include the following:
 - a. Concise statement of purpose, e.g., "This report addresses the current problems with inter-group coordination at ABC Corporation, particularly . . ."
 - b. The major points in your analysis, e.g., "We suggest that these problems are primarily due to . . ."
 - c. Your recommendations, e.g., "We are recommending that management address these problems by . . ." (You may choose to use a bullet format for recommendations or major points.)

2. **Analysis.**
 - a. 1st Paragraph.
 - State the conclusions you will be drawing from your analysis, e.g., "This section argues that the inter-group coordination problems at ABC derive from three sources: 1) weak leadership,"
 - Briefly anticipate the arguments you will present to support those conclusions, e.g., "We arrived at these conclusions by applying leader-member exchange theory to . . ."
 - Describe the sub-sections that follow, e.g., "Our discussion is organized as follows: . . ."
 - b. Body of the Analysis. Present specific arguments and evidence to support each of the conclusions you introduced in the first paragraph, e.g., "*Weak Leadership*. An analysis of Joe's leadership style using leader-member exchange theory suggests that . . ."
 - c. Additional Hints.
 - Use appropriate concepts from class to sharpen and integrate your analysis.
 - Assume that the reader is already familiar with the facts of the case.

3. **Recommendations**
 - a. 1st Paragraph. State the recommendations you will be making, e.g., "We propose 3 solutions . . ."
 - b. Body. Give your rationale for each recommendation, including an in-depth discussion of benefits and barriers. For each recommendation, identify **specific** action steps that must be taken. Explain *what* will be done, *who* should be involved, *when* it should take place, etc.
 - c. Look forward. Whereas your analysis was based on the past, your recommendations should look to the future. Don't tell management what they should have done. Focus on what to do now.

ACKNOWLEDGEMENT OF RECEIPT AND UNDERSTANDING OF SYLLABUS

Please read, fill out, and sign the following. You are required to submit this page to me within the first week of class (by July 10th, 2014):

I _____ have read, understand, and will abide by the rules and schedules laid out in the syllabus for Dr. Chiu's Summer 2014 MGI301 class.

Signed: _____ Date: _____