

## **Management 3242: Developing and Retaining Talent Fall 2022**

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### **Required Course Material:**

Noe, Hollenbeck, Gerhart, & Wright. *Human Resource Management: Gaining a Competitive Advantage*. (12<sup>th</sup> edition). New York, NY: McGraw Hill.

Case Centre Coursepack:

<https://www.thecasecentre.org/course/registerForCourse?ucc=C%2D4751%2D261469%2DSTU>

Alternatively, please enter the CoursePack code **C-4751-261469-STU** on the following web page:

<https://www.thecasecentre.org/course/registerForCourse>

**Canvas:** Please check Canvas often. Announcements, case studies, news articles, grades, and other information pertaining to this course may be posted on Canvas.

**Course Catalog Description:** Concepts, methods, and issues used in effectively managing human resources in contemporary organizations with a focus on performance assessment, training and development, change, and performance management, compensation and benefits, and retention. Experience in developing and utilizing behavioral science research methods to assess effectiveness. 3 credit hours.

### **Course Description & Objectives:**

This course provides an introduction to human resource management. The purpose of this class is to help you to understand the concepts and functions of strategic human resources, including:

- The fundamentals of human resource management (HRM) and how HRM practices fit within the organization's overall business goals.
- Managing and evaluating employee performance,
- Designing and implementing employee development programs, including formal education, mentoring programs, personality assessment, and coaching,
- Managing voluntary and involuntary turnover
- New developments in the design of pay structures
- Advantages and disadvantages of various pay programs
- The effects of employee benefits on cost and workforce quality

The objectives of this course are to provide you with the following skills:

- Performance Management: Identify your perceptual biases and learn how to minimize them when evaluating others. Also, learn how to manage others' perceptions of you.
- Employee Development: How to choose the appropriate employee assessments for your organization. You will actively participate in several self and team assessments.

- Employee Separation and Retention: How to manage others' emotions and stress (as well as your own) in order to retain top performers and manage involuntary turnover.
- Pay and Benefits: How to design competitive and motivating pay programs for both employees and executives. How to choose the appropriate benefits packages for your organization.

### **Course Requirements and Grading Policy**

Mentor Project	20%
Participation	20%
Discussion Board	15%
Team Case Project	15%
Exam 1	10%
Exam 2	10%
Exam 3	10%
	100%

### **Letter Grade**                      **Percentage Range**

<b>A</b>	100-89.5%
<b>B</b>	89-79.5%
<b>C</b>	79-69.5%
<b>D</b>	69-59.5%
<b>F</b>	59- and below

### **HR Mentor Project**

Everyone is required to identify and develop a business mentor relationship with a current HR professional, with whom they will periodically correspond on course-related topics. The purpose of this assignment is to augment class materials and discussions by providing insight into how course topics play out in the real world in a non-threatening, technology-aided environment. Over the course of the class, you will complete **at least two communication exchanges**. For each exchange, you will compose and email at least two questions to your mentor (worth 25 points per question for a total of 100 points for the assignment).

You will post your first two questions, your mentor's responses, and your commentary to the Online Mentor discussion board no later than the first assigned date (see tentative schedule). You will post your second two questions, your mentor's responses, and your commentary to the Online Mentor discussion board no later than the second assigned date (see tentative schedule). The format should be: question 1, answer 1, commentary 1, question 2 and so on.

**Please do not post your HR mentor's name or any identifying information about the organization unless you have explicit permission from your mentor.** You will need to manage this project relative to your and your mentor's schedules. Detailed instructions are available on Canvas.

### **Participation**

Just as organizations expect employees to make valuable contributions, you are expected to make valuable contributions to the class. **You will receive a daily participation grade for each online and face-to-face class based on your participation that day.** Your daily participation grade is based on:

1. attending and actively participating in all face-to-face and synchronous online classes (e.g., Zooms) by:

- a. providing insight into the material discussed (verbally, not via chat or other written communication)
  - b. giving verbal examples which help illustrate OB concepts,
  - c. responding to my questions verbally
2. engaging in small group work during class
  3. responding to polls which may randomly appear during online classes
  4. being fully engaged during online classes and keeping your camera on during the entire class

The content of your verbal contributions during class will be evaluated based on the following criteria:

1. **Quantity.** The frequency of your participation (number of times that you verbally contribute to the class conversation in a positive and meaningful way) **will be monitored every class.**
2. **Quality.** Comments should incorporate concepts covered in the textbook and discussed in class. A response such as “I agree with Joe” obviously doesn’t provide insight into the topic. A thoughtful and complete response which cites material from the textbook and describes personal experiences related to the topic provides valuable insight into the topic and enhances the learning experience.
  - Minimal contribution – Simply restates points made earlier or agrees with earlier statements
  - Better contribution – Offers fresh insight and experience to questions asked and/or news articles posted
  - Best contribution - Offers fresh insight and experience and poses new questions that extend the discussion and expand other student’s thinking/reflection.
3. **Preparedness.** It should be evident that you have read that week’s assigned readings and can meaningfully contribute to the class conversation with comments and examples that incorporate concepts in that week’s assigned reading.
4. **Demonstrating competency with course material.** You should demonstrate an understanding of the concepts and be able to provide accurate examples. Comments should link theory to practice.
5. **Professionalism.** Contributions to the discussion boards should promote a learning community and a positive, supportive environment. This means listening to others, inviting less active members to provide input, asking others’ to clarify their points, and building on others’ comments.

