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|  | **MOR 471 – Managing and Developing People**  Human Resource Management (HRM) |
| **Fall 2019 – 16674 - M/W – 12:00 to 1:50 pm – ACC 205** |
| **Professor: Michael W. Coombs, Ph.D.** |
| **Office: Hoffman Hall 426** |
| **Office Phone: (213) 740-9290**  **Office Hours***:*  **MW 2:00 to 3:00 pm and by appointment**  **E-mail: mcoombs@usc.edu** |
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**Course Description:**

This course is directed toward two audiences: 1) those individuals who wish to become general managers and need to integrate their knowledge of how to manage human resources for strategic advantage; and 2) those individuals who may be potentially human resource professionals and wish to know more about the activities of the human resource function. Treating human capital as a strategic resource demands an approach that recognizes the strategic positioning of the organization within a competitive and increasingly global environment where there are many diverse groups of stakeholders, and where the development and deployment of talented employees requires a partnership approach within the organization.

**Learning Objectives:**

1. To understand how successful companies manage human capital to compete more effectively in a dynamic environment.
2. To understand the changing context of “talent management” within organizations.
3. To understand how to align human resources activities with the strategy and goals of the organization.
4. To understand how key partnerships within the firm are critical to managing the selection, development, and deployment of organizational participants.
5. To understand more effective ways to manage individual and collective performance for greater organizational and individual growth.
6. To understand the full range of human resource management activities to select, develop, deploy, and compensate members of the organization within a legal and ethical organizational framework.
7. To understand “best practices” of the firms seen as the “best organizations to work for.”

**Required Materials:**

Text: Human Resource Management, Mary Gowan and David Lepak, Chicago Business Press, 4th edition, 2020. Available in the USC Bookstore.

Harvard Coursepack for MOR 471 (Use this link to access and purchase these case studies). <https://hbsp.harvard.edu/import/651190>

**Prerequisites and/or Recommended Preparation:**

BUAD 304 (Organizational Behavior and Leadership) is recommended as preparation.

##### **Course Communication: Blackboard Course Management System**

The Marshall School of Business is using the Blackboard Course Management System for faculty – student communication. If you are registered in this course you have access to this CMS through **https://Blackboard.usc.edu.** You can contact any other individual enrolled in this course through the Blackboard email tool. If you are accustomed to using other email services please link them to the USC system so that you receive emails in a timely manner. You should begin the habit of checking Blackboard for additional information on a very regular basis. The course syllabus has been posted. Additional course lecture notes/materials, further details on assignments and position outlines (where appropriate), and general course announcements, will be posted to the folder throughout the semester.

**Grading Policies:**

**Attendance and Punctuality**

You are expected to attend *all* scheduled class sessions and to be in your seat, ready to learn, at the start of class. Should you need to be absent, the courtesy of an e-mail from you PRIOR to the start of class will be appreciated.

**Please note that ELC dates are non-negotiable – so missing an ELC session will negatively affect your grade since an ELC date involves team work.**

Preparation

You are expected to come to class fully prepared, with all required written assignments and readings completed. *This includes being fully prepared even if you were unable to attend a previous class meeting.* It is imperative that you get a phone number or e-mail address from a class member so you can get the assignments. All individuals involved in this class can be emailed through the email tool within Blackboard.

**ASSIGNMENTS AND GRADING DETAIL**

Final grades represent how you perform in the class relative to other students. Your grade will not be based on a mandated target, but on your performance. Historically, the average grade for this class is about a (B). Three items are considered when assigning final grades:

1. Your average weighted score as a percentage of the available points for all assignments (the points you receive divided by the number of points possible).
2. The overall average percentage score within the class.
3. Your ranking among all students in the class.

Evaluation and Grading

Your final course grade will be composed of the following elements:

Grade components are described briefly below. Assignment instructions will include grading criteria and details will be discussed in class as well.

