



MGMT 5336
Effective Management of Human Resources
Summer 2022
CRN 35744

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Office Location: BUSN 228
Office Hours: By appointment (office hours held in person or virtually through Zoom)
Meeting Times and Location: 5:30 - 9:30 pm Monday/Thursday – Graduate Business Center 110C

Course Description

A study of methods to effectively utilize and manage human resources in a rapidly changing business environment. Topics covered include planning, staffing, appraising, compensating, training, career management, improving the work environment, and establishing and maintaining effective work relationships.

Course Overview

Human resource management (HRM) is viewed as critical to the success of a business. This course will emphasize how the HRM function, as well as the management of human resources, can help companies gain and sustain a competitive advantage through people. My intent is to provide students with the background to be successful HRM professionals, to manage human resources effectively, and to be knowledgeable consumers of HRM products. Managers must be able to identify effective HRM practices to purchase these services from a consultant, to work with the HRM department, or to design and implement them personally. This course will emphasize how a manager can more effectively manage human resources and will highlight important issues in current HRM practice.

This course assumes students have no prior course work in human resources. For those of you who have (or who have worked in the field), this may present a boredom problem. I encourage you to share your expertise and real-life experiences with the class. We can all learn from each other!

Learning Objectives

By the end of the course, students should be able to:

1. Understand and appreciate the importance of human resource management as a central management function.
2. Explain and critique the importance of human resource management for improving both individual and organization performance.
3. Know and understand the basic principles, laws, concepts, and practices of the human resource management field.
4. Know the essential elements of each HR function (e.g., recruitment and selection, performance management, training and development, compensation).
5. Be able to apply the principles and techniques of human resource management to the discussion of major personnel issues and the solution of typical organizational problems.

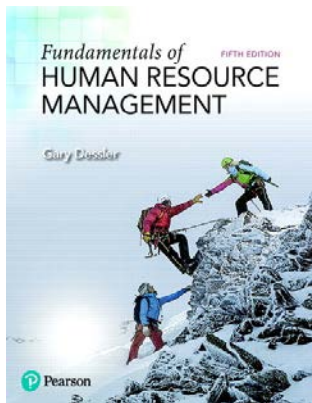
Learning Disclaimer

Students vary in their competency levels and you should expect to be successful *only if* you honor all course policies, attend classes regularly, complete all assigned work in good faith and on time, prepare adequately for class discussions and the final exam, and meet all other course expectations of you as a student.

Materials

There will be two sets of materials required for this course: a textbook that you can purchase from the UTEP Bookstore, the publisher (Pearson), or your favorite online book retailer; and a coursepack you must purchase from Harvard Business Publishing (link below). There is also an optional practitioner-oriented book I recommend that translates much of what we will cover into simple and practical guidelines using everyday examples of managers in action.

Required



Dessler, G. (2019). *Fundamentals of Human Resource Management* (5th ed.). Pearson.

ISBN: 9780134740218

Price: \$39.96 - \$207.99

You are welcome to rent or buy either a print or digital copy at:

<https://www.bkstr.com/texaselpasostore/home>

or

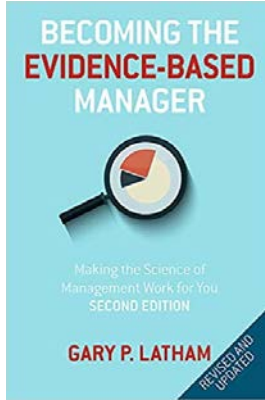
<https://www.pearson.com/store/p/fundamentals-of-human-resource-management/P100002737921/9780134740218>

or

https://www.amazon.com/Fundamentals-Human-Resource-Management-Whats/dp/0134740211/ref=sr_1_2?crid=30VKWTC32MSDD&keywords=dessler&qid=1651687000&sprefix=dessler%2Caps%2C111&sr=8-2

Additionally, you must purchase the Harvard Business Publishing Coursepack available at:
<https://hbsp.harvard.edu/import/925752>
 Price: \$38.25

Optional Text



Latham, G. P. (2018). *Becoming the evidence-based manager: Making the science of management work for you* (2nd ed.). Nicholas Brealey Publishing.
 ISBN: 9781473676978
 Price: \$15.99 - \$29.95

Supplemental readings and exercises will be given out during the course.

