



School of Business

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MGMT 321 K01 – Introduction to Human Resource Management

Professor: Leo Jung, Ph.D.

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Class Time & Location: Tuesday 09:00a.m.~11:40a.m., G203

Office Location: G628, Mason Korea Building

Office Hours: Tuesday 12:00p.m.~01:00p.m. (by appointment only)

Course Description

MGMT 321 K01 explores ways of *winning through people*, most important resources in the organization. A broad topics of human resources management, designed to provide line managers and/or staff human resource specialists with a thorough understanding of the role of human resource management will be discussed in the class. This course builds key concepts and techniques that managers need to attract, retain, develop, compensate, and motivate quality talent. Also, this course emphasizes legal and ethical considerations in human resource management.

GMU School of Business Undergraduate Program Learning Goals

1. Our students will demonstrate an understanding of the social, global, ethical, and legal contexts of business and will be able to reflect on the role of the individual in business.
2. Our students will demonstrate an understanding of and the ability to apply knowledge of professional skills necessary for success in business including effective business writing.
3. Our students will demonstrate technical and analytic skills appropriate for success in business.
4. Our students will demonstrate an understanding of and the ability to apply knowledge of core business disciplines including accounting, finance, information systems, management, marketing, and operations management.
5. Our students will demonstrate knowledge and skills appropriate for specialization in their majors.
6. Our students will demonstrate an understanding of how research in the business disciplines contributes to knowledge and how such research is conducted.

Management Program Learning Goals

Students who are competent in the management discipline will meet the following learning goals (note: goals addressed in this course are printed in **bold**):

1. Students will understand and apply theories, models, research findings, and tools related to organizational behavior.
2. Students will understand and apply the theories, models, research findings, and tools related to the management functions of planning, organizing, staffing, leading and controlling.
- 3. Students will analyze and solve problems creatively.**
- 4. Students will integrate key components of human resource management. (Including: selection, training, compensation, strategic human resource planning, performance evaluation, employee relations, and employment law).**
5. Students will synthesize key aspects of strategic management. (Optional: including industry dynamics and creative disruptions, new venture creation, innovative processes, and strategy formulation and implementation)

The attainment of these objectives will be regularly evaluated and discussed throughout the semester. Assignments and exams are strategically designed to assess the progress toward achieving the course objectives.

Student Learning Outcomes

This class is identified as a Students as Scholars Discovery of Scholarship course, designed to introduce students to scholarship, and include some active or inquiry-based learning. To learn more about Students as Scholars, visit oscar.gmu.edu.

After study this Discovery of Scholarship course, you as a student are able to:

1. Define the function of human resource management in an organization.
2. Identify the many specific components of an effective human resource program.
3. Integrate organizational human resource needs with concepts of human needs and theories of motivation.
4. Develop skills in analyzing human resource problems and determining appropriate solutions.
5. Demonstrate ability to integrate theoretical concepts into policy decisions regarding human resource matters.

The course will focus on experiential and action learning and will mix a lecture-based approach with discussion and application. Research strongly suggests that active learning in conjunction with traditional lecture-based teaching methods is effective for student learning.



Materials

1. Strongly recommended (e-Book or physical book): *Human Resource Management, 15th*, Ed. Mathis & Jackson (2017), Cengage Learning. Text can be used as a resource to supplement your MGMT 321 notes and for coverage of new topics. This text will also be used in MGMT 421 (Advanced Human Resource Management).
2. Required: HR Cases and Papers. Use the cases on the MGMT 321 Blackboard (no cost). Please access and print these cases as soon as possible to ensure that you have a hard-copy of each case. Each case is a separate document (pdf file).

****NOTE:** Please bring a copy of relevant cases with you to each class.

Class Policy

Appointments and E-Mail

I strongly urge you to contact me to ask questions, clarify assignments, or obtain additional help via online or face to face meeting. It is best to contact me via **e-mail** to ask a question or to make an in-person appointment.

Electronic Devices

Cell phones, laptops, tablets, etc. must remain on silence during the in-person lecture class. Use of electronic devices during the class is allowed for checking materials in the course Blackboard, and using comment files in the case discussion etc. Use of them during lecture or class exercises should not give impact negatively to other students and the instructor. The computer will be used for the facilitators who evaluate participation of group member students.

Lateness, Absences, and Make-up Exams

Lateness: Lateness is disruptive and disrespectful to both me and to your fellow students. Every effort should be made to be in class on time and ready for the topics of the day.

Late Work: Assignments delivered late will be penalized 10% for each day missed, if it is not articulated differently in the class.

