NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course site for enrolled students and may be more current than this sample syllabus.

**COURSE NAME:** Managing Human Resources  
**TERM OFFERED:** Winter 2016  
**COURSE NUMBER:** MGMT 572  
**COURSE CREDITS:** 3 credit hours

**CONTACT INFORMATION**  
Michele Swift; michele.swift@bus.oregonstate.edu; 541-737-4110 (office); 541-915-5236 (cell)  
http://business.oregonstate.edu/faculty-and-staff-bios/michele-swift

**LEARNING RESOURCES**

- Required cases and articles (listed in Canvas under the appropriate week and available through library database Business Source Premier):  
- Canvas materials, Videos, and Library resources

**NOTE:** For textbook accuracy, please always check the textbook list at the OSU Bookstore website. Sample syllabi may not have the most up-to-date information.

**Course Catalog Description:** MGMT 572. MANAGING HUMAN RESOURCES (3).  
Students will learn the theories of human resource management, the legal requirements for human resource practices and the practical skills to execute human resource management activities. **PREREQS:** BA 516 or equivalent with a minimum grade of C- or better and graduate standing.

This course combines approximately 90 hours of instruction, online activities, and assignments for 3 credits.

**Canvas**  
This course will be delivered via Canvas where you will interact with your classmates and with your instructor. Within the course Canvas site you will access the learning materials, such as the syllabus, class discussions, assignments, projects, and quizzes. To preview how an online course works, visit the **Ecampus Course Demo**. For technical assistance, please visit **Ecampus Technical Help**. For more information, contact Ecampus at ecampus@oregonstate.edu or 800-667-1465.

- **GETTING STARTED**

**MEASURABLE STUDENT LEARNING OUTCOMES**  
By the end of the course students will be able to:  
1. Explain how HRM policies and practices can help organizations achieve their strategic objectives.
2. Consider how the various laws that govern the field of HRM influence the performance of HRM activities.

3. Apply the core concepts and theories associated with HRM to examine the implications of HRM policies and practices to employee and organization performance.

4. Illustrate how managers can use HRM programs to enhance their performance as managers and improve the performance of the employees that report to them.

5. Evaluate the effectiveness of an organization’s HRM policies and practices and formulate recommendations for improvement.

LEARNING ASSESSMENT & EVALUATION OF STUDENT PERFORMANCE

Workload and grading expectations. Students are expected to dedicate an average of nine hours per week in intensive study for this course including time spent in class. All assignments are graded based on demonstrated mastery of course materials. An “A” is earned by excellent students who exceed expectations and outperform peers. A “B” is earned for work that meets expectations for a graduate level course. Lower grades are earned for work that fails to meet minimal requirements.

1. Assignments and class discussion 80 points
2. Case analysis and class discussion 80 points
3. Reading comprehension quizzes 90 points
4. Final Presentation 50 points
5. Final Report/Exam 50 points

Total 350 points

COURSE REQUIREMENT DETAILS

1. Class participation. I intend to run this course in a seminar format. Your participation score will be based on your demonstrated mastery of course concepts and value that you add to both in-person and online sessions. The goal is well-informed, thoughtful, high quality involvement (I will reward the value you add to this course, NOT how frequently you participate). While poor attendance will hurt your grade, regular attendance is not enough. You must complete required readings and assignments prior to class, be prepared to ask questions, make comments, and actively participate in the online and in-person sessions.

   a. Reading comprehension “quizzes”. These short online “quizzes” are intended to help motivate you to stay on top of the required readings and offer some feedback on your reading comprehension. Please view these “quizzes” as a learning tool, not an assessment tool.

