

MHR 7302: Markets Organizations and HRM

Gerlach 305 – 6:15 pm to 9:30 pm

Fisher College of Business
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Office Hours: After class and by appointment

COURSE DESCRIPTION AND OBJECTIVES:

Economics is a broad discipline with many facets and sub-specialties. In the process of developing this course, I had to omit many important topics because of space limitations. I encourage students to pursue further learning in the field of economics, as well as the related fields of human capital metrics and ROI. I chose to focus on the traditional economics topic of personnel economics to provide students a framework for evaluating how to design organizations, jobs, and HR policies and procedures. As primary course materials, I chose selected chapters from the Brickley, Zimmerman, and Smith textbook, as well as case studies and articles that bring the concepts to life.

Economics is a powerful framework that can be applied to a wide variety of real-world problems and issues. In this course, we will develop an understanding of the economic toolset and learn how to apply economics-oriented analysis to human resource-related managerial decisions. Specifically, in this course we will use the tools of economics to develop a framework for analyzing human resource policy and implementation. We will also use economic tools to develop insights into how firms' human resource systems and organizational architecture affect employee behavior, employee performance and organizational success.

In this course, we will build on economic theory and real world examples to extend and expand your knowledge of human resources and management from the evidence acquired throughout your careers. The combination of theory and application will allow you to leave the course not with a set of "cookbook" solutions, but an effective, sophisticated way of thinking about HR problems and their solutions. The approach taken to analyze and solve HR problems in this course is one of applied economics. Throughout the course we will examine various tools of traditional economic analysis and apply them to important managerial problems. However, when traditional economics does not adequately address a topic that is important to our understanding of organizations, markets and management, we will move beyond its boundaries. The ultimate goal is to develop economic tools that will strengthen your ability to identify the root cause of a problem, to formulate effective solutions, and to adopt effective approaches to facilitate their implementation.

The format of this course requires your active participation. Before each class, I would ask that each of you invest the time and effort to read and understand the assigned materials. In addition, I encourage you to go beyond the assigned materials and read other related content. In class, my aspiration is for the entire class to engage in an energetic, spirited dialogue and debate about the topics.

You are expected to take ownership of your learning experience. My role, and my commitment, is to be a facilitator of your learning. Unlike some undergraduate courses you may have experienced, my role will not be to review each element of the assigned readings in class. I will assume you have read the assigned materials. We will cover a lot of diverse material as we take our whirlwind tour through business functions. It is crucial that you **keep up with your readings** and **be an active participant** in all class activities.

REQUIRED MATERIALS:

Reading Packet:

- Case: Henkel: Building a Winning Culture (Product #: 112060-PDF-ENG)
- Article: Before You Make That Big Decision... Daniel Kahneman; Dan Lovallo; Olivier Sibony Publication Date: Jun 01, 2011 (Product #: R1106B-PDF-ENG)
- Article: Hidden Traps in Decision Making. Ralph L. Keeney; Howard Raiffa; John S. Hammond; Publication Date: Jan 1, 2006 (Product #: R0601K-PDF-ENG)
- Case: Hindustan Unilever Ltd.: Meeting Employee Expectations (Product number: W13532-PDF-ENG)
- Case: Harrah's Entertainment, Inc.: Rewarding Our People (Product #: 403008-PDF-ENG)
- Case: Performance Management at Vitality Health Enterprises, Inc. (Case: Product #: 913501-PDF-ENG)

Textbook:

Selected Chapters from Managerial Economics & Organizational Architecture, 6TH EDITION, By Brickley, Smith, and Zimmerman - ISBN 9781308856186

- Chapter 11: Organizational Architecture
- Chapter 12: Decision Rights: The Level of Empowerment (not including appendix)
- Chapter 13: Decision Rights: Bundling Tasks Into Jobs and Subunits
- Chapter 14: Attracting and Retaining Qualified Employees
- Chapter 15: Incentive Compensation (not including appendix)
- Chapter 16: Individual Performance Evaluation (not including appendix)

Supplemental Readings:

- See Course Outline below

Other required materials may be posted on the Carmen course web site. It is your responsibility to check regularly for updates.