Absences: If you miss a class, I strongly suggest that you also ask a classmate for his/her notes, as it is likely that key points will be brought up in classes and may not be captured on the other method.

Make-up Exams: Make-up examinations will not be given unless a student has a university-validated excuses. You should notice your official excuses in advance of the examination.

Disability Accommodations

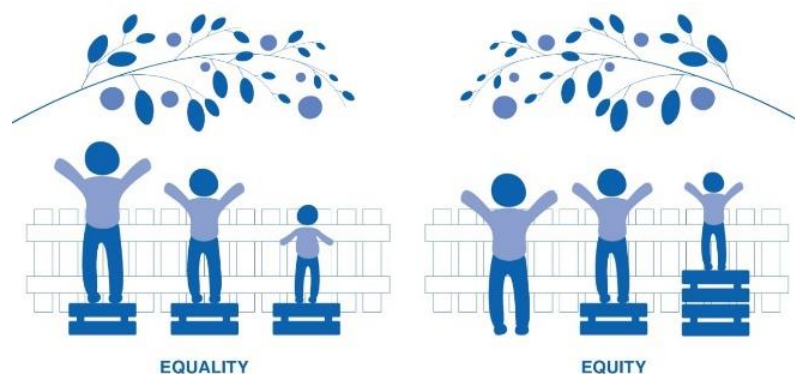
Disability Services at Mason Korea is committed to providing equitable access to learning opportunities for all students by upholding the laws that ensure equal treatment of people with disabilities. If you are seeking accommodations for this class, please first visit <https://masonkorea.gmu.edu/resources-and-services/disability-services> for detailed information about the Disability Services. Then please discuss your approved accommodations with me.

DEI (Diversity, Equity and Inclusion)

Mason Korea, an intentionally inclusive community, promotes and maintains an equitable and inclusive learning environment. We welcome and value individuals and their differences including race, economic status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age, and disability.

Diversity, equity, and inclusion are three different yet related concepts. Diversity refers to the practice of including or involving persons with various group identities (e.g., race, ethnicity, gender) within a workplace or class. Although the terms equality and equity have been used interchangeably by some, the terms have different meanings. Consider figure below. The equality image shows three people who each have the same opportunity to view what is over the fence and are provided with one crate to view it. However, even with the crate the fence is a barrier to the one individual who is not tall enough to see over the fence. While this is equality, since all were provided an opportunity to see what is over the fence and stand on a crate to do so, it is not an equitable opportunity.

Figure: Equality vs. Equity



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Community Standards of Behavior

High quality educational programs require an environment of trust and mutual respect, free expression and inquiry, and a commitment to truth, excellence, and lifelong learning. Think about this class as a job interview. Would you arrive on time? Would you be prepared for the pertinent discussion? Would your cell phone be turned off? Would you text during a job interview? Would you demonstrate respectful and civilized word choice? Students, program participants, faculty, staff, and alumni accept these principles when they join the School of Business community. In doing so, they agree to abide by the following MGMT 321 Community Standards of Behavior:

- Respect for the rights, differences, and dignity of others
- Honesty and integrity in dealing with all members of the community
- Accountability for personal behavior

Integrity is an essential ingredient of a successful learning community. Ethical standards of behavior help promote a safe and productive community environment, and ensure every member the opportunity to pursue excellence. The School of Business can and should be a living model of these behavioral standards. To this end, community members have a personal responsibility to integrate these standards into every aspect of their experience at the School of Business. Through our personal commitment to these Community Standards of Behavior, we can create an environment in which all can achieve their full potential.

Academic Integrity & Title IX

It is expected that students adhere to *the George Mason University Honor Code* as it relates to integrity regarding coursework and grades. *The Honor Code* reads as follows: “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this *Honor Code*: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” More information about *the Honor Code*, including definitions of cheating, lying, and plagiarism, can be found on the Committee of Academic Integrity’s website at <http://masonkorea.gmu.edu/mkaa/cai>.

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason Korea’s Deputy Title IX Coordinator pursuant to University Policy 1202 and 1412. If you would like to speak confidentially with the Mason Korea counselor, please see <https://masonkorea.gmu.edu/resources-and-services/counseling-and-wellness> for more information. For more information about what Title IX is, please see <https://masonkorea.gmu.edu/resources-and-services/title-ix>.

Evaluation

Your learning in this course will be evaluated by the following tools: *Examinations, Recruiting Proposal, Assessments for reading materials, HR Case Discussions, and the Interview Preparation and Practice Assignment.*

Examinations (120 points)

Three exams (non-cumulative, 40 points each) will consist of objective test questions (e.g., multiple-choice, true/false) and short-answer/short-essay questions. The exams will cover the chapters assigned in the book, additional assigned readings, and any information (e.g., videos, cases) covered or discussed during class. I will prepare papers for the written portion of the exams. I will provide, if needed, some guidance for the exams prior to each exam.