Grades

Students have the option of pursuing one of two grading options for this course. Option 1 involves pursuing a maximum course grade of A; Option 2 involves pursuing a maximum course grade of B. In order to fulfill the requirements of Option 2, students must attend class faithfully, participate in class discussions, submit two written case analyses, write a reflection letter on their own progress and learning, and achieve an average score of 80% on all relevant activities and assignments. In order to fulfill the requirements of Option 1, students must fulfill all the requirements of Option 2, develop and present a group TED Talk, complete a comprehensive final exam, and achieve an average score across all elements that is commensurate with an A grade. The option you choose is entirely up to you, but make your choice judiciously. The grading policies and assignments are described below.

Option 1 Grading Policy

	Points
Case analyses and class participation	50
Final self-reflection letter	25
TED Talk	25
Cumulative final exam	100
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Total	200 points

Grade	Points
A	180 – 200
B	160 – 179
C	< 159

Option 2 Grading Policy

	Points
Case analyses and class participation	50
Final self-reflection letter	25
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Total	75 points

Grade	Points
B	60 – 75
C	50 – 64
F	< 50

Blackboard

Blackboard is an online learning management system (accessed through <https://my.utep.edu/>) which will be used as the medium for this course. Outside of lectures, all communication, assignments, class materials, exams, and dissemination of grades will occur through Blackboard. My recommendation is to check Blackboard at least every other day for updates.

Class 1 Elevator Speech

As part of your class participation (Option 1 and Option 2), for the first class, come prepared to spend 2 minutes sharing your response to this question, “What is your 2-minute narrative about where you are going professionally and why you are the right person for that destination?” You will want to think about coherence. The Ibarra and Lineback article *What’s Your Story* (available through the required Coursepack or on Blackboard) will help you think about this question and your personal answer. In order to earn all of the participation points allocated you will need to demonstrate that you have read the article, responded to it in a personal way, and that you have rehearsed your class presentation.

Cases and Class Participation

Your participation in class discussions is a required component of this course for all students (Option 1 and Option 2). Managers rarely, if ever, operate in isolation. They solicit information and informed opinions from others, present their own views, and engage in many (often lively) discussions prior to undertaking any major actions. Therefore, you must participate to be successful in the course. Participation enables you to not only learn about the topics of the course in an active manner, it also sharpens your ability to present your ideas concisely and persuasively and develops your ability to effectively respond to ideas presented by your classmates. In fact, your participation will facilitate a great deal of your learning in this class.

Your participation grade for this course will be assessed in terms of the quality and quantity of your participation in the discussion of the assigned cases and readings, including but not limited to:

1. your depth of analysis;
2. the realism of your comments or analysis;
3. the clarity of your presentation;

4. the integration of your comments into the ongoing discussion (i.e., willingness to listen to classmates);
5. your ability to respond to questions and to defend your arguments; and
6. the contribution of your comments to the class's learning.

Essentially, you will be graded on the thoroughness, sophistication, persuasiveness, and logic of your classroom comments. You must have quality participation, come to class, be prepared, and be on time in order to receive all the points for the participation component of your grade. It is important to note that a failure to meaningfully and regularly participate in class can result in a final grade two full letters lower than that received on other graded items. Therefore, attendance is important—please arrange your schedule so that you will be able to arrive on time, attend each class, and stay for the entire class period.

Preparation is important to contribute effectively in class. Students in class will be expected to contribute effectively to class discussions based not only on common sense and personal experience, but also on the required readings. Thus, I strongly recommend that you read the assigned material before each meeting if you want to do well in the class.

Written Case Analyses

In addition to reading and preparing before class, all students (Option 1 and Option 2) will need to complete detailed written case analyses for two cases during the course. During the first meeting of the semester, you will select the two cases you will formally write up. You will sign up (on Blackboard) for any one case in the strategic HR, recruitment, and selection units; and for one of the cases from the training and development, performance management, and compensation units. The content of your case analyses should focus on answering the questions posed in the Appendix of this syllabus. Case analyses should be between 500 and 1200 words. **All case analyses must be submitted on Blackboard before the beginning of class on the day the case is assigned for discussion.** As with all work in this course, no late submissions will be accepted and there are no options for make-up work. Each written case analysis will be worth 10 points.