COURSE REQUIREMENTS

Standards of Integrity and Conduct:

Each student in this course is expected to be familiar with and abide by the principles and standards set forth in The Ohio State University's code of student conduct and code of academic conduct. You can view these documents or download pdf versions at:

http://studentaffairs.osu.edu/resource_csc.asp

<http://www.gradsch.osu.edu/Content.aspx?Content=10&itemid=1>.

It is also expected that each student will behave in a manner that is consistent with the Fisher Honor Statement, which reads as follows:

As a member of the Fisher College of Business Community, I am personally committed to the highest standards of behavior. Honesty and integrity are the foundations from which I will measure my actions. I will hold myself accountable to adhere to those standards. As a future leader in the community and business environment, I pledge to live by these principles and celebrate those who share these ideals.

While most students have high standards and behave honorably, like every academic institution we sometimes encounter cases of academic misconduct. It is the obligation of students and faculty to report suspected cases of academic and student misconduct. Students can report suspected violations of academic integrity or student misconduct to faculty or to a program's leadership. All reported cases of academic misconduct are actively pursued and confidentiality is maintained.

GRADING:

With the objective of establishing as dynamic and effective a learning environment as possible, the course requires a commitment on your part not only to attend all classes, but to prepare fully and to participate. We will work together to create an environment in which open, rigorous discourse is the standard. Thus, each of you must be willing not only to share your ideas and analysis with your colleagues, but be open to challenges of those ideas. The following are the fundamental principles for grading in this course:

- The requirements of the course are identical for everyone. This means it is not possible to “make up” for poor performance through “extra credit” work.
- The scheduled assignments/exam cannot be retaken or taken at other than the scheduled time except under circumstances of extreme hardship.
- It is possible to earn any of the official OSU grades, from A to E, in this course.

Sometimes alleged cases of academic misconduct arise due to apparent confusion over the degree of collaboration allowed on assignments. University policy clearly states that it is each student’s responsibility to resolve issues that appear ambiguous directly with the faculty member. However, to help create clarity and avoid potential misunderstanding, we use the following letters to indicate the degree of collaboration allowed on each assignment.

- Individual: No Collaboration of Any Kind Allowed
- Group: Collaboration with Teammates Only Allowed

Category	Relative Weight
Pre-Class Writing Assignments (Individual) – 4 total	30%
Exam (Individual)	30%
Organizational Analysis (Team)	30%
Attendance and Class Contribution (Individual)	10%

Writing Assignments (Individual) - At the beginning of class on September 12, 19, 26, and October 3 you will turn in a paper copy of your typed answers to the questions listed in the syllabus for that evening’s readings (chapters, cases, articles, supplemental readings). As a general rule, the reading assignment should be at least 2 pages but no more than 4 pages of text, single-spaced with 12-point font and one-inch margins all around. You should print on both sides of the paper and staple and include both your name and class number. Your answers will be evaluated based on the quality of the response rather than the length of the response. Spelling and grammar count.

Exam (Individual) - The exam will consist of 10-12 essay questions. These questions will be aimed at assessing students' understanding of and ability to integrate and apply the basic concepts and issues covered in class discussions, readings, cases and assignments. Students will be allowed to write up to one page of text per answer. The exam will be a virtual exam. You will be emailed the exam and you will complete it electronically. Upon completion, you will email me a copy of your answers. You will also print a copy of your answers and bring it to the next in-person class. The exam will be open-book and open-note, but you must work independently and not collaborate with others. The specific details of when the exam will be available and when your answers are due will be covered in class.

