Course Information:

Fall Semester 2009

Tuesdays and Thursdays 3:45-5:25 PM  
CSOM 1-115 3M Auditorium (week 1 only; Sept 8 & 10)  
CSOM 2-206 (remainder of the semester)

Contact Information:

Instructor: Theresa M. Glomb  
Office: 3-259 CSOM  
Office Phone: (612) 624-4863  
Email: tglomb@umn.edu

I am eager to talk to you about any concerns, questions, and ideas you may have. You can communicate by telephone, email, or in person. However, email is probably best or you can make an appointment via email to see me when needed.

Teaching Assistant: Cecilia Sisk  
Email: siskx004@umn.edu  
Office Hours: Fridays 10-11

We are fortunate to have Cecilia Sisk assisting us throughout the semester. Cecilia is a doctoral student in our HRIR program. All questions about the HR Simulation, training exercise, and class logistics should be directed to Cecilia. She will refer issues to me as needed.

Course Objectives:

Welcome to HRIR 8031! In this course you will be introduced to two critical human resource functions—staffing and training employees. We will discuss many of the concepts, methods, and critical issues relevant to these functions. Some of the topics covered in this course are: a) the HR function and planning, b) job analysis, c) measurement, d) legal considerations, e) recruitment, f) selection tools and decisions, g) performance appraisal, h) downsizing, i) training approaches, j) training evaluation, and k) employee development.

Course Assumptions:

Below are the assumptions we should all be operating under for this course:

- We enjoy working and learning.
- We all have different needs and styles.
- We encourage individual and team achievements and will work with our colleagues to enable optimal learning for all.
- We treat each other with dignity and respect, valuing individual and cultural differences.
- We will communicate frequently and with candor, listening to one another to learn all we can.
- Out of respect for our classmates, we will do all that we can to be on time for class, attentive, and prepared.
- We will silence our cell phones, iPhones, Blackberrys, etc. in the classroom. We will not use our PDAs or check email during class.
Course Materials

Required Reading Materials


- Required Readings will also be posted on the course Website or made available in the Reference Room

Staffing Simulation

A Web-Based Staffing Simulation, HR SimSelection developed by Interpretive Simulations (www.interpretive.com/students), is required. We will discuss this in class. You will be emailed a web link and password to purchase the simulation.

Additional

Additional readings and course assignments may be distributed in class, placed on reserve, or posted to the Course Website for special topics or as supplements to the above material.

Coursework and Grades

Your grade in this class will be determined by your performance on a midterm, a final exam, a simulation exercise, a training case project, and class participation. Your performance on each of the components will be weighted as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Midterm</td>
<td>20%</td>
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<tr>
<td>Final</td>
<td>20%</td>
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<tr>
<td>Selection Simulation</td>
<td>20%</td>
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<tr>
<td>Training Exercise</td>
<td>20%</td>
</tr>
<tr>
<td>Participation</td>
<td>20%</td>
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Midterm and Final
The material covered in the midterm and final will be drawn from the texts, course packet, supplemental assigned readings, and class lectures. The exams may be composed of a combination of question types (e.g., multiple choice, short answer, essay). The final exam will NOT be comprehensive in nature; it will cover the material from the second half of class after the midterm and will be held during finals week. Further details about the structure and content will be provided in class.

Students are expected to take exams at the times scheduled. Possible exceptions include serious illness, family emergency, or a legitimate conflict with recognized University activities. If these apply, you must contact me to request a makeup. Make the arrangements for the makeup as soon as you know of the conflict—BEFORE the exam if possible.

Attempts to acquire or the use of any previous exams for preparation purposes is prohibited.

Selection Simulation
An online simulation will be used to reinforce course material, and to provide you with firsthand experience managing a selection system. The simulation involves a private group of hotels and franchises in the downtown areas of major US cities. The objective for each team is to design a new staffing strategy for the hotel chain (the current one is costly and inefficient). Your specific goals are to: 1) improve new-hire performance and 2) increase the return on investment for the hiring process. I will be posting details of the simulation for you. You will turn in 2 reports: an interim report and a final report. The selection simulation will be done in your teams.
Training Exercise
The training case exercise will consist of several parts. After analyzing the organizational structure, climate, and other relevant factors in the Goldman Sachs case, you will develop a training and development program for leaders at this organization. You will detail your ideas for the new program in a written executive summary and also present your program to the class. You will then answer questions of the “Management Committee” about your presented proposal. When you are not presenting your own program, you will take a turn on the “Management Committee” of other presentations. This will entail critiquing and asking critical questions of the presenters. This exercise will be conducted within your teams. More details about this exercise will be provided later in the semester.