Self-Reflection Letter

All students (Option 1 and Option 2) will write me a short letter at the end of the semester that reflects on your work in this class. Consider the work you did in preparing for class and case discussions, your contributions to in-class discussions and exercises, the feedback you offered classmates in class, and how you met your own goals. What aspects of the course were most successful for you? What thing that you've learning are you most excited about? What challenges did you encounter? Did you miss any classes? Is there anything you are particularly proud of? What letter grade would you give yourself?

TED Talk

Students pursuing Option 1 will work with one other classmate (no more than 2 students may work together) to film a mini-TED talk about a new idea in HRM. The video should include (1) a story or example, (2) a finding from HRM or management research that is *not* covered in this

course, and (3) a call to action highlighting the practical implication of your idea. You should focus on a surprising or counterintuitive insight about personnel management—advocate for an idea that goes against the grain of conventional wisdom, question a fad, or tell us something we would not have expected. You are welcome to challenge principles that we have covered in class, provided that you can back up your argument with evidence. It is up to you whether both members of the pair appear in the video or one person is on camera. The video must be between 4 and 5 minutes in total. The talk will be evaluated on the rigor of the evidence, the interestingness of the idea, the relevance of the story, the practicality of the recommendation, and how engaging the overall delivery is. Be bold: I applaud originality in content and delivery. Student groups will be formed during the second week of class and cannot be changed once formed. If you do commit to work with another student, understand that both students will receive the same grade.

Final Exam

Students pursuing Option 1 will have one cumulative final exam—covering all course material. The final exam will be given on the final day of class. The format of the exam will be multiple choice and short essay taken from the textbook, lecture, and supplemental readings given. Because the final exam is optional, no make-up exams will be allowed for any reason.

The exam will be administered online through Blackboard using the Respondus Lockdown Browser. Thus, you are required to have an internet-connected device (Windows or Mac OS) with the Respondus Lockdown Browser installed for taking the exam. For an introduction to Respondus Lockdown Browser watch <https://www.youtube.com/watch?v=XuX8WoeAycs>. For instructions on installing the browser see https://www.utep.edu/technologysupport/Files/docs/MM_Respondus-Student.pdf.

In addition to the Lockdown Browser, the final exam this will be monitored with a feature on the LockDown Browser called Respondus Monitor (there is nothing else you need beside the LockDown Browser). Respondus Monitor will require the use of a webcam to verify your identity, your testing environment, and monitor your actions during the exam. Respondus Monitor uses artificial intelligence to alert me to cheating and other suspicious behavior—I can then go and review the video evidence from your webcam. In other words, treat this exam just the same as you would for an exam proctored in the classroom.

Course Policies

Attendance and Participation

Participation is a significant component of the course—you must participate to be successful in the course. Students cannot make meaningful contributions to class discussions when they are not present. Consequently, students will lose points toward their participation grade if they fail to:

- Attend *ALL* scheduled class meetings for the *entire duration* of the class meeting
- Read and thoroughly digest the materials that will be discussed each day
- Participate in engaging discussions with your peers in class

Remember, preparation is important to contribute effectively to class discussions. Thus, you should read the assigned material *before* coming to class.

Late Work

Deadlines are firm. Any assignments which are turned in after the deadline (date and time) are late and will not be accepted. Let me reiterate: **No late assignments will be accepted.**

Technology Requirements

Although this is primarily a face-to-face class, aspects of it will be delivered via Blackboard, thus you will be expected to have daily access to a computer, the internet, and email. You will need a stable internet connection to participate in the class along with a supported web browser (Blackboard works best with Google Chrome and Mozilla Firefox; other browsers may cause problems with Blackboard).

Besides an internet connected computer, you will need speakers/headphones, a webcam, and a microphone (most modern laptops have all of these features built in). In addition to the hardware, you will need the following software installed: Microsoft Office, Adobe Acrobat Reader, Windows Media Player or QuickTime, and Java. Make sure all your hardware and software are up-to-date to access all parts of the course.

