

THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
The Bryan School of Business and Economics
Department of Business Administration

MBA 624.01
STRATEGIES FOR MANAGING HUMAN RESOURCES

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CATALOG DESCRIPTION: Overview of HRM in its major functions focusing on current trends including management of change and cultural diversity with a systematic integration of international perspectives.

COURSE REQUIREMENTS: MBA 624 classes will include lecture, case analysis and discussion, and computer cases. Each class will have some lecture, some case discussion, and five of the seven classes will include lap top work in class. All course assignments, review sheets, cases, and some of the reading will be available in blackboard. Prerequisites: MBA 610, 617, 620.

PERFORMANCE EVALUATION:

In Class Computer Assignments	10%
Quizzes	30%
Cases	30%
Test	30%

QUIZZES: Each class will begin with a short quiz. The quiz questions are included in your syllabus so there will be no surprises. Each class session has four or five possible quiz questions. I will select one of them and ask you to answer it in class (closed book, of course). **No make ups will be given.** Quizzes are graded on a ten point scale where 10 is perfect and 1 means that you were present and wrote something. If you cannot be at all of the six classes that have a quiz, I will give you one with no grade. The second missed quiz will result in a zero.

CASES: The cases have been designed to make you engage strategic human resource issues. Cases are intended to make you integrate various HR principles with strategy. They include data which might come to you from a Human Resource Information System and require that you make strategic decisions based on this data. The due date for each case is given in the schedule below. Please note:

1. Cases are **NOT** to be turned in hand written.
2. In general, you should print your case & turn it in in hard copy. If you **MUST** send a case by e mail, you **MUST** format the pages so that they use paper economically. You are making me print your case, so you need

to conserve the amount of paper you use. You will lose points on your case if you do not do this.

3. E mail submitted cases **MUST** have your name on each page.
4. Generally speaking, one sentence answers are **LESS** than I expect for most questions posed by the case. This is a graduate course and my expectation is that you have an appreciation for the nuances of business.
5. Cases will be graded on a 10 point scale. A ten is awarded only rarely when I encounter a truly outstanding case. A 9.5 is usually the top grade in a set of cases. It means the case was excellent. A 9 means the case was superior. An 8.5 means that the student fulfilled the requirement and has submitted a fully acceptable case. Grades lower than 8.5 mean that the case is deficient in ways explained in the comments.

IN-CLASS ASSIGNMENTS: Five of the classes include in-class assignments which are to be done on your laptop. This work is focused on the treatment of data that one would typically find in human resource departments. It is an opportunity for students to use the statistical and management science skills they learned in MBA 600, 610, and 617. These assignments are to be e mailed to me at wltullar@uncg.edu at the end of each class session. After you have had a chance to work with the data, we will explore how the data fit with HR strategy.

TEXTS: Gary Dessler, A Framework for Human Resource Management Fifth Edition (2009) Upper Saddle River, NJ: Prentice Hall..

LEARNING OBJECTIVES:

1. The student will explain and illustrate at least three ways in which the human resources of an organization affect the potential strategies the organization can pursue.
2. The student will interpret recruiting and selection data in light of the responsibilities of human resource departments for ensuring that the organization complies with equal employment opportunity and Americans with Disabilities regulations.
3. The student will compare and contrast the basic uses of job analysis information and explain which job and workflow variables should be tracked pursuant to each use.
4. The student will evaluate whether a recruiting/screening/selection process is consonant with a given strategy.
5. The student will explain how to assess training programs on the four common measures of training success: trainee reaction, declarative knowledge, specific job behavior, and return on investment.
6. The student will explain and illustrate the various performance appraisal data that can be tracked by an HRIS and tell how tracking individual performance helps to improve overall organizational effectiveness.

7. The student will demonstrate how to analyze job description data and use it in job evaluation.
8. The student will explain how strategic compensation can be used to further organizational objectives.
9. The student will evaluate employee and labor union relations policies and suggest their strengths and weaknesses.
10. The student will assess certain organizational practices in terms of their compliance with OSHA.
11. The student will evaluate organizational safety and health practices in terms of their ability to increase employee well-being and productivity.