**Individual assignments:**

Class participation and contribution 15%

Interview of a HR Manager (may be done in pairs) 10%

Written case notes (select 8 of the assigned cases) 20%

Mid-term exam I (text and class material) 10%

Mid-term exam II (text and class material) 10%

Final exam (case based exam) 20%

**Team project:**

Organization analysis 15%

(A written analysis and presentation in class during last week)

**Total** 100%

Class Participation & Contribution—15%

You will have the opportunity throughout the semester to participate in class discussions, team presentations and experiential exercises. Active participation is essential to your success in this course and to your overall learning experience. Active learning is a necessary part of case analysis, discussion, and presentation and cannot be accomplished otherwise. Quizzes on the course materials may be administered throughout the semester—with or without notification.

**Interview of a HR Manager – 10%**

The first external assignment is to interview a manager or HR manager with a focus on how their organization recruits, selects, trains, motivates, compensates, measures performance, and retains their employees. Also include any other topic that is important to the manager being interviewed relating to managing and developing people who work for them in the organization. The general question is understanding how they manage their human capital and talent.

Written Case Notes (Select 8 of the assigned cases) – 20%

Each week there is a case assigned for class discussion. You will select eight of the 15 cases to write-up and submit notes (no more than three double-spaced pages of notes) responding to the questions posted within the Blackboard Assignment folder. Please submit 2 before midterm one, 3 more before midterm two, 3 more before final exam. Total = 8.

Team Organization Analysis and Presentation—15%

You will analyze cases in teams throughout the semester. As part of a team, you will prepare an organization analysis report and present your observations and develop your persuasion and argumentation skills.

**Assignment Submission Policy:**

Assignments must be turned in on the due date and time as requested electronically via Blackboard. Any assignment turned in late, even if by only a few minutes, will receive a grade deduction (for example, if your work is a B+ grade, you will be given a C+ grade). If your internet breaks down on the due date, you must deliver a hard copy at the beginning of class on that day. If you are unable to attend class on that day, make arrangements for it to be delivered to the classroom or to my box by the start of class. Late or not, however, you must complete all required assignments to pass this course.

**USC Marshall Critical Thinking Initiative:**

The USC Marshall Critical Thinking Initiative is a school-wide effort to improve your critical thinking skills in order to be more successful problem solvers in class and in the workplace.  This means that you will engage in a variety of learning activities in your courses which are aimed at developing and applying your critical thinking skills in a disciplined manner so that you can outperform others to get your desired job and to further excel in your career.  Your ability to think critically is an important part of the evaluation/grading process in this course.  The centerpiece of Marshall’s critical thinking knowledge is a website that contains instructional materials and videos. During the course of the semester, the instructor may direct you to these instructional resources prior to various class discussions and exercises.

This video is located on the USC Critical Thinking Initiative website: <http://info.marshall.usc.edu/faculty/critthink/Pages/default.aspx>.

**MARSHALL GUIDELINES**

**Add/Drop Process**

If you are absent six or more times prior to November 15th (the last day to withdraw from a course with a grade of “W”), I may ask you to withdraw from the class by that date. These policies maintain professionalism and ensure a system that is fair to all students.

**Retention of Graded Coursework**

Final exams and all other graded work which affected the course grade will be retained for one year after the end of the course ***if*** the graded work has not been returned to the student (i.e., if I returned a graded paper to you, it is your responsibility to file it, not mine).

**Technology Policy**

Laptop and Internet usage is not permitted during academic or professional sessions unless otherwise stated by the respective professor and/or staff. Use of other personal communication devices, such as cell phones, is considered unprofessional and is not permitted during academic or professional sessions. Unless specifically allowed, ANY e-devices (cell phones, PDAs, I-Phones, Blackberries, other texting devices, laptops, I-pods) must be completely turned off during class time. Upon request, you must comply and put your device on the table in off mode and FACE DOWN. You might also be asked to deposit your devices in a designated area in the classroom. Videotaping faculty lectures is not permitted due to copyright infringement regulations. Audiotaping may be permitted if approved by the professor. Use of any recorded or distributed material is reserved exclusively for the USC students registered in this class.

**Statement on Academic Integrity**

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, ([www.usc.edu/scampus](http://www.usc.edu/scampus) or <http://scampus.usc.edu>) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.

Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>. Failure to adhere to the academic conduct standards set forth by these guidelines and our programs will not be tolerated by the USC Marshall community and can lead to dismissal.

**Emergency Preparedness / Course Continuity**

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.

Please activate your course in Blackboard with access to the course syllabus. Whether or not you use Blackboard regularly, these preparations will be crucial in an emergency. USC's Blackboard learning management system and support information is available at [blackboard.usc.edu](http://blackboard.usc.edu/).

**Incomplete Grades**

A mark of IN (incomplete) may be assigned when work is not completed because of a documented illness or other “emergency” that occurs after the 12th week of the semester (or the twelfth week equivalent for any course that is scheduled for less than 15 weeks).

An “emergency” is defined as a serious documented illness, or an unforeseen situation that is beyond the student’s control, that prevents a student from completing the semester. Prior to the 12th week, the student still has the option of dropping the class. Arrangements for completing an IN must be initiated by the student and agreed to by the instructor prior to the final examination. If an Incomplete is assigned as the student’s grade, the instructor is required to fill out an “**Assignment of an Incomplete (IN) and Requirements for Completion”** form (<http://www.usc.edu/dept/ARR/grades/index.html>) which specifies to the student and to the department the work remaining to be done, the procedures for its completion, the grade in the course to date, and the weight to be assigned to work remaining to be done when the final grade is computed. Both the instructor and student must sign the form with a copy of the form filed in the department. Class work to complete the course must be completed within one calendar year from the date the IN was assigned. The IN mark will be converted to an F grade should the course not be completed.

**Lost and Found**

The Lost and Found area for the Marshall School is located in **BRI 205**. If you leave anything behind after class, it will be taken there. Conversely, if you lose an item, you should report your loss to the Lost and Found. Someone will contact you if your item shows up.

**Statement on Academic Conduct and Support Systems**

**Academic Conduct:**

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” <https://policy.usc.edu/scampus-part-b/>.  Other forms of academic dishonesty are equally unacceptable.  See additional information in *SCampus*and university policies on scientific misconduct, [http://policy.usc.edu/scientific-misconduct](http://policy.usc.edu/scientific-misconduct/).

**Support Systems:**

Students whose primary language is not English should check with the American Language Institute http://dornsife.usc.edu/ali, which sponsors courses and workshops specifically for international graduate students.

*Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call*

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.<https://engemannshc.usc.edu/counseling/>

*National Suicide Prevention Lifeline - 1-800-273-8255*

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. [http://www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org/)

*Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call*

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

*Sexual Assault Resource Center*

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website:<http://sarc.usc.edu/>

*Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086*

Works with faculty, staff, visitors, applicants, and students around issues of protected class.<https://equity.usc.edu/>

*Bias Assessment Response and Support*

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response.<https://studentaffairs.usc.edu/bias-assessment-response-support/>

*Student Support & Advocacy – (213) 821-4710*

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic.<https://studentaffairs.usc.edu/ssa/>

*Diversity at USC*

Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students. [*https://diversity.usc.edu/*](https://diversity.usc.edu/)

*USC Emergency Information*

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. [emergency.usc.edu](http://emergency.usc.edu)

*USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.* Provides overall safety to USC community. [dps.usc.edu](http://dps.usc.edu/)

**Students with Disabilities:**

USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with the Office of Disability Services and Programs ([www.usc.edu/disability](http://www.usc.edu/disability)). DSP provides certification for students with disabilities and helps arrange the relevant accommodations.  Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email: ability@usc.edu.

Key Dates—Fall 2019

August 26 Fall Semester classes begin

September 2 Labor Day, university holiday

September 13 Last day to register and add classes

September 13 Last day to drop a class without a mark of “W”

October 17-18 Fall Recess

November 15 Last day to drop a class with a mark of “W”

December 6 Classes end

December 11-18 Final Exams

**Course Readings and Class Schedule**

Listed below is a schedule of assignments and topics for this course. Changes may be made as the course progresses depending upon enrollment, ELC schedules, and class needs.

