MGMT 321 – Introduction to Human Resource Management
Tuesday 09:00~11:40 a.m.

**Professor:** Heon (Leo) Jung, Ph.D.
**Email:** hjung20@gmu.edu
**Professor Office:** #628, Mason Korea Building
**Office Hours:** Tuesday 12:00 p.m.~01:00 p.m. (by appointment only)

**COURSE OBJECTIVES & FORMAT**

**Course Description**

MGMT 321 explores ways of *wining 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)

Course Learning Objectives

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.

In this Discovery of Scholarship course, students will:

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 active 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 and skill-building. Successful active learning requires a major investment from both of us. You will need to study the assigned readings **before each class meeting**, do a fair amount of thinking, and be prepared to contribute to the class discussion.
MATERIALS

1. Strongly recommended: 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, Papers, and Articles on e-reserve: 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. It is best to contact me via email (hjung20@gmu.edu) to set up an in-person or virtual meeting.

Electronic Devices

Cell phones, laptops, tablets, etc. are to remain on silence and be stowed away from your desk during the entire class. Use of electronic devices is disrespectful to the professor and to your classmates. Students who choose to use electronic devices may be asked to leave the class at my discretion. An exception to this policy will be situations in which computers are necessary for class exercises.

Attendance, Lateness, and Make-up Exams

Attendance: Attendance itself is not evaluated. you cannot earn credit for assessments if you are not in class. Therefore, it is clearly in your best interest to attend class. If you miss a class, I strongly suggest that you also ask a classmate for his/her notes.

Lateness: Every effort should be made to be in class on time and ready for the topics of the day. In addition, I would prefer that the desks nearest the door be left open for late students so that they may easily find a seat with minimum disruption to the class.

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

Disability Accommodations

Disability Services at George Mason University 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.
COMMUNITY STANDARDS OF BEHAVIOR

The mission of the School of Business at George Mason University is to create and deliver high quality educational programs and research. Students, faculty, staff, and alumni that participate in these educational programs contribute to the well-being of society. 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. 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 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.

In order to maintain a respectful and distraction-free learning environment,

- Be unobtrusive when entering late
- Do not interrupt me or classmates
- Please turn off all cell phones and other handheld electronic devices
- Attend class on time

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, 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. 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 11:59p.m. on 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 document with more than hurdle rate (usually above 50%).

Late submissions: Recruiting Proposals are due at 11:59p.m. on their due date. 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 material 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, each worth five points in the face to face (F2F) classes. 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). Your highest three assessment grades will count toward your Assessment point total. Therefore, there will be no make-up assessments if you miss one, regardless of the reason. The number of pop-quizzes is depending on the class modality, especially number of the face to face (F2F) classes. 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.

**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.

<table>
<thead>
<tr>
<th>Score</th>
<th>Evaluation Criteria at the Case Discussions</th>
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<tbody>
<tr>
<td>25</td>
<td>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.</td>
</tr>
<tr>
<td>22</td>
<td>Good: Effectively participates in the case discussions. The numbers of participation for good grade will be informed to students in advance.</td>
</tr>
<tr>
<td>18</td>
<td>Normal: Normally participates in the class discussions. The numbers of participation for normal grade will be informed to students in advance.</td>
</tr>
<tr>
<td>16</td>
<td>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.</td>
</tr>
<tr>
<td>0</td>
<td>Fail: Is unengaged or fails to participate in the specific class discussions. The student does not attend the class discussions.</td>
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</tbody>
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(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 before class discussions. Other students should read the instruction plans and prepare suitable answers in advance. Bring to class the print-out cases and your answers about the cases to participate case discussions.

**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. Therefore, as part of this course you will complete activities related to job interview.

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 Blackboard. You will video record yourself acting as a candidate in a simulated interview. I will grade the video of your interview using the grading rubric on the Blackboard.

Please note the due date for the interview video on the syllabus. 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 on the syllabus. If the video interview is not completed on time and not shared with instructor, four (4) 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. I am committed to grading assessments, papers and exams in a timely fashion and will provide performance feedback on a regular basis. **If you are concerned about your grade, please see me as soon as possible so that I can provide advice about how to make the most of future opportunities to earn points.** Remember, I want nothing more than for you to succeed and I am willing to work with you so that you can attain your goals.