MBA 624.01 SCHEDULE

DATE	LECTURE/DISCUSSION	READING
8/24/09	History of the field; Regulatory environment Job Analysis & workflows	Dessler Ch. 1 Dessler Ch. 2, pp. 60-75;100-109

Article:

Designing Strategic Human Resources Systems. Miles and Snow, Organizational Dynamics, Summer84, Vol. 13 Issue 1, p36-52,

Quiz Questions:

1. *Explain the basic differences between line and staff managers.*
2. *Explain the difference between a defender and a prospector organization.*
3. *Explain the evolution of organizational forms.*
4. *Briefly define Adverse Impact and explain the difference between disparate impact and disparate treatment.*
5. *Explain Bona Fide Occupational Qualification and Business Necessity as defenses against charges of illegal discrimination..*
6. *Describe three of the basic methods of collecting job analysis information.*

Homework Case: Optimal Assignment at Ajax Automotive Due: 8/31

8/31/09	Recruitment, Selection, & Separation	Dessler 73-97; Ch. 4
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Article:

Strategic Human Resources Management: Linking the People with the Strategic Needs of the Business, **Schuler**, Organizational Dynamics, 1992, Vol. 21, 18-32.

Quiz Questions:

1. *Explain the basic process for forecasting personnel needs.*
2. *List and briefly describe the different types of data that are necessary to do effective human resource planning.*
3. *Distinguish between validity and reliability.*
4. *Explain what is meant by a Realistic Job Preview.*
5. *Explain how the 4/5ths rule results in false positive findings of adverse impact and what may be done to reduce these.*

In Class Computer Exercise: Selection at Pacific Union Chemical
Homework Case: Which recruiting method works? Due: 9/14

9/14/09

**Training and Development;
 Differentiated Workforce**

Dessler Ch. 5

Article:

Assessing the *training needs* of high-potential managers. **Patton & Pratt**, Public Personnel Management, Vol 31(4), Win 2002. pp. 465-484.

Quiz Questions:

1. *Explain how training needs analysis is done.*
2. *List and explain each of the four training effects that should be measured.*
3. *Explain the basic tenets of succession planning.*
4. *Explain the basic objections to using trainee reaction as the sole measure of training effectiveness.*

In Class Statistics chatauqua: Measuring Training Effectiveness
Case: Ripem & Runn Due: 9/21

9/21/09

**Performance Appraisal
 and Review**

Dessler Ch. 6

Article:

Positive organizational behavior in the workplace: The impact of hope, optimism, and resilience. **Youssef & Luthans**, Journal of Management, Vol 33(5), Oct 2007. pp. 774-800

Quiz Questions:

1. *Explain the difference between forced distribution and alternation ranking.*
2. *Explain the basic steps of MBO.*
3. *Distinguish between a halo effect and a central tendency effect.*
4. *Distinguish between maintenance and achievement as it relates to performance appraisal.*

In Class Computer Exercise: Performance Dimensions at Bacom & Chipem
Case: Performance Improvement Due: 9/28

9/28/09 **Compensation & Benefits** **Dessler** **Ch. 7**

Article:

Currents in Compensation and Benefits,
Hansen, Compensation Benefits Review
2009; 41; 5–19.

Quiz Questions:

1. *List and explain the five basic steps involved in setting pay rates for jobs.*
2. *Explain three methods of job evaluation.*
3. *Explain the difference between piecework and group incentives.*
4. *Distinguish between legally required and discretionary benefits.*
5. *Explain the basic relationship between benefits and employee motivation.*

In Class Computer Exercise: Costing a hierarchy

Case: Norvus Technologies Inc. Due: 10/5

10/5/09 **Employee Relations; Union/Management Issues; Fair Treatment; HR and Knowledge Management** **Dessler Ch. 8, 9**

Quiz Questions:

1. *Explain the steps in the process of a unionization drive and election.*
2. *Discuss the main steps in the collective bargaining process.*
3. *Explain the steps in a disciplinary process.*
4. *Define wrongful discharge and explain its importance.*
5. *List the important human resource considerations in downsizing.*

Article:

A new emerging trend? Cross border trade union mergers, **Gennard**, Employee Relations, 2009, 31, 1, 5 - 8

10/16/09 **Employee Safety and Health** **Dessler Ch. 10**

Safety and Health Considerations

(The TEST will be given at 8:00)

Class & Reading Objectives:

1. *Describe the role of OSHA and explain how it operates.*
2. *Explain the three basic causes of industrial accidents.*
3. *Explain the major health problems at work and how they may be remedied*