Recruiting Proposal (20 points).

You will write a proposal for developing a recruiting strategy for a specific job. Detailed instructions for this assignment are provided in the document named "Recruiting Proposal Guideline" in the "Recruiting Proposal" folder under Course Content section of the MGMT 321 Blackboard. The guideline will be discussed and clarified in the classes. To turn in your paper, you must submit your paper in the "Final Recruiting Proposal Submission" SafeAssign in the Assignments section of the MGMT 321 K01 Blackboard. You do not have to provide me with a paper copy of your paper. In order to be considered "on time," your paper must be submitted no later than the date specified on the syllabus. Your paper will not be graded until it is submitted to "Final Recruiting Proposal Submission" SafeAssign. I will not give you points if your report's match with another incumbent documents with more than hurdle rate (usually above 50%). For effective feedback for the recruiting proposal, I may demand students' presentations for the recruiting proposals in the class.

Late submissions: Recruiting Proposals are due at 11:59p.m. on the day described in the course schedule. If you do not submit your paper by the due date, four (4) points will be deducted immediately. Two (2) additional points will be deducted for each 24-hour period of lateness. No paper will be accepted after 72 hours from the time the proposal was due.

Assessments for Reading materials in the Assignments (15 points)

Before each class you are expected to read the assigned material (text and cases, if applicable). Throughout the course of the semester, there will be an opportunity to show that you are prepared through short pop-quizzes or in-class writing assignments. These assessments are meant to check that you have read and understood the materials so that the class discussion will be maximally beneficial to you and your fellow students. *Helpful tip: Please consult the course schedule and note the dates that we will be discussing each HR case. Be sure to read each case before the class period when it will be discussed.*

There will be three to five assessments. The number of assessments will be determined by the modality of classes (F2F, Online, and Hybrid). If the classes are held totally online, I will not give you pop-quizzes. The evaluation point of this section will be added to other items (usually HR case discussions). There will be no make-up assessments if you miss one, regardless of the reason. Assessments are unannounced and can be given during any point during the F2F class session. Please do not ask me before class if there will be an assessment on a particular day (as noted above, assessments are unannounced).

There will be limited time provided to complete each assessment, and no extra time will be provided for late arrivals in the F2F classes. Assessments must be completed during the F2F class period assigned, and will not be accepted outside of class.

Points for pop-quizzes will be earned by correctly answering multiple choice and/or essay questions related to the topic(s) of the day. Points for writing assignments will be earned by fully addressing the question, making clear connections between concepts from the readings or cases, and integrating material discussed in class. Note: I reserve the right to assign “0” points to students who leave class after turning in an assessment. If there are presentations for the recruiting proposals, some pop-quizzes will be replaced with the presentation.

HR Case Discussions (25 points)

The active-learning nature of this course requires your proactive participation and willingness to share your insight with other students. I will consider your effective comments in the case discussions as a measure for the proactive participation. I will adopt **flipped classes** for the case discussions. A facilitator will be designated for each case in advance. As an assumed major instructor for the case discussions, the facilitator should prepare his or her plan for managing the discussion, and induce active participations of students. The facilitator will count the effective comments of the students, too. The role of a facilitator as an assumed instructor is very important to make meaningful case discussions. I will give them, the facilitator, excellent individual scores if they meet some requirements. I will explain how to conduct facilitator's role in the class. I will create several discussion groups, if it is regarded as effective for the case discussions.

Score	Evaluation Criteria for the Case Discussions
25	Excellent: Constructively participates in the case discussions; consistently demonstrates insight by making statements that add to the case discussions. The numbers of participation for excellent grade will be informed to students in advance.
22	Good: Effectively participates in the case discussions. The numbers of participation for good grade will be informed to students in advance.
18	Normal: Normally participates in the class discussions. The numbers of participation for normal grade will be informed to students in advance.
16	Poor: Occasionally be unengaged in the specific case discussions; is disruptive and distracting in discussions. The number of comments for this grade will be informed to students in advance.
0	Fail: Is unengaged or fails to participate in the specific class discussions. The student does not attend the class discussions.

(Remark: The point of each grade for a case discussion will be calculated based on total number of cases)

Facilitators should upload their instruction plans till due date (see course schedule). Other students should read the instruction plans and prepare suitable answers in advance.