   b. Assignments - Discussion board posts and responses. Information on each week’s assignment will be available in Canvas. The goal of the discussion board posts and responses are to help you apply the required readings and other course material to your attainment of the course learning objectives and toward attainment of your personal and professional development goals. Toward that end, you are required to make discussion board posts in weeks that we meet online rather than in person. You are also required to review and respond to other students’ posts. Most online sessions will include both a small group and a larger group (entire class) discussion board. Be sure to participate in both your assigned small group and the large group discussion boards. You will need to participate in our discussions on at least two different days each week. Your first post is due by midnight each Thursday and your responses to others’ posts are due by 12noon each Sunday.
As part of the assignments you will need to seek feedback from others with whom you have worked. Ideally this will include a leader/supervisor/mentor, peer(s), and followers/subordinates who you have worked with in a professional work setting. Feedback from family, friends and classmates can also be used. I will also ask you, at times, to discuss and apply materials to an organization that you are familiar with or that you have access to information about (e.g., your current, former, or future employer; or an organization a close friend or family member works for).

c. **Cases – discussion board posts, responses, and memos.**
Students will be assigned to small groups where each small group will analyze the case then write up a memo summarizing the key issues in the case, the group’s recommendation for addressing those issues, and justification for the recommendation. The analysis will take place in the small group discussion board and memos will be posted to the large group discussion board. You will need to participate in our discussions on at least two different days each week and everyone is required to read teams’ posted memos. **Your first post is due by midnight each Wednesday, memos are due by 12noon each Saturday, and your responses to others’ posts are due by 12noon each Sunday.** On Sundays of weeks 3 through 9 we will hold live online discussions to discuss the material and case from the prior week. The discussion will be held using Webex (with details to follow) and will be recorded and posted on Canvas. Everyone is required to either attend the live discussion or view the recorded discussion.

d. **Other ongoing assignments.** There may also be other short ongoing assignments. Details will be provided via email/Canvas.

2. **Final Presentation and Report/Exam.** For this assignment you will be use what you learned from your weekly assignments as the basis for examining how your organization’s HRM policies, procedures, and practices operate as a cohesive system that influences the organization’s ability to recruit, retain, and engage employees. You will also developing recommendations for how the organization’s HRM system could be improved and conducting research to support your analysis and recommendations. Be prepared to need to conduct further interviews with members of the organization’s HR staff and possibly other employees or managers. In so doing you will:

- Increase your understanding of how an organization’s HRM policies and practices operate as a cohesive system.
- Improve your interviewing and data gathering skills.
- Expand your ability to analyze complex issues and make recommendations to resolve them.
- Develop your skills at conducting and utilizing academic research to support your recommendations.

**Deliverables**

a) A 15-20 **video presentation** that covers the following: a brief description of the organization, your analysis of the overall HRM system and how it affects recruitment, retention, and engagement, your recommendations for improvement, how your recommendations will improve recruitment, retention, and engagement, and any potential risks or additional considerations as a result of your recommendations. **Due week 10.**

b) Review others’ presentations and provide feedback to at least two of your classmates on their presentation. Feedback should reflect a critical evaluation of the content of the presentation and help the presenter to extend their thinking about either their analysis or their recommendations.
Due week 10.

c) **Final report/exam.** The **report** is to be formatted as an executive summary using the memo format indicated on page 6 of the syllabus and should be no more than 4-5 pages single-spaced. How you organize your report is up to you but I expect it to cover the same material from your presentation but in more depth and you'll want to take into account any feedback or questions you received from others on your presentation. While this is not a research report, you are expected to cite research where appropriate and include your list of references. I am flexible on the format (APA, MLA, etc.) you use for your references and citations but make sure you use the same format throughout the entire paper. Do not include resources read but not used when writing your summary report. **Please note:** Using a source without providing an appropriate citation is plagiarism and falls under the academic dishonesty policy. Using a source includes reading it and using the information or ideas contained in it by paraphrasing (using your own words) or using a direct quotation. If you use someone else’s words exactly - either from a printed or electronic source - you must use quotation marks. **Final Report/Exam is due no later than the day/time of the scheduled final exam.**