**Grading Scale:**

Your grade will be assigned on a straight scale based on the number of points you earn as noted above. Below is the grading scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Total Points</th>
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<tbody>
<tr>
<td>A</td>
<td>179 and above</td>
</tr>
<tr>
<td>B+</td>
<td>174~178</td>
</tr>
<tr>
<td>B</td>
<td>159~173</td>
</tr>
<tr>
<td>C+</td>
<td>154~158</td>
</tr>
<tr>
<td>C</td>
<td>139~153</td>
</tr>
<tr>
<td>D</td>
<td>120~138</td>
</tr>
<tr>
<td>F</td>
<td>Below 120</td>
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Special Syllabus Supplement for the Pandemic (COVID): Fall 2021

In the interest of everyone’s safety, students and faculty must follow these guidelines during the semester.

1. Use the basement entrance to enter and exit Mason’s building. Your temperature will be screened each time you enter the building. Allow additional time before class to complete the entrance screening procedure. Carry your student ID card with you at all times and be ready to show it when you enter and exit the building. Do not prop doors or let others enter the building through doors on the ground floor.

2. Wear a face mask at all times. Remain 6 feet apart from others. Clean your seat and desk space with disinfectant wipes before you begin class. Use hand sanitizer regularly, and avoid shaking hands or other forms of physical contact. Do not share pens, pencils or other personal items. Limit your use of the elevators, and use stairs to travel between floors of the building. Students are expected to purchase their own masks for personal use. Disinfectant wipes and hand sanitizer will be available in each classroom.

3. Classrooms are marked to indicate appropriate seating to allow for social distancing. Only sit in allowable seats, and maintain current set-up of classroom furniture. If you are asked to re-arrange classroom furniture by your professor for in-class exercises, return furniture to its original position when you are finished.

4. Observe these rules at all times during the class period and while in Mason’s building or other public areas of the campus. This includes during class breaks, in small group work (in or out of class), meetings with your professors during office hours, tutoring sessions at the Academic Resource Center, socializing in common areas, or any other activities on campus.

5. Make sure windows and doors remain open during the class period to promote circulation of outside air. Classrooms without windows have mechanical systems that vent air, but doors should be kept open at all times.

6. Observe these rules at all times during the class period and while in Mason’s building or other public areas of the campus. This includes during class breaks, in small group work (in or out of class), meetings with your professors during office hours, tutoring sessions at the Academic Resource Center, socializing in common areas, or any other activities on campus.

7. Observe these rules at all times during the class period and while in Mason’s building or other public areas of the campus. This includes during class breaks, in small group work (in or out of class), meetings with your professors during office hours, tutoring sessions at the Academic Resource Center, socializing in common areas, or any other activities on campus.

8. Do not enter the Mason building or come to class if you have symptoms such as fever, chills, sore throat, persistent cough, shortness of breath or other respiratory difficulties. If you must miss class for this reason, send an email immediately to the professor prior to the beginning of class. You will not be penalized for missing class for this reason, but you may be asked to provide documentation that you sought medical diagnosis or treatment. You are responsible for making up any missed assignments or tests as a result of your absence.

9. Students who come to class with visible signs of illness will be asked to leave the classroom immediately and seek assistance from the IGC Health Clinic. Faculty will report your name and symptoms to the Office of Student Affairs (mksa@gmu.edu) to confirm that you have sought medical assistance.

10. Failure to comply with any of these guidelines may result in disciplinary action through the Student Code of Conduct.
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 321 Blackboard
  **Bring cases to class on days when discussing the cases**
- **Assignment** = Readings for next class, homework, and preparation for exams etc.

**Aug 24 – Week 1**
Topic(s): Course Introduction / Recruiting Proposal
Lecture: Syllabus, Materials for Recruiting Proposal and Interview Preparation
Bring a copy of the syllabus and materials with you to classes.
Assignment:
  - Required reading: Textbook - Chapter 1, Chapter 5

**Aug 31 – Week 2**
Topic(s): Human Resource Management in Organization
Individual/Organization Relations and Retention
Lecture: Ch. 1, Ch. 5
Assignment:
  - Required reading: Textbook - Chapter 3, Appendix C, Appendix F
  - Read HR Cases: “Bad Hair Day” or Religious Custom?
    The Basics of Validity

**Sep 7 – Week 3**
Topic(s): Equal Employment Opportunity
Lecture: Ch. 3, Appendix C, Appendix F
Case Discussion: Students – “Bad Hair Day” or Religious Custom?
The Basics of Validity (document posted on Blackboard)
Assignment:
  - Required reading: Textbook Chapter 2
  - Read HR Cases: Someone Has to Go: A Tough Layoff Decision

