

**MHR 7325**  
**Human Resource Problem Solving**  
**305 Gerlach Hall, Wednesday, 6:15-9:30 pm**  
**Fisher College of Business**  
**The Ohio State University**  
**Spring 2018, Session 2**

Professor Raymond Noe  
noe\_22@fisher.osu.edu  
828 Fisher Hall

Professor David B. Greenberger  
[greenberger.1@fisher.osu.edu](mailto:greenberger.1@fisher.osu.edu)  
200D Fisher Hall

Contact us individually if you need to meet with us. David is responsible for reading and grading your case competition paper. Ray will be responsible for all other aspects of the class.

### **Course Overview & Objectives**

This course is the capstone course for students who will be graduating from the MHRM program. The MHRM program has tried to enhance your understating of the key HR content areas (staffing, talent management, training, etc.) and the role that HR plays (or should play) in business. Whether it is obvious to you or not, you have developed professionally and personally as a result of the experiences you have had during your time in the program (e.g., MHRM case competition, team case assignments and projects, self-assessments, internships, writing assignments, professional and personal interactions with faculty and other students). All of you will be leaving the friendly confines of Fisher Hall to start or resume or change your professional career!

This course is not about more HR content. The course is intended to provide you with insights and ideas about your career and allow you to reflect on where you want to go and grow as your professional career unfolds. The course objectives include the following:

1. Gain an understanding of different HR careers, how they unfold, important decision points, and challenges.
2. Gain insights into competencies that are important to develop across all stages of your career in HR.

### **Course Experience**

The class will focus on three questions. First, what should HR professionals be, know, and do to be seen as personally effective? Second, what should HR professionals be, know, and do to improve business success? Third, what should HR departments focus on to improve business

performance? To provide you with a personal perspective on these questions, each of the remaining classes will have speakers who have a unique HR career. I've asked all the speakers to talk about the following:

1. Their career path and the competencies they developed along the way. How did they get to where they are today and what's next for them?
2. Their suggestions for career success. That is, what's really important for success in their current position and other positions they have held.
3. The crucial moments, tough challenges, and decisions they have faced along the way.
4. Describe what they do for learning/staying up to-date and provide you with recommendations for competency focus and development.

Each speaker will make a presentation and engage in a Q & A with the class. I anticipate the presentations will not exceed one hour and forty-five minutes (they potentially could go longer depending on your questions and advice they want to share with you).

### **Course Requirements**

Grading for this course will be based on your performance on a reflection paper, participation and professionalism, and completion of the individual case analysis.

### **Evaluation Criteria**

- |                                     |               |
|-------------------------------------|---------------|
| • Reflection Paper                  | 75 points     |
| • Participation and Professionalism | 25 points     |
| • Individual Case Analysis          | Pass/Not Pass |

### **Reflection Paper**

A reflection paper is an essay on your thoughts about each speaker. A good reflection paper is subjective but thorough and organized. The paper should be doubled-spaced throughout. For each speaker you should have no more than three pages of reflection. That means the total length of the paper should not exceed eighteen pages. For each speaker your reflection should include:

- “What?” (A brief summary of the focus of the presentation)
- “So What?” (What was significant to you? Why? What are your realizations, thoughts, musings, or ruminations sparked by the speaker in terms of your understanding of the competencies you need to develop, how you think about HR, or your career in HR)
- “Now What?” (Discuss the potential applications into your professional activities and practice both in the short and long term). The majority of your reflections on each speaker should focus on the “So What?”

After each speaker we will have a brief debrief to discuss our reactions and thoughts. Following

the debrief, you will be asked to think about the thoughts presented by the speaker and write your draft reflection (please bring your notepad and tablet to class). **The reflection paper is due by Friday, April 20th.** The reflection paper will be evaluated based on three criteria: Evidence of thought (e.g., Provide a personal viewpoint, strong analysis of personal application, honest and candid consideration of what the presentation means for you), organization of the paper, and writing (mechanics, grammar, punctuation, spelling errors, evidence of incomplete proof reading).

### **Class Participation**

At the end of the term, I will be assigning each student a “Participation and Professionalism” score based on their attendance and interaction with speakers. The total possible for this “P and P” score will be 25 points. Stronger performance can lead to a higher score, relatively weaker performance and professionalism (e.g., texting, not participating, being absent, etc.) will lead to a lower score.