Participation begins with being in class. In order to perform well in this class, you must attend class regularly. If you aren’t in class, you can’t participate in the case studies, group discussions, and exercises. Attendance will be taken every class day. If you are not present within the first 5 minutes of class, you will be considered absent. Even if you arrive on time, if you leave the classroom before class has ended, or if you leave for more than 10 minutes and return, you will be considered absent.

In order to earn full participation points, please read all of the assigned textbook chapters and cases before class and respond to any discussion board questions. The primary focus of online classes and discussion boards is for you to apply and integrate concepts you have learned.

Open dialogue and exchange of ideas are critical to establishing a supportive learning environment. To create and preserve a classroom atmosphere that optimizes teaching and learning, all participants share a responsibility in contributing to class and discussion board conversations in a meaningful, positive way.

Everyone receives one class “off” during the semester, similar to annual leave or sick leave in an organization, so there are no “excused” absences beyond this. That is, you can miss one class (i.e., discussion board) this semester without any penalties – no questions asked.

If you choose to forgo the “freebie” and attend and participate in all classes, you can earn “extra credit” or a final participation grade which exceeds 100.

During each class, you have an opportunity to earn a grade of up to 100 points. Your final grade for the participation component of the course is the average of your weekly participation grades. For example, if there are 12 weeks during the semester and you miss 2 weeks, but your participation exceeds all of the criteria outlined above, your final participation grade will be 91. This is because you earned 100 points during each of the 10 weeks you participated ( $100 \times 10 = 1,000$  points). In this example, students have an opportunity to earn 1,100 points during the semester (12 classes – 1 “freebie” = 11 classes  $\times$  100 points). Your 1,000 points divided by 1,100 possible points is 90. However, a student missing 2 weeks during the semester with average to below average participation during the 10 classes that s/he participated in (average grade of 75) would have a final participation grade of 68. The point of this example is to illustrate the importance of both quantity and quality.

Please be prepared to:<sup>1</sup>

1. Express your ideas and to evaluate recommendations that others provide.
2. Ask questions about material that you do not understand.
3. Find relevant experiences (potentially from your job/company) and share these with the class.
4. Actively participate in discussion boards.
5. Take responsibility for your online performance...think critically...be creative.
6. Behave in ways that create an effective and comfortable learning environment. This includes treating others with courtesy and respect, ensuring that cell phones are turned off or are on vibrate, arriving on time for class, and engaging in discussions that are direct but polite.
7. Have fun.

I don't expect this to be a problem, but if I determine that your conduct during any interaction with me or any other class member (during or outside class; face-to-face or electronic communication) is disrespectful or seriously disrupts the atmosphere of mutual respect I expect in this class, you will receive a failing grade in the course.

At the end of the semester when students give presentations, please analyze what is being presented from the perspective of a top management team member by asking questions, offering substantive comments and suggestions. All students are expected to be conscientious organizational citizens and attend all presentations. You will receive a participation grade for presentation day(s) based on your questions and comments.

Participation grades will not be provided individually or posted until the end of the semester. It is your responsibility to understand and comply with the participation requirements throughout the semester.

### **Discussion Boards**

This semester, you will complete several case studies and other exercises. The case method is a way of building experience through simulation of actual situations faced by managers. When completing the case, you will place yourself in the manager's shoes and diagnose and analyze the situation the manager faces and make a decision. We use cases to build business experience in the same way that someone training to be a pilot uses a flight simulator.

You'll be asked to read the case studies and respond to questions related to the cases via a discussion board on Canvas. We will debrief the cases in class. Your responses to the discussion board questions will be graded based on the extent to which you:

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<sup>1</sup> Thank you to Dr. Dave Woehr and Dr. Karen Ford-Eickhoff for content regarding participation, deadlines, and attendance.

1. Show that you have read the textbook chapter(s) associated with the case by incorporating important concepts that are relevant to the case,
2. Show that you have completely read the case by incorporating important information from the case,
3. Perform an in-depth analysis of the case in order to identify the HR-related issues in the case, and
4. Clearly articulate HR-related solutions designed to address the key issues in the case.

You are encouraged to comment on others' responses but to receive credit for a discussion board, you must respond directly to my questions.