**COURSE CONTENT**

Note: Each week begins Sunday and ends Saturday evening.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading/Video Assignments</th>
<th>Learning Activities</th>
<th>Due Dates</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Importance of HRM and High-Performance HR Practices</td>
<td>Lepak &amp; Gowan (Ch 1, 14) Latham (Ch 2) Case (Graying Workforce)</td>
<td>Case discussion Online quiz</td>
<td>In class Quiz available 12am Mon through 11:59am Sun.</td>
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<tr>
<td>2</td>
<td>Contextual Influences on HR</td>
<td>Lepak &amp; Gowan (Ch 2) Latham (Ch 2) Articles (Why Employees Resist Change; Managing Change) Optional articles (Leading Change; The Hard Side of Change Management)</td>
<td>Online quiz Case analysis and memo Assignment discussion “Live” case discussion</td>
<td>Quiz available 12am Mon through 11:59am Sun. First post due 11:59pm Wed, memo due by 12noon Saturday, responses due by 11:59am Sun. First post due 11:59pm Thur, responses due by 11:59am Sun. Sunday on Webex</td>
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<tr>
<td>3</td>
<td>Equal Employment and Diversity</td>
<td>Lepak &amp; Gowan (Ch 3) Case (Best of Intentions) Video (Sheryl Sandberg “lean in”)</td>
<td>Online quiz Case analysis and memo Assignment discussion “Live” case discussion</td>
<td>Quiz available 12am Mon through 11:59am Sun. First post due 11:59pm Wed, memo due by 12noon Saturday, responses due by 11:59am Sun. First post due 11:59pm Thur, responses due by 11:59am Sun. Sunday on Webex</td>
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<tr>
<td>4</td>
<td>Designing Work and Workforce Planning</td>
<td>Lepak &amp; Gowan (Ch 4-5) Case (Off-site team) Video and article (Zappos)</td>
<td>Online quiz Case analysis and memo Assignment discussion “Live” case discussion</td>
<td>Quiz available 12am Mon through 11:59am Sun. First post due 11:59pm Wed, memo due by 12noon Saturday, responses due by 11:59am Sun. First post due 11:59pm Thur, responses due by 11:59am Sun. Sunday on Webex</td>
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<tr>
<td>Week</td>
<td>Topic</td>
<td>Textbooks</td>
<td>Assignments</td>
<td>Due Dates</td>
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<td>5</td>
<td>Recruiting, Interviewing and Selecting Employees</td>
<td>Lepak &amp; Gowan (Ch 6-7) Latham (Ch 1) Case (Googled)</td>
<td>Online quiz Case analysis and memo Assignment discussion “Live” case discussion</td>
<td>Quiz available 12am Mon through 11:59am Sun. First post due 11:59pm Wed, memo due by 12noon Saturday, responses due by 11:59am Sun. First post due 11:59pm Thur, responses due by 11:59am Sun. Sunday on Webex</td>
</tr>
<tr>
<td>6</td>
<td>Training, Developing &amp; Engaging Employees</td>
<td>Lepak &amp; Gowan (Ch 8) Latham (Ch 3-4) Case (Losing All Our Good People) Optional article – How to keep your top talent</td>
<td>Online quiz Case analysis and memo Assignment discussion “Live” case discussion</td>
<td>Quiz available 12am Mon through 11:59am Sun. First post due 11:59pm Wed, memo due by 12noon Saturday, responses due by 11:59am Sun. First post due 11:59pm Thur, responses due by 11:59am Sun. Sunday on Webex</td>
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<tr>
<td>7</td>
<td>Performance Management</td>
<td>Lepak &amp; Gowan (Ch 9) Latham (Ch 5, 6) HBR (Buckingham, 2015) Case (What a Star, What a Jerk)</td>
<td>Online quiz Case analysis and memo Assignment discussion “Live” case discussion</td>
<td>Quiz available 12am Mon through 11:59am Sun. First post due 11:59pm Thur, memo due by 12noon Saturday, responses due by 11:59am Sun. First post due 11:59pm Thur, responses due by 11:59am Sun. Sunday on Webex</td>
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<tr>
<td>9</td>
<td>Risk Management &amp; Employee Relations</td>
<td>Lepak &amp; Gowan (Ch 12) Latham (Ch 7)</td>
<td>Online quiz Assignment discussion</td>
<td>Quiz available 12am Mon through 11:59am Sun. First post due 11:59pm Wed, responses due by 11:59am Sun.</td>
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<tr>
<td>10</td>
<td>Final presentations</td>
<td></td>
<td>Video presentation &amp; online discussion</td>
<td>Presentation due by 11:59pm Wed, responses due by 6pm Sat.</td>
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<tr>
<td>Finals</td>
<td></td>
<td></td>
<td>Final Report/Exam</td>
<td>Due by 6pm Thursday.</td>
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**COURSE POLICIES**