Interview Preparation and Practice (20 points)

Your professional development is important to me, and I want to do my part to ensure that you are prepared to enter the job market (if you aren't already there!). Having strong interviewing skills is key to obtaining a job, as interviewing is the primary selection tool used

by most organizations. It is important to develop your interviewing skills now so that you are sufficiently prepared for real-life interviews.

Using an Interview Stream website, you can practice your interview. See the document, "Interview Preparation and Practice Guide" in the "Interview Preparation and Practice" folder under the Course Content section of the MGMT 321 K01 Blackboard. You will video record yourself acting as a candidate in a simulated interview.

Please note the due date for the interview video (see course schedule). You are welcome – and encouraged – to complete this assignment at any point during the semester. Students who complete and upload the interview video at least one week prior to the deadline will receive two points of extra credit.

Late submissions: The deadline for completing the interview video is 11:59p.m. on the date specified (see course schedule). If the video interview is not completed on time and not shared with instructor, two (2) points will be deducted immediately. Two (2) additional points will be deducted for each 24-hour period of lateness. No video will be accepted after 72 hours from the time it was due.

Extra Credit.

The only extra credit opportunity offered in this class is related to early submission of the Interview Preparation and Practice assignment (described above). *Please note that under no circumstances will extra credit be offered to individual students.*

Grading

I take grading very seriously and I assign grades based strictly on the number of points earned and the grading scale below. In general, the more proactive you are in dealing with your coursework throughout the course of the semester, the less of a likelihood there will be of a grade "problem" or surprise.

Grading weights for class activities

Three Exams – 60%, HR Case Discussion – 12.5%, Recruiting Proposal – 10%, Interview Preparation and Practice – 10%, Assessments for Reading Materials – 7.5%

Grading Scale:

Your grade will be assigned on a straight scale based on the number of points you earn.

<i>Grade</i>	<i>Total Points</i>
A+	190 and above
A	179~189
A-	173~178
B+	167~172
B-	159~166
C+	154~158
C	139~153
D	120~138
F	Below 120

Course Schedule

Please note that this schedule and class formats (face to face, online, and hybrid) are subject to change. Read text and cases prior to class on the assigned date. Any adjustments will be discussed throughout the semester, so please keep current.

- **Textbook** = Mathis and Jackson Textbook
- **HR Cases** = Human Resources Cases on the MGMT 321K01 Blackboard
****Bring cases to class on days when discussing the cases**
- **Assignment** = Readings for next class, homework, and preparation for exams etc.

Week (Dates)	Topics (Activity)	Assignments	Due Dates
Week 1 (Feb 20)	Course Introduction / Recruiting Proposal Guide / Interview Preparation and Practice Guide (Presentation: Instructor)	<ul style="list-style-type: none"> • Bring a copy of the syllabus and course materials with you to the class. • Reading: textbook chapter 1, 5 	Feb 26
Week 2 (Feb 27)	Human Resource Management in Organization / Individual, Organization Relations and Retention (Lecture 01: Chapter 1, 5)	<ul style="list-style-type: none"> • Read HR Cases: <i>"Bad Hair Day" or Religious Custom? / The Basics of Validity</i> (cases are posted on Blackboard) • Facilitators of above cases: upload instruction plans • Other students: prepare case discussions with instruction plans • Reading: textbook chapter 3, appendix C, appendix F 	Mar 1 Mar 1 Mar 4 Mar 4
Week 3 (Mar 5)	Part I Equal Employment Opportunity (Lecture 02: Chapter 3, Appendix C, Appendix F) Part II (Case Discussion) <ul style="list-style-type: none"> • Case 01: <i>"Bad Hair Day" or Religious Custom?</i> • Case 02: <i>The Basics of Validity</i> (Facilitators: Students) 	<ul style="list-style-type: none"> • Read HR Case: <i>Someone Has to Go: A Tough Layoff Decision</i> • Facilitators of above case: upload instruction plans • Other students: prepare case discussions with instruction plans • Reading: textbook chapter 2 	Mar 8 Mar 8 Mar 11 Mar11
Week 4 (Mar 12)	Part I Human Resource Strategy and Planning (Lecture 03: Chapter 2) Part II (Case Discussion) <ul style="list-style-type: none"> • Case 03: <i>Someone Has to Go: A Tough Layoff Decision</i> (Facilitator: Students) 	<ul style="list-style-type: none"> • Prepare Exam 1: Study Chapter 1, 2, 3, 5 	Mar 10
Week 5 (Mar 19)	Exam 1 - Chapter 1, 2, 3, 5 (Exam administered in regular classroom using Respondus Lockdown Browser)	<ul style="list-style-type: none"> • Reading: textbook chapter 4, 6 	Mar 25