**You must be in class to receive credit for a discussion board submission.** This applies to both synchronous online (e.g. Zoom) and face-to-face classes. Failure to attend class that day will result in a grade of 0 for that day's discussion board submission unless you have a University-approved absence and documentation.

Plagiarizing others' responses or posting an accidental or fake response to see others' responses before you post your own is considered academic dishonesty. Responses are due by the deadline posted on Canvas. Any response posted after the deadline will receive a grade of 0.

### **Team Case Project**

During the first few weeks of the semester, you will join a permanent team. Your team will complete a case study. The purpose of the team project is to provide you with an opportunity to (a) explore real-world HR issues in depth, (b) apply information discussed in class to an organization, (c) work together as a team, (d) be creative, and (e) practice your presentation skills.

The project involves outside research on your chosen topic using articles found on the library's website and other sources. I will evaluate you based on the quality and depth of your research and how you tied it to the information discussed in class. In preparing your presentation, you should use both the textbook and outside sources.

Please submit an electronic copy of the presentation before class begins and a hard copy of your case presentation at the beginning of class – this is what I will grade. The first page of the presentation should include your team number, case title, and all team members' names.

You must also submit a hard copy evaluation of your team members' contributions to the project at the beginning of class on the day that you present. Evaluation forms are posted on Canvas. The evaluations will be based on individual effort and contributions made by each team member. Your individual score for the project will be adjusted based on the evaluations you receive from your team members. I recommend keeping documentation of each member's contribution, including emails, work samples, etc.

Your team will receive a team grade based on the criteria outlined on Canvas. **Your individual grade (the grade used to calculate your final grade in the class) is your team grade adjusted for the average percentage contribution provided by your team members in the peer evaluation.** For example, if your team grade was 100 points, but the average of your team members' evaluation of you indicated that you should receive only 60% of the total team points, your individual grade will be 60.

**Team Charter.** Working in teams can be great - if team members work well together. However, if people are pulling in different directions, the experience can be not-so-great. What's worse is that without sufficient direction, teams can lose motivation, fail to meet important deadlines, result in one or a few members unfairly doing all of the work. In order to help you get off on the right foot with your team members, you will draft and

submit a Team Charter. A Team Charter is a document that defines the purpose of the team, how it will work, and what the expected outcomes are. It is a "roadmaps" that the team creates at the beginning of the semester when the teams are formed to make sure that all involved are clear about where they're heading, and to give direction when times get tough. A Team Charter template is posted on Canvas under "Team Project." Each team will submit a signed Team Charter by the deadline (see course schedule).

**You must communicate with your team members throughout the semester. If you do not respond to emails from your team members or show up for scheduled team meetings, your team members evaluation of your performance may negatively affect your grade.**

**The hard and electronic copies of your presentation and your peer evaluations are due at the beginning of class that day that you present.** You must complete and submit all components of the case study (team charter, electronic and hard copies of the presentation, and hard copy of the peer evaluation) by the deadlines to be eligible for any credit for the case study component of the course grade.

Guidelines, resources, and suggestions for successfully completing the project are posted on Canvas.

### Exams

There will be several exams during the semester. The exams may include multiple choice, short-answer, and/or essay questions. Questions will cover material from the textbook and class discussions. Therefore, in order to perform well on the exams, you must attend class. The final exam is optional and cumulative. Your final exam grade will replace your lowest regular exam grade, regardless of whether it is higher or lower than your lowest exam grade. In other words, taking the final can possibly lower your overall grade in the class. All exams are closed-book and closed-notes. Reproducing (e.g., taking pictures of) the exam in any way is considered academic dishonesty. You may be recorded or monitored while taking the exam by me, a teaching assistant, and/or a software program.

**Make-up examinations will not be scheduled** without a documented excused absence from the Dean of Students. If the instructor is notified prior to the day of the exam, and acceptable written documentation is provided, the student will have one week (7 days) from the original test date to take the make-up exam. **If an excused absence from the Dean of Students cannot be provided, the student will receive a zero (0) on the missed exam.**

You must start all exams, including the final, on time. Anyone attempting to starting an exam more than 5 minutes after the start time will receive 0 on the exam. You must also notify me at least 72 hours before the final exam that you plan to take it. If you do not notify me, you may not be able to take the final exam.

### Deadlines and Attendance

You will complete many different types of assignments this semester. **Late assignments will not be accepted and will receive a grade of 0 (F).** Please do not ask me to make an exception for your late submission. It is very important to me to be fair to everyone in the class. I cannot make an exception for you and be fair to everyone who completed their assignments on time.

If you miss a class due to illness, job responsibilities, personal or family issues, school or athletic team travel, you are responsible for getting notes from another student in the class.