### **Individual Case Analysis**

As part of your graduation requirements (and we’ve integrated into this course for ease) you need to complete an individual write-up/review of your experience in our internal MHRM case competition. This case analysis will be graded on a Pass/Not Pass basis, but a grade of “Pass” is required for graduation. The write-up of the case is a requirement to complete 7325 successfully. The write-up is an **individual** exercise. This requirement has been run through the Graduate School and we have made assurances that all of our students will complete these requirements. What does this mean?

1. This is an individual case analysis. If necessary, it is appropriate to discuss with your case team the specifics of the problem and the solutions presented. However, the write-up should be done individually.
2. The case analysis requires you to provide your recommendations to the same questions that were posed by the company (Pepsi for most of the students) in the case in which you participated. If you have participated in more than one case competition, you can choose which one to use for this assignment.

It is quite clear that your case teams collectively gave the problem posed by the company some great thought and that your team used these ideas in the case presentation. However, we know, from talking with many of you, that each of you had some ideas that were not included in the presentation. This write-up is your opportunity to communicate your personal recommendations and implementation strategies.

3. The case analysis should include a brief introduction (one or two paragraphs) of the case problem, your recommendations, and how you would implement your recommendations. You can, of course, start by introducing the case. Our particular interest is in having you discuss your recommendations and your suggestions for implementing them. This would naturally include

some combination of both the team recommendations and your individual recommendations—in other words areas in which you agreed with the team/disagreed with the team/wanted to supplement.

3. How will the case analysis be evaluated? We are looking to see that you are able to articulate and support your recommendations. That is, discuss your recommendations and why you think they are important. One of the most compelling ways to support your ideas, not surprisingly, is to reference material from your courses. That is, if you just say, "this is a good idea," we will naturally say, why? We do not expect you to have to research the answers (but this is good), but instead you can draw from work in your classes. The “bottom line” is that we want to see that you are able to frame the recommendations, justify them in ways that show you have learned from your courses, and that you have a sense of how you will implement them.

4. Your case analysis should be at least 10 pages and no more than 15 pages (double spaced).

5. The case analysis will be due on the Friday three weeks prior to the end of the semester (not including exam week) in which you will be graduating. This year the due date is **Friday, April 6<sup>th</sup>**. If you have already completed the case analysis and received a “Pass” you have fulfilled this course requirement. **If you haven’t completed the case analysis and intend to graduate at the end of this semester please begin work on it immediately.**

Please do not hesitate to contact David or myself if you have any questions.

### **Expectations**

I have several expectations for students taking this course. First, I expect you to exhibit an interest in the speakers and demonstrate this interest by class attendance. I will provide you with the speaker bios the week before the class in which they are scheduled to speak. Please review the bios prior to each speaker’s presentation and consider what questions you want to ask them. This will help you actively participate in class discussions and ask the speakers questions. Third, I expect courtesy and professionalism in the classroom setting; this means minimal talking, no cell phones allowed out during the speakers presentations, using notebooks and laptops to take notes not surf the web.

### **Important Issues: Disability & Academic Misconduct**

Every effort will be made to provide each student with a meaningful learning opportunity. 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 (SLDS) 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](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

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/coamfaqs.html#academicmisconductstatement>

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicion to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

### Course Schedule

<u>Date</u>	<u>Topic/Speaker</u>
3/1	Class Introduction Speaker: Brittany Nelson, Kids Ministry Director & Pastor Rock City Church
3/7	Speakers: Eric Prescott, HR Business Partner, Analog Power Products - BMC & Laura Connolly, HR Business Partner, IT Services both from Texas Instruments
3/14	Spring Break—No Class
3/21	Speaker: Andy Scheurer, HR Business Partner, Ford Smart Mobility
3/28	Speaker: Gary Irvine, AVP Talent Management, Grange Insurance
4/4	Speaker: Maribel Delfaus, Vice President, Human Resources Business Partners, Nuclear Pharmacy Services & Specialty Pharmacy Distribution, Cardinal Health
4/11	Speaker: Ken Cooper, Bloomberg’s Global Head of HR
4/18	Speaker: Kacie Bartimus, Senior Business Partner, The Wendy’s Company