1. **Expectations for Student Conduct**
   Student conduct is governed by the university’s policies, as explained in the [Office of Student Conduct](mailto:ecampus@oregonstate.edu).
2. **Conduct in this Online Classroom**
   Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university's regulations regarding civility.

3. **Academic Integrity**
   Students are expected to follow University policies ([http://oregonstate.edu/leadership/policies/former-osu-oar-links/15-student-conduct-code](http://oregonstate.edu/leadership/policies/former-osu-oar-links/15-student-conduct-code)) and College policies pertaining to academic honesty. Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student’s own efforts or the efforts of another. All cases of suspected academic dishonesty will be handled in strict accordance with University and College policies. Any case of academic dishonesty will result in a minimum of a zero on the assignment and, in more serious cases, a grade of F for the course. This action is allowed according to the Academic Regulations and Procedures as described in the Schedule of Courses and can be found at [http://catalog.oregonstate.edu/ChapterDetail.aspx?key=75#Section2883](http://catalog.oregonstate.edu/ChapterDetail.aspx?key=75#Section2883). For information on avoiding academic dishonesty, contact the office of Student Conduct and Mediation at 541-737-3656.

4. **Tutoring**
   NetTutor is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours. Access NetTutor from within your Canvas class by clicking on the Tools button in your course menu.

5. **Statement Regarding Students with Disabilities**
   Accommodations are collaborative efforts between students, faculty and [Disability Access Services (DAS)](http://oregonstate.edu/disabilityservices) with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

6. **OSU Student Evaluation of Teaching**
   Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. Results from the 19 multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and you will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. You will log in to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.

7. **Incomplete**
   Incomplete (I) grades will be granted only in emergency cases (usually only for a death in the family, major illness or injury, or birth of your child), and if the student has turned in 80% of the points possible (in other words, usually everything but the final paper). If you are having any difficulty that might prevent you completing the coursework, please don’t wait until the end of the term; let me know right away.
8. Missed classes.
Make-up quizzes, exams, presentations, etc. will only be provided with advance approval or in the case of documented medical emergencies. You must receive advance approval in writing at least two weeks in advance. If you miss other classes, it is your responsibility to make sure that you complete all assignments and master material covered on the day of your absence. You should talk with a classmate to discuss what you missed, review their notes, and check Canvas for updates. You are also encouraged to come to my office hours but do NOT email me to ask me what you missed.

9. Late assignments and quizzes/exams.
Unless you have an acceptable reason and get advance approval, 5 percent of the available points will be deducted for each day that an assignment is late. Missed quizzes cannot be made up. If you have a conflict or need accommodations for taking an exam, notify me before the end of the second week of class.

10. Typing and writing.
Assignments must be typed (single spaced, one inch margins, 12 point Times New Roman font). Well-written English and correct spelling are expected.

11. Email communication.
I will communicate with you regularly via email. I will use whatever email address you have in Canvas (You can change this address. I cannot.). You are responsible for checking your email at least daily, excluding weekends and holidays.

12. Syllabus changes.
This syllabus is a guide, not a contract, and therefore may be changed as necessary. If changes are made, I will announce them via an email sent to your Canvas email address, generally at least one class in advance.

REFUND POLICY INFORMATION
Please see the Ecampus website for policy information on refunds and late fees.