**University-excused absences include medical emergencies, funerals for immediate family members, religious holidays, and participation in university-related activities which are approved by the Dean of Students with appropriate documentation to be given to the instructor.** Appropriate documentation for medical emergencies is a note from a medical care provider indicating that the student was too ill or injured to attend class listing the dates for which the student was unable to attend. Appropriate documentation for deaths of immediate family members, religious holidays, and participation in university-related activities is a note from the Dean of Students.

**Severe Weather.** Students will be responsible for any academic work which they miss due to absences caused by severe weather conditions. It is the individual student's responsibility to take the initiative to make up any missed class work. The University will operate on its normal schedules unless the Chancellor or other University official publicly announces otherwise.

### **Academic Integrity Policy**

Cheating and disruptive behavior have significant consequences. All students are required to read and abide by the [Code of Student Academic Integrity](#) which governs student behavior relating to academic work. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available from the Dean of Students Office or online at: <http://www.legal.uncc.edu/policies/ps-105.html>. All UNC Charlotte students are expected to be familiar with the Code and to conduct themselves in accord with these requirements. To clarify, any academic dishonesty can result in a grade of F for the course. Academic dishonesty also pertains to violating the “rules” of this syllabus. Anyone violating this policy will receive an F for the course.

As a condition of taking this course, papers that the instructor in good faith suspects are in whole or in part plagiarized may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. Such works will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. No student papers will be submitted to Turnitin.com without a student’s written consent and permission. If a student does not provide such written consent and permission, the instructor may: (i) require a short reflection paper on research methodology; (ii) require a draft bibliography prior to submission of the final paper; or (iii) require the cover page and first cited page of each reference source to be photocopied and submitted with the final paper.

### **Students With Disabilities**

UNC Charlotte is committed to access to education. If you have a disability and need academic accommodations, please provide a letter of accommodation from Disability Services early in the semester. For more information on accommodations, contact the Office of Disability Services at 704-687-0040, visit their office in Fretwell 230, or email [disability@uncc.edu](mailto:disability@uncc.edu).

### **Diversity Statement**

The Belk College of Business strives to create an inclusive academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status.

### **Electronic devices**

The use of laptops, cell phones, smart phones, or other mobile communication devices for purposes other than note-taking and completion of exercises for this course is disruptive and therefore prohibited during class (F2F on online). Recordings or photos of any kind are not permitted – this includes powerpoint slides. If there is some type of emergency that requires you to keep a cell phone turned on, but kept in a backpack and not used for recording or photo purposes, please discuss this with me before the class begins. Any students who violates this policy will receive a failing grade (F) in the course.

Recordings or photos of any online class sessions by students are not permitted – please do not record our online or face-to-face classes or take photos. Any students who violate this policy will receive a failing grade (F) in the course.

**Other**

This syllabus contains the policies and expectations I have established for this course. Please read the entire syllabus carefully before continuing in this course. These policies and expectations are intended to create a productive learning atmosphere for all students. Unless you are prepared to abide by these policies and expectations, you risk losing the opportunity to participate further in the course.

The standards and requirements set forth in this syllabus may be modified at any time by the course instructor. Notice of such changes will be by announcement in class and/or by changes to this syllabus posted on the course website.

There will be no extensions for late adds. For those adding the course after the first day of class, any unsubmitted assignments will receive a grade of 0.

I will respond to emails within three business days, when classes are in session.

**Tentative Course Schedule**

*Note: Additional readings may be assigned throughout the semester, and I may make changes to the schedule.* If changes to the syllabus and course expectations are considered necessary or appropriate, the change will be announced in class and/or posted on Canvas. You are responsible for all announcements posted on Canvas.

<b><u>Dates</u></b>	<b><u>Topic/Readings</u></b>	<b><u>Assignments due</u></b>
8/22, 8/24	Intro/Trends in Strategic HR	Please sign up for a team Student bios due via discussion board 8/24
8/29, 8/31, 9/7, 9/12	Ch 8 – Performance Management	
9/14		Exam 1
9/19, 9/21, 9/26	Ch 9 – Employee Development	
9/28, 10/3, 10/5	Ch 10 – Separation & Retention	First 2 mentor questions, answers & commentaries due 10/5
10/12, 10/17	Ch 10 – Separation & Retention	

10/19		Exam 2
10/24, 10/26, 10/31	Ch 11 – Pay Decisions	Signed team charters due 10/26
11/2, 11/7, 11/9	Ch 12 – Employee Contributions	
11/14, 11/16	Ch 13 – Benefits	
11/21		Team Presentations – Teams 1, 2, 3
11/28		Team Presentations – Teams 4, 5, 6,
12/5		Team Presentations – Teams 7, 8, & 9
12/7		Exam 3 & last day of class
12/9		Second 2 mentor questions, answers, and commentaries due at midnight via Canvas
12/12 2:00 – 4:30		Optional final exam (cumulative, essay, closed-book, closed-notes) via Canvas