Participation and Attendance
Your participation grade will be based on your active participation in class. Participation is more than just asking and responding to questions—it also includes evidence of preparation for class and active participation in discussions. Regardless of whether we are lecturing, we are engaging in group activities or discussions, guest lecturers are presenting, or your classmates are interjecting their ideas, we expect that you will listen, comment, solicit the viewpoints of others, etc. We also recognize that many of you may have relevant personal experience that could benefit all of us if they are shared. So, I encourage you to share these experiences during class.

Participation will be assessed in two ways and a final average will be taken at the end of the semester;
1. Instructor Assessment
2. Peer Assessment via Peer Evaluations

Tentative Course Schedule
Please note the word TENTATIVE in “Tentative Course Schedule”. We need to be somewhat flexible in our scheduling, as topics will often take a little longer or shorter than expected. Also, we may have some guest lectures, current topic discussions, or special activities along the way that we need to accommodate. We will try to anticipate these as we go. We have tried to schedule the classes immediately preceding exams so that we are scheduled to cover somewhat less than usual to allow for some catch-up time if necessary.

You are expected to read all assigned reading in the course packet before they are discussed in class. Our class activities and discussions are dependent on these readings and cases.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>September 8 &amp; 10</th>
<th>Course Overview Discussion of the HR Function Evidence Based Management</th>
<th>• Ulrich (1998). A New Mandate for HR, HBR • Hammonds (2005). Why we hate HR • Case: Southwest Airlines</th>
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<tbody>
<tr>
<td>Week 2</td>
<td>September 15 &amp; 17</td>
<td>HR Function, Strategy &amp; Planning Job Analysis and Competency Modeling</td>
<td>• Economist Special Report: A Survey of Talent • HJ: Chapter 4, see also GF Chapter 3</td>
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<td>Week 3</td>
<td>Sept 29 &amp; Oct 1</td>
<td>Measurement Reliability and Validity</td>
<td>• HJ: Chapter 7 • Oct 1: Debrief Exercise from 8011 on validation/reliability</td>
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<td>Week 5</td>
<td>Oct 6 &amp; Oct 8</td>
<td>External Selection</td>
<td>Internal Selection</td>
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| Week 6 | October 13 &15| Laws and Regulations|                    | • HJ: Chapter 2  
|        |               |                     |                    | • Case: Staffing Wal-Mart Stores, Inc. (A)  
|        |               |                     |                    | • Case: Staffing Wal-Mart Stores, Inc. (B)  |
| Week 7 | October 20 & 22| Final Decision & Match | Catch-up and/or review | • HJ: Chapters 11  
|        |               |                     |                    | • DUE OCT 20: HRSim Report 1  |

**MIDTERM TO COVER ALL CONTENT UP TO THIS POINT**

| Week 8  | October 27 & 29 | Introduction to Training | Needs Assessment | • OCT 27: MIDTERM  
|         |                 | GF: Chapters 1, 2, 3 (skim section on task & KSA analysis)  
|         |                 | Leadership Development at Goldman Sachs Case  
|         |                 | In-class brief discussion of Goldman Sachs  |
| Week 9  | November 3 & 5  | Learning Theories | Transfer of Training | • GF: Chapter 4 (skim motivational theories; pp. 120-126)  
|         |                 | Training Methods |                    | • GF: Chapters 7, 8 (pp. 271-305 only)  
|         |                 |                    |                    | • DUE NOV 5: HRSim Final Report  |
| Week 10 | November 10 & 12| Training Evaluation |                    | • GF: Chapters 5, 6  |
| Week 11 | November 17 & 19| Training Topic Catch up |                    | |
| Week off | November 24 & 26| Assignment Due, but no class | THANKSGIVING BREAK | • DUE NOV 24: Training and Development Program Proposals and Slides  |
| Week 12 | December 1 & 3 | Performance Measurement |                    | • DUE DEC 1: Training and Development Program Class Presentations and Critique  
|         |                 | Merck Case, HBS  
| Week 13 | December 8 &10 | Employee & Career Development | Assessment Centers | • GF: Chapter 8 (pp. 305-320 only)  
|         |                 | Supervalu, Inc. Case  
|         |                 | Tentative: Guest Speaker from Supervalu  |
| Week 14 | December 15 | Termination, Discipline, Downsizing, and Outplacement |                    | • Dec 15: Guest Speaker Andrew Miner, Target Corp.  
|         |               | Roach (1996) The Hallow Ring of the Productivity Revival, HBR  
|         |               | Termination Case; Two Tough Calls  |
| Week 15 | December 17-21| FINAL EXAM WEEK | Exam Details | TBA  |
University of Minnesota Policy on Scholastic Misconduct:

Scholastic misconduct is broadly defined as "any act that violates the rights of another student in academic work or that involves misrepresentation of your own work." Scholastic dishonesty includes, (but is not necessarily limited to): cheating on assignments or examinations; plagiarizing, which means misrepresenting as you own work any part of work done by another; submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the approval and consent of all instructors concerned; depriving another student of necessary course materials; or interfering with another student's work.

Notes to students:

• Below are some resources for students that you may find helpful:

  The Learning and Academic Skills Center
  104 Eddy Hall, East Bank; 624-7546
  Website: www.ucf.umn.edu/lasc/
  Offers class, workshop, and individual assistance aimed at helping students achieve academic goals.

  The Writing Lab, Composition Program
  330 Lind Hall, East Bank, 625-1893
  Provides tutoring in writing for students who need help with a paper or thesis.
  Does not edit or proof-read student work but provides substantial analysis and suggestions for improvement. There are staff members experienced in helping students for whom English is a second language.

  The Rhetoric Department's Online Writing Center
  http://www.agricola.umn.edu/owc/
  This center provides online writing help and information. Students can submit papers for feedback, submit questions to the "Grammar Oracle," and find handouts on various writing-related topics. This center is available to all University of Minnesota students.

  Writing Support Network
  Website: www.writinghelp.umn.edu

  University Counseling and Consulting Services
  109 Eddy Hall; East Bank; 624-3323
STATEMENT ON COURSE REQUIREMENTS

1. The instructor will determine the conditions, if any, under which an "Incomplete" will be assigned instead of a grade. The instructor may set dates and conditions for makeup work, if it is to be allowed.

2. A student may not negotiate the submission of extra work in an attempt to raise his or her grade unless the instructor has made such opportunities available to all students.

3. Academic misconduct is a very serious issue with potential consequences ranging from failure in the course in question to dismissal from the University. Academic misconduct is defined broadly as any act that violates the rights of another student in academic work or that involves misrepresentation of your own work. This includes (but is not limited to) cheating on assignments or examinations; plagiarizing, which means representing as your own work any part of work done by another; submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the approval and consent of all instructors concerned; depriving another student of necessary course materials; or interfering with another student's work. Instructors may define additional standards beyond these.

4. Carlson School students are expected to understand and uphold the Carlson School Code of Conduct. Any violation of the Code of Conduct will not be tolerated and appropriate action will be taken.

5. Students with disabilities that affect their ability to participate fully in class or to meet all course requirements should bring this to the attention of the instructor during the first week of class so that appropriate accommodations can be made. Similarly, students for whom English is not their native language may request accommodation (such as additional time for examinations).

6. Student complaints or concerns about some aspect of a course sometimes arise. If possible, it is hoped that these can be resolved through an informal meeting between student and instructor. However, if a student feels this is not feasible, or if such discussion does not remedy the problem, the student may consult with the Director of Graduate Studies in 3-300 Carlson School of Management (if a graduate student) or the Director of the Industrial Relations Center, also in 3-300 Carlson School of Management (if an undergraduate student).

7. University policy prohibits sexual harassment. Copies of the University policy on sexual harassment are available at 419 Morrill Hall. Complaints about sexual harassment should be reported to the University Office of Equal Opportunity at 419 Morrill Hall.

8. Materials for this course are available in alternative formats upon request. Please contact the Director of Graduate Studies, 3-300 Carlson School of Management, (612) 624-2500.