

MHR 7301
FOUNDATIONS OF LABOR AND HUMAN RESOURCES
 Autumn 2016

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Course Objectives

- (1) Develop a working understanding of the historical, contextual, and conceptual foundations of labor and human resources.
- (2) Develop a working understanding of the “new” human resource practices in contemporary organizations.
- (3) To learn the roles of an effective HR professional.

Required Books

Kaufman. The Origins and Evolution of the Field of Industrial Relations in the US, (1993). ISBN: 9780875461922

Holbeche, The High Performance Organization, 2005. ISBN: 9780750656207

Ulrich. (1997). Human Resource Champions. ISBN: 9780875847191

Evaluation Criteria

Exam I	33%
Exam II	33%
Project Presentation	10%
Project Peer Review	10%
Project Paper	14%

Examinations

Two examinations have been scheduled. Exams will be made up of essay questions and will cover **both** the reading material and your notes from class. The final exam will **not** be comprehensive.

Deadlines

The examinations must be taken on the assigned dates and the cases and the group evaluations must be turned in by the beginning of class on the assigned date. No exceptions will be made to this rule unless there are highly unusual circumstances which prevent you from doing so. You must, however, clear this with me before the due date. If you take an exam late or turn in the project or group evaluation late without my permission, your grade will be reduced one full letter grade per late day.

Appeals

If you have any questions, comments, or concerns about a grade you received, they must be put in writing to me. I will respond in writing to you. If my answer is not satisfactory, then you can set up an appointment to discuss the matter with me.

Assignments

Date	Topic	Readings		
		K	H	U
8/23	IR Theory	1-48		
8/30	Contemporary Organizations	49-156		
9/6	Contemporary Organizations		1-210	
	Exam I			
9/13	Role of HR Professional		211-427	
9/20	Role of HR Professional			1-150
9/27	Class Presentations			151-254
10/04	Exam II and Project and Evaluation Due			

OSU Disability Policy

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; <https://slds.osu.edu>; 098 Baker Hall, 113 W. 12th Avenue.

Academic Misconduct

The Ohio State University's Code of Student Conduct, Section 3335-23-04 defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an "excuse" for academic misconduct. The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Failure to follow the rules and guidelines established in the University's Code of Student Conduct may constitute "Academic Misconduct." Sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For more information, please reference: <http://oaa.osu.edu/coamfaq.html#academicmisconductstatement>.

Project

You will be assigned by the instructor to a small group in order to work on the project. The project consists of three components: Paper, presentation, and peer evaluations. The project is to be focused on the concept of "high performance work systems." This label is given to organizations which exhibit the characteristics we discuss and read about in class.

In order to complete the project you will need to take the following steps:

1. As a group, using readings from class and other sources that you might identify, construct and define a list of characteristics of high performance work systems. Try to include characteristics that go beyond the narrower confines of HR to include issues of strategy, structure, and process. You are encouraged, where appropriate, to have conversations with individuals in the organization that you select in order to give your thoughts and insights as strong a foundation in reality as possible.

2. Choose an organization to examine. You need not divulge the name of the organization if such information is made confidential at the request of the organization.
3. Use your list of characteristics, definitions, and descriptions to assess where the organization that you have chosen is relative to being a high performance work system. This examination should include:
 - A brief organizational history focusing on the major events in its development, a description of the industry in which the organization operates; an assessment of the organization's product or service market; organizational goals; an assessment of the organization's primary strengths and weaknesses;
 - An identification of specific actions that you as a team believe would propel the organization to higher performance as a work system. In recommending specific actions, be sure to discuss the rationales behind your suggestions. Be sure to describe, where appropriate, the process that you would recommend in producing the actions and outcomes deemed desirable. Also describe the obstacles that you would envision encountering in pursuing the action steps that you outline.

Project Presentation

You will be asked to make a 15 minute presentation to the class. Each group will be given 15 minutes and 15 minutes alone to summarize their matrix and to discuss their findings. This will occur during the final class session of the quarter. Groups are to organize themselves and their 15 minutes in any way that they choose as effective in delivering their message in the time allotted. Use of handouts, overheads and other aides is encouraged. The presentations will be evaluated by me, using the following criteria:

Content: Was the information presented accurate, complete, and was the rationale provide well developed?

Process: Was the material presented in such a way that it was possible for the emerging HR professional to comprehend and retain the major learning points?

Each criterion will be worth 50 points and each member of the group will receive the same grade.

Project Paper

The paper consists of a 25 page (maximum) report. It will be graded using the following criteria:

Points

- 10 ____ Style. Correct grammar, including spelling and punctuation; professional appearance.
- 10 ____ Clarity. The clarity of the concepts that are covered in the paper.
- 30 ____ Technical Adequacy. The extent to which you correctly apply the concepts learned in class.
- 30 ____ Rationale. The extent to which you provide well-developed arguments for the recommendations that you make in the report.
- 20 ____ Completeness. Extent to which all of the questions asked in the case are addressed in the report.

Peer and Self Evaluation

When the paper is turned in by the team, each member should submit an evaluation for each of the team members' performance on the case including their own. The form is attached and will be used to assign individual grades for each group members' contribution to the project.

Name _____

Group Project Evaluation

Instructions. Write down the name of each person in your group including yourself. Then, rate each person by entering a score for each dimension of performance defined on this page and the next. Turn this page in to your instructor.