Organizational Analysis

The overall objective of the assignment is to give you an opportunity to demonstrate that you can apply the concepts we studied in class to a real-life organization. You will be assigned to a team. The scenario is that you work for a company and have been assigned to work with others on a committee to write a paper to present to your organization's senior management team. Your paper will be evaluated in part by how well you are able to analyze your company based on the economic principles covered in our class. You have flexibility in the organization and content of your paper, although I would like you to include the following:

- Provide a brief company overview (history, products/services)
- Provide an analysis and recommendations for the company including concepts from the class such as organizational structure, decision making, attracting and retaining employees, incentive compensation, and performance evaluation.
- Analyze how attractive your company is to potential employers using the Employment Value Proposition model (EVP) below. I would like you to evaluate your company and assign a letter grade (A-F) to your company based on each of the seven EVP factors. You should incorporate evidence and rationale for the grade you assign into your paper.
- Provide recommendations about what the company could do to improve its EVP to attract a larger number of qualified job candidates.

I have identified twelve companies. Your team will write a paper on one of the twelve companies: (1) Build-A-Bear; (2) Cheesecake Factory; (3) Chick-Filet; (4) Chipotle; (5) Container Store; (6) Hobby Lobby; (7) Marriott; (8) Nordstrom; (9) REI; (10) Starbucks; (11) Target; and (12) Whole Foods. We will have a lottery to determine which team gets which company. Each company has a large number of entry-level, customer-facing jobs. The industries (e.g., retail, restaurant, hospitality) are different, but the companies are all competing for the same pool of job candidates who are willing and able to work in entry-level, customer-facing jobs. The companies must offer a sufficiently compelling employment value proposition to attract and retain their fair share of workers.

You should conduct research on your assigned company. The research should be multi-faceted and include resources such as:

- the Company's Careers page to learn how the company describes its career opportunities, organizational culture, training, etc.
- the Company's overall website to learn about its operations, community involvement, and financial performance
- the popular press (general interest newspapers, magazines)
- financial press (Wall Street Journal, Financial Times)
- visiting one or more locations and talking to employees informally/formally
- reviewing job descriptions
- third-party sites (Fortune's "Best Places To Work," glassdoor.com, LinkedIn, Facebook)

Report: One deliverable is a team report. For the report, your task is to produce a document that is approximately 10-14 pages of text, single-spaced or 20-28 pages of text, double-spaced with 12-point font and one-inch margins all around. In addition to the body of the report, prepare a 1 page executive summary of the project. Each page should have a page number and a header or footer identifying the team. The pages of the report should be fastened together with a staple or using a binding method of some kind. There is no need for a cover. You may attach up to 3 additional pages of exhibits. Exhibits must be well-formatted, well-documented and professional in appearance. Failure to follow any of these formatting guidelines will result in a reduction of at least 10% in your final score on the project. The report is due by 5 pm on Tuesday, October 11 in the Fisher 700 office.

Employment Value Proposition (EVP) Category. To what extent does the organization...	EVP Grade (A-F)
<u>Organizational Reputation</u> <ul style="list-style-type: none"> • Have a track record of being a successful, well-run business • Offer quality products and services 	
<u>Organizational Culture</u> <ul style="list-style-type: none"> • Have organizational values, norms and standards to which most people can relate • Provide a place where people can be their “true” selves at work 	
<u>Work Itself</u> <ul style="list-style-type: none"> • Offer a job that is respected and people can be proud of • Offer a job that is interesting and challenging 	
<u>Flexibility</u> <ul style="list-style-type: none"> • Offer flexible work hours • Offer a convenient work location 	
<u>Compensation</u> <ul style="list-style-type: none"> • Provide competitive pay • Provide competitive benefits 	
<u>People</u> <ul style="list-style-type: none"> • Have managers who will treat you fairly and give you good coaching and feedback • Employ co-workers who are competent and would be enjoyable to work with 	
<u>Career Growth</u> <ul style="list-style-type: none"> • Provide good training and professional development • Provide advancement opportunities 	

Attendance and Class Contribution (Individual):

Fisher College of Business strongly enforces University attendance policies. As per University rule 3335-8-33, any student may be disenrolled from a course for failure to attend by the first Friday of the term, or by the 3rd instructional day of the term, or by the second class meeting, **whichever occurs first**.