If you do not have Microsoft Word, you can download it and other Microsoft Office programs (Excel, PowerPoint, etc.) for free via UTEP's Microsoft Office Portal here:

https://www.utep.edu/technologysupport/ServiceCatalog/SOFTWARE_PAGES/soft_microsoftoffice365.html.

If you do not own a computer or have personal access to the internet, there are computers accessible to you in UTEP's computer labs that are connected to the internet. For further information on computer labs, please see the following website:

<https://www.utep.edu/technologysupport/>.

IMPORTANT: If you encounter technical difficulties with your computer, software, or Blackboard at any point during the semester, please contact the UTEP Help Desk at 915-747-4357 or helpdesk@utep.edu. They are trained specifically in assisting with the technological needs of students. Please do not contact me for this type of assistance—the Help Desk is much better equipped than I am to assist you!

Professionalism

Per university policy and classroom etiquette; electronics *must be silenced* during meetings. Computers, tablets, cell phones and other types of electronic equipment can be distracting or disruptive to others. Distracting use of technology that is not related to the class will affect your grade. From the vantage point of the instructor, it is obvious when someone is not engaged in the class (e.g., texting, smartphoning, facebooking, surfing the web). In the corporate world, this is a good way to isolate yourself from the team and miss out on promotions and positive performance evaluations. In some organizations, violations may also be cause for termination.

Netiquette

The use of the internet to work remotely is commonplace in today's organizations and this way of working comes with new and updated professionalism and etiquette guidelines. In this class, I expect all students to engage in good "netiquette" (network etiquette) behavior. The UTEP Netiquette Guide for Online Course can be found here:

<https://www.utep.edu/extendeduniversity/cid/Files/docs/faculty-resources/student-orientation/NetiquetteGuideforOnlineCourses.pdf>.

Protocols of Communication

All students are welcomed and encouraged to communicate with the instructor on issues relating to the course, assignments, grading, or other issues. The best way to contact me is through Blackboard Messages. I do not, however, check messages on the weekends. Since I get a variety of email each day, messaging me through Blackboard will ensure I read your email immediately. I am also available to meet live for office hours (either in person or on Zoom). All office hours are by appointment, so if you'd like to meet, contact me through Blackboard Messages to set up a time that is convenient for both of us. All communication between student and instructor and between student and student should be respectful and professional (see netiquette above). Your Miners Email is the only official student email at UTEP and I will only communicate with you via Blackboard or your Miners Email. You are responsible for checking your Blackboard and Miners Email account regularly.

Course Accessibility

It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me (with or without a Center for Accommodations and Support Services (CASS) accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest that you contact CASS (Union East 106; 915-747-5148; cass@utep.edu) to talk about academic accommodations. You are welcome to talk to me at any point in the semester about course design concerns, but it is always best if we can talk at least one week prior to the need for any modifications.

Miscellaneous Policies and Compartment

- Like most things worth doing, this class requires focus and commitment. In this spirit, I ask you to leave electronics (cell phones, tablets, computers, etc.) shut off and put away except as needed to access course materials.
- Be **punctual** for class. When you're tardy, you miss important course announcements and you disrupt the learning process for others. If you do arrive late, please enter and take a seat quietly. Repeated tardiness will result in an impact to your participation grade.
- Be **courteous**. Please do not engage in behaviors that disrupt the class.
- Participate in class discussion and group activities, but don't interrupt other students or try to dominate the conversation. Stay *focused* on the assigned topic.

- There will be a ten minute break during most classes. It will occur at about the mid-point, but it may vary based on the flow of the material.
- Students must complete all course requirements within the term of the course.
- Faculty will coordinate with MBA staff to allot time for program student evaluations during class time. A staff member will proctor students' evaluations and the faculty member will exit the room while students' evaluations are in progress.

COVID-19

If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. It is important to follow all instructions that you receive as part of the diagnosis, including isolation and staying at home until a negative test is produced.

If you experience COVID-19 symptoms, please follow the isolation protocol by staying at home and getting tested as soon as possible. If the test is negative but you are still seeking accommodations, please contact the Dean of Students Office for guidance in a timely manner. I will work with the Dean of Students Office to determine the extent of any such accommodations.