Name	Dimension					
	I.	II.	III.	IV.	V.	VI.
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____

- I. **Task Orientation.** The extent to which the person coordinates individual efforts with group members' efforts in order to attain the goals of the group.
 - 1 = Unsatisfactory. Usually exhibits uncooperative behavior.
 - 2 = Marginal. Minimal contribution to group discussion.
 - 3 = Competent. Organizes assignments to enable group to achieve average grade.
 - 4 = Good. Comes to meetings with prepared notes and schedules.
 - 5 = Excellent. Comes to meetings with prepared notes and schedules; coordinates group discussions.
- II. **Attendance.** The extent to which the person shows up for scheduled meetings unless otherwise excused.
 - 1 = Unsatisfactory. Frequently misses meetings; rarely arrives on time or stays for entire meeting.
 - 2 = Marginal. Occasionally misses meetings without an excuse; frequently arrives late or leaves early.
 - 3 = Competent. Attends the majority of meetings; meetings missed are excused absences; occasionally arrives late or leaves early
 - 4 = Good. Attends almost all meetings; meetings missed are excused absences; arrives to meetings on time and stays for the duration.
 - 5 = Excellent. Shows up for all scheduled meetings on time and stays for the duration of the meeting.
- III. **Preparation.** The extent to which the person completes assigned work in an efficient and punctual manner, and offers assistance in writing the paper.
 - 1 = Unsatisfactory. Less than 50% of the time the person completes assignments, turns in assignments, or offers help in paper preparation.
 - 2 = Marginal. More than 50% of the time completes assignments in an efficient and punctual manner, and offers assistance in paper preparation.
 - 3 = Competent. Completes assignments in a reasonable period of time, and offers assistance in paper preparation.
 - 4 = Good. 100% of the time completes assignments in an efficient and punctual manner, and offers assistance in paper preparation.
 - 5 = Excellent. Does more than 100% of the assigned portion, works ahead, and completes assignments in an efficient and punctual manner.

- IV. **Person Orientation.** The extent to which the person maintains order in the group, keeps group focused on goals, maintains group morale, draws ideas out of members, cooperates with other members, brings in opposing ideas, and structures meeting times, dates, and deadlines.
- 1 = Unsatisfactory. Rarely contributes to the group process.
 - 2 = Marginal. Inconsistently contributes to the group process.
 - 3 = Competent. Consistently contributes to the group process.
 - 4 = Good. Consistently contributes to group process and provides new insights for the group process.
 - 5 = Excellent. Consistently contributes to group process, provides new insights, and stimulates others to contribute.
- V. **Participation.** The extent to which the person provides the group with the technical expertise needed to answer the questions posed in the case.
- 1 = Unsatisfactory. Rarely provides any insight on how to answer case questions.
 - 2 = Marginal. Sometimes provides some insight on how to answer case questions.
 - 3 = Competent. Usually has some insight on how to answer case questions.
 - 4 = Good. The group frequently draws upon the persons insights in order to answer case questions.
 - 5 = Excellent. The answers to the case from the group draw heavily upon the insights provided by the person.
- VI. **Overall Performance.** Your overall summary of the person's performance based upon their ratings from the previous five dimensions. Numerical values correspond to letter grades.
- 1 = Unsatisfactory. Corresponds to a letter grade of F.
 - 2 = Marginal. Corresponds to a letter grade of D.
 - 3 = Competent. Corresponds to a letter grade of C.
 - 4 = Good. Corresponds to a letter grade of B.
 - 5 = Excellent. Corresponds to a letter grade of A.

Biography for Robert L. Heneman

Rob Heneman is a Professor of Management and Human Resources and Director of Graduate Programs in Labor and Human Resources in the Max M. Fisher College of Business at the Ohio State University. Rob has a Ph.D. in Labor and Industrial Relations from Michigan State University, a M.A. in Labor and Industrial Relations from the University of Illinois at Urbana-Champaign, and a B.A. in Economics and Psychology from Lake Forest College. Prior to joining the Ohio State University, Rob worked as a Human Resource Specialist for Pacific Gas and Electric Company. Rob's primary areas of research, teaching, and consulting are in performance management, compensation, staffing, and work design. He has over 80 publications. He has received over \$1 million in funds for his research from the Work in America Institute, AT&T Foundation, Ford Motor Company, World at Work, State of Ohio, Society for Human Resource Management, and the Kauffman Center for Entrepreneurial Leadership. He is on the editorial boards of Human Resource Management Journal, Human Resource Management Review, Human Resource Planning, Compensation and Benefits Review, and SAM Advanced Management Journal. He has been awarded the Outstanding Teacher Award in the Masters in Labor and Human Resources Program numerous times by the students at Ohio State University and is recipient of the first World at Work Distinguished Total Rewards Educator Award. He has written or edited seven books including, Merit Pay: Linking Pay Increases to Performance Ratings, Staffing Organizations (3ed), Business-Driven Compensation Policies with Corporate Business Strategies, Human Resource Management in Virtual Organizations and Strategic reward Management: Design, Implementation, and Evaluation. He has consulted with over 60 public and private sector organizations including IBM, Owens-Corning, BancOne, Time Warner, American Electric Power, Whirlpool, Quantum, AFL-CIO, Nationwide Insurance, the Limited, Worthington Industries, Borden, ABB, POSCO, U.S. Government Office of Personal Management (OPM), and the States of Ohio and Michigan. Rob is past Division Chair, Program Chair, and Executive Committee member for the Human Resource Division of the Academy of Management. He is also a member of the certification program faculty of the World at Work and has served on the research, education, and academic partnership network advisory boards of the World at Work. He has made over 60 invited presentations to universities, professional associations, and civic organizations. He has worked with business organizations and universities in North America, Europe, Russia, Asia, and Africa. His work has been reported in the Wall Street Journal, Newsweek, USA Today, Washington Post, Money Magazine, ABC, NBC, CBS and he is listed in Who's Who in the World, Who's Who in America, and Outstanding People in the 20th Century.

Bio Sheet

Name

Major

Career Plan

Experience

Activities