Week (Dates)	Topics (Activity)	Assignments	Due Dates
Week 6 (Mar 26)	Workforce, Jobs, and Job Analysis / Recruiting High Quality Talent - start (Lecture 04: Chapter 4, 6)	<ul style="list-style-type: none"> Reading: textbook chapter 6, 7 appendix D, appendix E Prepare Recruiting Proposal 	Apr 1 Apr 1
Week 7 (Apr 2)	Recruiting High Quality Talent - finish / Selecting Human Resources (Lecture 05: Chapter 6, 7, Appendix D, Appendix E)	<ul style="list-style-type: none"> Read HR Case: <i>Job Analysis and Hiring Decisions at Ovania Chemical</i> Facilitators of above case: upload instruction plans Other students: prepare case discussions with instruction plans Reading: textbook chapter 11, 12 	Apr 12 Apr 12 Apr 15 Apr 15
Week 8 (Apr 9)	Spring Recess (No classes)	<ul style="list-style-type: none"> Reading: textbook chapter 11, 12 Appendix D, Appendix E 	Apr 15
Week 9 (Apr 16)	Part I Total Rewards and Compensation / Variable Pay and Executive Compensation (Lecture 06: Chapter 11, 12) Part II (Case Discussion) <ul style="list-style-type: none"> Case 04: <i>Job Analysis and Hiring Decisions at Ovania Chemical</i> (Facilitator: Students) 	<ul style="list-style-type: none"> Recruiting Proposal (submit on the “Final Recruiting Proposal Submission” SafeAssign under the Assignments of the course Blackboard by 11:59p.m. on this date) Prepare Exam 2: Study Chapter 4, 6, 7, 11, 12 	Apr 16 Apr 22
Week 10 (Apr 23)	Exam 2 - Chapter 4, 6, 7, 11, 12 (Exam administered in regular classroom using Respondus Lockdown Browser)	<ul style="list-style-type: none"> Reading: textbook chapter 8, 9 	May 6
Week 11 (May 7)	Training Human Resources / Talent Management (Lecture 07: Chapter 8, 9) Extra credit deadline for Interviewing Preparation and Practice Assignment (complete the interview video and share it with me by 11:59p.m. on this date to receive two more points as an extra credit. You may submit your interview video till next week, if you give up the extra points).	<ul style="list-style-type: none"> Read HR Case: <i>The Training and Development Dilemma at Whitney and Co.</i> Facilitators of above case: upload instruction plans Other students: prepare case discussions with instruction plans Reading: textbook chapter 10 	May 10 May 10 May 13 May 13

Week (Dates)	Topics (Activity)	Assignments	Due Dates
Week 12 (May 14)	Part I Performance Management and Appraisal (Lecture 08: Chapter 10) Part II (Case Discussion) • Case 05: <i>The Training and Development Dilemma at Whitney and Co.</i> (Facilitator: Students)	• Read HR Cases: <i>Goodyear Ends Ratings System Ahead of Discrimination Suit / Realigning HR Practices at Egan's clothiers</i> • Facilitators of above two cases: upload instruction plans • Other students: prepare case discussions with instruction plans • Reading: textbook chapter 15	May 17 May 17 May 20 May 20
Week 13 (May 21)	Part I Employ Rights and Responsibility (Lecture 09: Chapter 15) Part II (Case Discussion) • Case 06: <i>Goodyear Ends Ratings System Ahead of Discrimination Suit</i> • Case 07: <i>Realigning HR Practices at Egan's clothiers</i> (Facilitator: Students)	• Read HR Cases: <i>Wrongful Discharge or Simply "Poor Performance?" / Ok - Who's Telling the Truth?</i> • Facilitators of above two cases: upload instruction plans • Other students: prepare case discussions with instruction plans • Reading: textbook chapter 13	May 24 May 24 May 27 May 27
Week 14 (May 28)	Part I Managing Employ Benefits (Lecture 10: Chapter 13) Part II (Case Discussion) • Case 08: <i>Wrongful Discharge or Simply "Poor Performance?"</i> • Case 09: <i>Ok - Who's Telling the Truth?</i> (Facilitator: Students)	• Prepare Exam 3: Study Chapter 8, 9, 10, 13, 15	Jun 4
Week 15 (Jun 4)	Exam 3 - Chapter 8, 9, 10, 13, 15 (Exam administered in regular classroom using Respondus Lockdown Browser)		
Week 16 (Jun 5)	Reading Day (No classes)		
Week 17 (Jun 15)	Grades Conferral (Preparation: Instructor)		