I strongly encourage you to think and act proactively in all matters related to COVID-19 and your academic endeavors. The Center for Disease Control and Prevention recommends that people in locations with high community levels wear masks indoors in public (such as a classroom). Check the current community level in El Paso here: <https://www.cdc.gov/coronavirus/2019-ncov/your-health/covid-by-county.html>. The best way that Miners can take care of Miners is to get the vaccine and boosters. I have received both doses of the vaccine along with a booster and encourage you to do the same. If you still need the vaccine, it is widely available in the El Paso area at **no cost** regardless of insurance or immigration status. For more information about the current rates, testing, and vaccinations, please visit epstrong.org.

Academic Honesty

Academic Integrity and Scholastic Dishonesty

Scholastic dishonesty in any form will not be tolerated and will be dealt with strictly in accordance with UTEP's *Handbook of Operating Procedures* and the Regents' *Rules and Regulations*. Please review the policies to learn your rights, obligations, and responsibilities at <https://www.utep.edu/student-affairs/osccr/student-conduct/academic-integrity.html>.

There is a strict "zero tolerance" policy toward cheating, plagiarism, and other forms of scholastic dishonesty as they relate to all aspects of this course, its assignments, quizzes, exams, and all other activities. Any student caught violating any policy in the *Handbook of Operating Procedures* will receive an "F" for the course and will be referred to the Office of Student Conduct and Conflict Resolution for further action.

Plagiarism

We will utilize Blackboard's SafeAssign for all written assignments in this course. SafeAssign is a tool used to prevent plagiarism and to help students identify where to properly attribute sources. It compares submitted assignments against internet, document archives, and other databases to identify areas of overlap between the submitted assignment and existing works. Accordingly, you must submit your assignments electronically through Blackboard by the date and time the assignment is due. After the assignment is processed, the instructor will receive a report that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit https://help.blackboard.com/Learn/Student/Assignments/Assignments_SafeAssign. Although your paper may be returned with a grade, no grade is final until a satisfactory report from SafeAssign has been received.

Copyright Statement

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

Student Resources

Technology Support

This course depends on reliable technology and access to Blackboard. If you have any technology or Blackboard related questions or issues this semester, please contact the Technology Support Help Desk 24/7 by phone, email, or chat. All of their contact information is available on their home page at <https://www.utep.edu/technologysupport/index.html>.

University Library

This course requires you to know where to find and how to use the best available evidence regarding management practices and processes. Libraries are your best source for this information. You are expected to know how to use the library's resources. If you are not familiar with using the library, please ask for assistance from the library's personnel, take workshops provided by the library, or visit the library's website (<https://www.utep.edu/library/>).

The subject librarian for the College of Business Administration is Lilia Fernandez. Feel free to contact her with any of your research or library needs (<https://www.utep.edu/library/people/subject-specialist.html>).

University Writing Center

Effective business writing is one of the biggest weaknesses that managers have (and consequently one of the best opportunities to distinguish yourself by doing it well). Since effective writing will be part of your evaluation on written assignments, I strongly recommend

you schedule an appointment with the University Writing Center for help with your writing. The University Writing Center (UWC) offers writing support to UTEP students at every level, in every discipline. Trained peer consultants provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix papers or to make better writers, but to teach writers strategies to navigate complex situations for writing, both in and outside the university. Consultations are available for individuals and groups. To make the best use of the UWC, visit far enough before the assignment due date to allow yourself time to revise after your consultation. You may find it helpful to browse the writing resources on their website (<https://www.utep.edu/uwc/>) or arrange regular weekly appointments. You can contact them by phone (915-747-5112) or schedule an appointment on their website. The UWC is located in the Library, room 227.

Disclaimer

This syllabus, with its course schedule, is based on the most recent information about the course content and schedule planned for this course. Its content is subject to revision as needed to adapt to new knowledge or unanticipated events. Updates will remain focused on achieving the course outcomes. Students will be notified of changes and are responsible for attending to such changes or modifications announced in class or posted on the Blackboard site for this course.

Course Outline

The following schedule is subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning. All changes will be announced.