**Course Format:**

We will use a variety of learning activities, including lecture, discussion, case analyses, team activities, self-assessment, guest speakers, and experiential exercises to enhance the learning experience. Some interviewing and other field research activities will be assigned to gain greater knowledge about different approaches to the management of people and performance and the various professional activities performed by the human resource management function.

**MOR 471 – Managing and Developing People - Class Schedule**

This schedule may change as we assess our progress throughout the semester, and additional assignments may be made. Schedule changes may also be made for guest speakers representing different functional areas of human resource management.

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| **WEEK** | **DATE** | **READINGS** | **ASSIGNMENTS** |
| 1 | 8-26 | 1-Managing Employees for Competitive Advantage | Case 1-The Wonderful World of Human Resources at Disney |
|  | 8-28 | 2-Organizational Demands & Environmental Influences | Case 2-Cisco Systems: Developing a Human Capital Strategy |
| 2 | 9-2 | **Labor Day Holiday** | **NO class** |
|  | 9-4 | Where do I want to work? | ONET Interest Profiler and  Fortune “100 Best Companies” |
| 3 | 9-9 | 3-Regulatory Issues | Case 3-Uber and its Driver-Partners |
|  | 9-11 | 4-Job Design and Analysis | Case 4-From Google to Alphabet and Strategy Execution Module 10 (JDOT) |
| 4 | 9-16 | Mid-Term Exam |  |
|  | 9-18 | Speaker: Ms. Denise Johnson | Preparation for Career Fair |
| 5 | 9-23 | 5-Workforce Planning | Case 5-Money Cash Flow, Inc. (A)  Case 5-Money Cash Flow, Inc. (B) |
|  | 9-25 | 6-Recruitment | Case 6-LinkedIn & Modern Recruiting (A and B) |
|  | 9-26 | USC CAREER FAIR |  |
| 6 | 9-30 | 7-Selection | Case 7-Values Based Candidate Selection at LinkedIn |
|  | 10-2 | 8-Learning & Development | Case 8-Eyes of Janus |
| 7 | 10-7 | Mid-Term Exam |  |
|  | 10-9 | Meet in ELC in JFF LL 107 | Selection Decision |
| 8 | 10-14 | Meet in ELC in JFF LL 107 | Interview HR/Manager paper DUE |
|  | 10-16 | 9-Performance Management | Case 9-Performance Management at Vitality Health Enterprises, Inc. |
| 9 | 10-21 | Meet in ELC in JKP 301 | Compensation |
|  | 10-23 | 10-Compensating Employees | Chapter 10  The Star Model outside chapter |
| 10 | 10-28 | Speaker- Mr. Todd Shaw | Chapter 11-Incentives and Rewards  Case 10-VeriFone case study |
|  | 10-30 | 11-Incentives and Rewards | Case 11-Morgan Stanley Firm-wide 360 Performance Evaluation Process |
| 11 | 11-4 | Meet in ELC in JFF LL 107 | Chapter 12 – Employee Benefits Design |
|  | 11-6 | 12-Employee Benefits and Safety Programs | Case 13-DPDHL Group: Employee Safety and Wellbeing |
| 12 | 11-11 | Meet in ELC in JFF LL 107 | Labor Relations |
|  | 11-13 | 13-Labor Unions & Employee Mgmt |  |
| 13 | 11-18 | 13-Labor Unions & Employee Mgmt | Case 14-Health Care in Twin Cities |
|  | 11-20 | Meet in ELC in JKP 301 | Case 12-Nordstrom: The Workplace Violence Dilemma |
| 14 | 11-25 | 14-Creating High Performance HR Systems | Case 15-Verizon Communications, Inc.  Strategy Execution Module 9 Scorecard |
|  | 11-27 | **THANKSGIVING HOLIDAY** | **NO class** |
| 15 | 12-2 | Team Project Presentations |  |
|  | 12-4 | Team Project Presentations | Course Evaluation |
| **Friday** | **12-13** | **FINAL EXAM** | **11:00 A.M.TO 1:00 P.M.** |