**Sep 14 – Week 4**
Topic(s): Human Resource Strategy and Planning
Lecture: Ch. 2
Case Discussion: Students – Someone Has to Go: A Tough Layoff Decision
Assignment:
  - Prepare Exam 1: Study Chapter 1-3, 5

**Sep 20 – Week 5**
Topic(s): Harvest Moon Festival (No Classes)
Assignment:
• Prepare Exam 1: Study Chapters 1, 2, 3, and 5

Sep 28 – Week 6
Topic(s): Exam 1 (Chapter 1-3, 5)
Exam administered in regular classroom or via online using Respondus Lockdown Browser
No lecture after exam
Assignment:
• Required reading: Textbook - Chapter 4, Chapter 6

Oct 5 – Week 7
Topic(s): Workforce, Jobs, and Job Analysis
Recruiting High Quality Talent (start)
Lecture: Ch. 4, Ch. 6
Assignment:
• Required reading: Textbook - Chapter 6, Chapter 7, Appendix D, Appendix E
• Prepare Draft Recruiting Proposal

Oct 12 – Week 8
Topic(s): Recruiting High Quality Talent (finish)
Selecting Human Resources
Lecture: Ch. 6, Ch. 7, Appendix D, Appendix E
Assignment:
• Required reading: Textbook - Chapter 11, Chapter 12
• Read HR Cases: Job Analysis and Hiring Decisions at Ovania Chemical

Oct 19 – Week 9
Topic(s): Selection case
Total Rewards and Compensation
Variable Pay and Executive Compensation
Lecture: Ch. 11, Ch. 12
Case Discussion: Students – Job Analysis and Hiring Decisions at Ovania Chemical
Assignment:
• Prepare Exam 2: Chapter 4, 6, 7, 11, 12

Due: Recruiting Proposal (submit on the “Final Recruiting Proposal Submission” SafeAssign under the Assignments of the MGMT 321 Blackboard by 11:59p.m. on this date)

Oct 26 – Week 10
Topic(s): Exam 2 (Chapter 4, 6, 7, 11, 12)
Exam administered in regular classroom or via online using Respondus Lockdown Browser
No lecture after exam
Assignment:
• Required Reading: Chapter 8, Chapter 9
Nov 2 – Week 11
Topic(s): Training Human Resources
Talent Management
Lecture: Ch. 8, Ch. 9
Assignment:
• Required Reading: Chapter 10
• Read HR Cases: The Training and Development Dilemma at Whitney and Co.
Extra credit deadline for Interviewing Preparation and Practice Assignment (complete the interview video and share it with me by 11:59p.m. 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).

Nov 9 – Week 12
Topic(s): Training Case, Performance Management and Appraisal
Lecture: Ch. 10
Case Discussion: Students – The Training and Development Dilemma at Whitney and Co.
Assignment:
• Requires Reading: Chapter 15
• Read HR Cases: Goodyear Ends Ratings System Ahead of Discrimination Suit
Realigning HR Practices at Egan’s Clothiers
Due: Interviewing Practice and Preparation Assignment. Share the video with me no later than 11:59p.m. on this date.

Nov 16 – Week 13
Topic(s): Performance Management cases
Employee Rights and Responsibility
Lecture: Ch. 15
Case Discussion: Students – Goodyear Ends Ratings System Ahead of Discrimination Suit
Realigning HR Practices at Egan’s Clothiers
Assignment:
• Required Reading: Chapter 13
• Read HR Cases: Wrongful Discharge or Simply “Poor Performance?”
Ok - Who’s Telling the Truth

Nov 23 – Week 14
Topic(s): Employee Rights cases / Managing Employee Benefits
Lecture: Ch. 13
Case Discussion: Students – Wrongful Discharge or Simply “Poor Performance?”
Ok - Who’s Telling the Truth
Assignment:
• Prepare Exam 3: Study Chapter 8, 9, 10, 13, 15

Nov 30 – Week 15
Topic(s): Exam 3 (Chapter 8, 9, 10, 13, 15)
Exam administered in regular classroom or via online using Respondus Lockdown Browser
No lecture after exam
Dec 7 – Week 16
Topic(s): Make Up Day (No Classes)
Self-Study: Students

Dec 14 – Week 17
Topic(s): Grades Conferral
Facilitator: Instructor