<http://trustees.osu.edu/rules/university-rules/rules8/ru8-33.html>

Attendance and contribution are extremely important. Attendance at each session is mandatory. Most of your learning will occur in preparation for and participating in discussions. To enhance your preparation and learning, I strongly encourage you to form study groups to discuss the day's material prior to class.

As noted earlier, the complexity of the course material relies heavily on discussion learning. This process allows the cumulative insights of your colleagues to contribute to the evolution of the class's learning. Thus, the entire class learning experience relies on each of you taking responsibility for contributing to the discussion. In order to do so, it is imperative that each of you arrives on time and fully prepared each day.

In order to emphasize the necessity to be prepared for and to contribute to each class, class contribution will comprise a significant portion of your grade. As is the case with real world work environments, you are judged by what you contribute. Even if you feel that you know the material, unless you share your insights with the class, no one can adequately evaluate your preparedness and contribution. Students are not penalized for making comments that don't appear to be the "right answer." It is only through consideration of many diverse opinions and viewpoints that we will move toward a greater shared understanding of the multi-dimensional material that this course includes.

Each day, I may ask one or more individuals to "open" the discussion with a summary of the key issues along with his or her analysis of those issues. It is important that each of you be prepared to respond to the invitation to open the discussion. In the unlikely event that you are not prepared for class, then please let me know beforehand so that we might spare both of us the embarrassment of my calling on you. You should be able to identify the key issues, problems and opportunities facing the central case protagonists, to articulate and evaluate alternative approaches to problems, and to describe the course of action that you recommend and the reasons for your recommendations. We may begin the discussion with one of the questions in the assignment or with another question.

It is important to appreciate that every student is an important cog in the class discussion, and that it is equally important that each of us listen carefully to one another and attempt to build on or constructively critique prior comments. Please resist the temptation to jump to topics that are not specifically open for discussion. It is also important to note that you are rewarded for your contribution, not just participation. Your contribution score will be based on how much you contribute to the class' learning, not just by how much you talk in class. Some of the specific things that will have an impact on effective class participation and on which you will be evaluated include:

- Is there a willingness to take intellectual risks and test new ideas, or are all comments "safe"? (Safe comments include repetition of case facts without analysis or conclusions or repeating comments that have already been made by someone else.)
- Are the points made relevant to the discussion? Are they linked to the comments of others and to the themes that the class is exploring together?
- Do the comments add to our understanding of the situation? Are they incisive? Do they cut to the core of the problem?
- Is there a willingness to challenge the ideas that are being expressed?
- Does the participant integrate material from past classes or the readings where appropriate?
- Do the comments reflect cumulative learning over the course and the MLHR curriculum, or does the participant merely consider each case in isolation?
- Is theoretical material applied effectively and appropriately?

Some people find it easy to raise their hand and talk. Others find it more difficult. The point is not to simply talk, but to make a contribution to the collective class experience. Here are three types of class comments that typically add value to the classroom discussion (there are others):

- **Expansion:** I did some additional research on this topic and wanted to share the following...
- **Discourse:** I have the following alternative point of view/interpretation of the research/readings or the view/interpretation of others in the classroom...
- **Application:** Based on the research/readings, I am going to take the following actions in my organization or HR career...

The following rating scale provides examples of behavioral anchors for different levels of class contribution:

1. Consistently contributes to class discussion through insightful comments based on a thorough analysis of assigned readings. An initiator of class discussion. Excels in interacting with class fellows in a professional manner. Comments are focused, integrative, demonstrate preparation, and indicate active listening.
2. Regularly contributes to class based on sound preparation. Regularly responds to instructor's comments and questions and to comments of classmates. Occasionally takes the lead in class discussion. Often volunteers illustrations about the subjects being discussed.
3. Occasionally contributes to class through responding to remarks of the instructor and/or classmates, not necessarily indicative of prior sound preparation. Rarely, if ever, volunteers to begin a discussion.
4. Infrequently contributes to class discussion by answering questions from the instructor and or classmates. Does not demonstrate solid preparation of assigned materials.
5. Makes very few positive contributions to the class discussion.