Meeting	Topic	Readings	Case/Assignments
1 May 16	Intro	Ch. 1 Ibarra & Lineback What's your story?"	Elevator Speech Introductory Note on the Case Method
2 May 19	Strategic HR	Ch. 3 Pfeffer "Producing sustainable competitive advantage through the effective management of people"	People Express Airlines: Rise and Decline
3 May 23	EEO and Law	Ch. 2	In-class legal scenarios
4 May 26	Planning and Recruitment	Ch. 5	SG Cowen: New Recruits
May 30	Memorial Day Holiday		
5 June 2	Selection	Ch. 6	Recruitment of a Star
6 June 6	Training and Development	Ch. 7	Training and Development at RVA: A Nonprofit Organization
7 June 9	Performance Management and Appraisal	Ch. 8	Wolfgang Keller at Königsbräu-TAK (A)
8 June 13	Compensation	Ch. 10 Kerr "On the folly of rewarding A, while hoping for B"	Gravity Payments: \$70,000 Minimum Salary Company

9 June 16	Pay for Performance and Benefits	Ch. 11	Performance Pay for MGOA Physicians (A)
10 June 20	Labor Relations	Ch. 13	TED Talk due 11:59pm June 19 Case/exercise assigned in class
11 June 23	Final Exam (cumulative)		Self-reflection letter due 11:59pm June 22

Appendix: Assignment Questions

Before class, read the case and the appropriate textbook chapter—along with any assigned supplemental reading. Then, prepare your views on the following questions in light of the information presented in the cases and come to class prepared to defend them.

People Express Airlines: Rise and Decline (Case: 9-490-012)

1. Is the People Express approach to human resource management effective? Why or why not?
2. Analyze Don Burr's philosophy of human resource management. What advice would you give him to improve HRM at People Express?
3. If Don Burr decided to try building a new People Express type of airline again today, would you accept his offer to become Vice President of Human Resources? What would you do differently from your predecessor?

SG Cowen: New Recruits (Case: 9-402-028)

1. Reflect upon a time you have a negative recruiting/hiring experience. What were the signs the experience was not going well?
2. What are the key decision points used by S.G. Cowen in making hiring decisions? What is your evaluation of the process used by the firm?
3. What is your evaluation of the criteria used by this organization in making hiring decisions?
4. Which two candidates would you elect if you were a member of the recruiting committee?

Recruitment of a Star (Case: 9-407-036)

1. Whom should Stephen Connor hire? Why?
2. Imagine yourself in the place of each of the candidates. What strengths would you bring to light during the interview with Stephen? How would you distinguish yourself from the other candidates?
3. Evaluate the selection and hiring processes at Rubin, Stern, and Hertz. What changes, if any, do you recommend?

Training and Development at RVA: A Nonprofit Organization (Case: 9B12C032)

1. The non-profit, public and private sectors differ to a great extent. What are the factors that make them different from one another?
2. Point out at least three major challenges for Williams.
3. If you were Williams, which option would you choose and why?
4. If you were one of the leaving employees, would you stay for any of the options Williams can offer? Why or why not?
5. Add at least one more option to the four given in the case.

Wolfgang Keller at Königsbräu-TAK (A) (Case: 9-498-045)

1. What is your analysis of the situation facing Keller as he returns to Kiev?
2. What is your assessment of Brodsky's performance? Please be specific.
3. How effective has Keller been as a coach to Brodsky? Why? Could you have done better? Why? How?
4. What are the underlying causes of his performance problems? What actions should Keller take upon returning to Kiev? Be specific.
5. What are the implications for Keller's development as a leader?

Gravity Payments: \$70,000 Minimum Salary Company (Case: 9B16C001)

1. Who are the stakeholders that are affected by Price's decision?
2. What are the consequences of this decision for each stakeholder?
3. Price experienced unexpected challenges from various stakeholders. What should he have done before increasing the employees' salaries?
4. What are the potential problems of a minimum salary increase as a compensation plan? How can you minimize these problems and motivate employees?
5. What would you recommend to Price in the future?

Performance Pay for MGOA Physicians (A) (Case: 9-904-028)

1. What are the values and culture of the hospital? What is important to them as an institution? To what extent is the compensation system aligned with those values?
2. Evaluate the new compensation system that is linked to profitability. What are the pros and cons? Does it help the hospital fulfill its mission?
3. In a competitive labor market, does this compensation system help recruit and retain the right talent? Explain—and if not, what would you do to make it more effective?