Frequently rate yourself on the above criteria and critically self-evaluate your level of contributions. Finally, we understand that participating in class can be an intimidating experience initially, and I will try to help you as much as I can. We may have in-class exercises that will contribute to your final grade.

Class attendance is vital. You can't contribute to class discussions if you are not present.

If you are going to be absent, please send an email to me with your name and the class number (7320) in the email subject line.

Technology In The Classroom

I have a strong preference that students not use laptops in class. They can distract the attention of the laptop users as well as those around them. As a classroom participant, one of the most important things you can do to get the most from the class is to "be here now" and stay focused on the class content and discussion. Our brains cannot do to things at once - you cannot truly multi-task. You can be focused on your laptop or the classroom but can't do both at once. You can very quickly move back and forth from one task to another, but it is inefficient. If you absolutely feel you need to take notes or reference materials on your laptop during class I am supportive, but please don't utilize the laptop for other non-class related content and shut your laptop when not in use.

The same goes for mobile technology. Please refrain from using your phone/tablet for personal use and/or accessing social media or non-class related content during class. If you need to do so, please step outside the classroom as it is distracting to me and others. Thank you.

OTHER COURSE POLICIES:

If you need any special accommodations because of a disability, please do not hesitate to contact me. I encourage you to contact me at the earliest opportunity. You are expected to abide by the academic code of conduct of The Ohio State University.

COURSE OUTLINE

Class 1: August 29

Chapter 11: Organizational Architecture

Critical Thinking Questions

1. What is a major difference between the architectures of markets and firms?
2. Consider the Tennessee Valley Authority (TVA). Some of its electric generating plants are powered by coal. Coal is purchased by a separate procurement division and is transferred to the plants for use. Plant managers often complain that the coal is below grade and causes problems with plant maintenance and efficiency. What do you think is causing this problem? What changes would you make to help correct this problem?

Case: Henkel: Building a Winning Culture

Critical Thinking Questions

1. Write down in a paragraph or two your definition of a winning culture. Be prepared to share your definition with the class.
2. What do you like about Rorsted's approach?
3. What are the risks?
4. Assuming the 2012 EBIT margin goal is achieved, how should Rorsted motivate high performance for the next five years?

Supplemental Readings

Reading: Inside Amazon: Wrestling Big Ideas in a Bruising Workplace

http://www.nytimes.com/2015/08/16/technology/inside-amazon-wrestling-big-ideas-in-a-bruising-workplace.html?_r=0

3 Reasons Amazon's Culture Won't Work for You, According to Jeff Bezos

<http://www.inc.com/chris-myers/jeff-bezos-just-revealed-the-secret-to-amazons-culture-heres-why-you-shouldnt-tr.html>

Critical Thinking Questions

1. Would you want to work for Amazon? Why or why not?
2. What types of talented people is Amazon attracting? Which types are they repelling?
3. What parts of the Amazon culture would work elsewhere? What wouldn't?
4. Do you think the criticisms of Amazon are fair?

Other lecture topics: Employment Value Proposition, Succession Planning, Organizational Analysis Paper

September 5 (No Class – Labor Day)

During the week teams should work on their organizational analysis papers, including on-line research, visiting locations and/or speaking with employees. Also, read the two articles below which are related to your organizational analysis papers. We will discuss them during the September 12 class.

Supplemental Readings

Reading: One Branding: Uniting the Employer, Corporate, and User Experience

https://www.bcgperspectives.com/content/articles/brand_strategy_go_to_market_strategy_one_branding_uniting_employer_corporate_product_experience/

Reading: HR Branding: How Human Resources Can Learn from Product and Service Branding to Improve Attraction, Selection, and Retention

<http://scholarship.sha.cornell.edu/cgi/viewcontent.cgi?article=1061&context=chrrpubs>

Critical Thinking Questions

1. What can HR learn from Marketing and other disciplines about promoting an organization as a good place to work?
2. Can you think of organizations that do this really well? What are some challenges HR professionals might face implementing this advice?
3. Can you market a “job” just like you market any other “product” (a type of food, a car, video game, etc.)?

Article: Before You Make That Big Decision... Daniel Kahneman

Article: Hidden Traps in Decision Making. Ralph L. Keeney; Howard Raiffa; John S. Hammond

Critical Thinking Questions

1. Why does unconscious bias exist?
2. Can unconscious bias be eliminated?
3. What types of Human Resources / people-related issues can be influenced by unconscious bias and hidden traps?
4. What steps can HR take to reduce these biases and traps?

Class 3: September 12

Chapter 12: Decision Rights: The Level of Empowerment (not including appendix)

Critical Thinking Questions

1. Describe the costs and benefits of decentralized decision making relative to centralized decision making.
2. It is sometimes argued that empowerment can be successful only if managers learn to live with decisions made by lower level employees. Managers are to set clear boundaries within which employees can make decisions (for example, allowing a salesperson to set prices between \$15,000 and \$20,000). Managers should never overturn a decision if it is within the boundaries. Rather, good decision making should be encouraged through proper incentives and training. Do you agree that for empowerment to work, managers should always set clear boundaries and live with decisions within these boundaries? Explain.

Chapter 13: Decision Rights: Bundling Tasks into Jobs and Subunits

Critical Thinking Questions

1. In the early 1990s, Chrysler Corporation placed nearly all decisions about the development of a new vehicle in the hands of a single, cross functional product team. In contrast, General Motors used an approach that placed a stronger emphasis on functional specialties. Small teams were established that consisted of experts from the same functional field. Each team was charged with a particular assignment that related to its area of specialization. For example, one team might have had the primary responsibility for the design of the body of the vehicle, whereas another team might have been charged with developing the drive train. The teams worked simultaneously on their specific tasks. Some individuals on these teams also served on additional cross functional teams that were charged with coordinating the development process across the functional areas. Discuss the relative advantages and disadvantages of these two approaches to product development.
2. Many companies are making increased use of telecommuting, which consists of employees working out of their homes, linked to the central office by telephone and computer. Using **economic** principles from the readings, discuss the benefits and costs of telecommuting. What types of occupations are likely to be best suited for telecommuting? Explain why.

Supplemental Readings

Empowered

<https://hbr.org/2010/07/empowered>

Employee Engagement At Ritz Carlton

<http://ritzcarltonleadershipcenter.com/tag/employee-empowerment/>

Critical Thinking Questions

1. What is your definition of employee empowerment?
2. What types of employees would like a job with a high degree of employee empowerment? Which would not?
3. What do you think of Ritz-Carlton's approach to employee empowerment?
4. Ritz-Carlton offers training to other companies on employee empowerment? Will the Ritz-Carlton approach work in other companies?

Class 4: September 19

Chapter 14: Attracting and Retaining Qualified Employees

Critical Thinking Questions

1. In the basic competitive model, why do employees pay for general training and firms pay for specific training?
2. The United States congress has considered proposals that would limit the level of top executive pay to some multiple of the lowest-paid employee in the company (for example, executive pay must be less than 10 times the lowest-paid employee). Do you think this type of proposal is a good idea (from an economic perspective, not a moral perspective)? Explain what effect the proposal would have on the involved companies.

Case: Hindustan Unilever Ltd.: Meeting Employee Expectations

Critical Thinking Questions

1. How would you describe Hindustan's employment value proposition?
2. How successful is this company overall? On what criteria?
3. Which HR practices do you believe are most critical to HUL's success? Which are less critical?
4. On what areas should HUL focus in order to ensure that it grows and retains its rich talent base beyond 2012?

Supplemental Readings

Starbucks Expands Tuition Reimbursement Program To Cover Four Years Of Online Schooling

<http://consumerist.com/2015/04/07/starbucks-expands-tuition-reimbursement-program-to-cover-four-years-of-online-schooling/>

Just Whose Job Is It to Train Workers?

<http://www.wsj.com/articles/just-whose-job-is-it-to-train-workers-1405554382>

Why I'm Not Looking to Hire Computer-Science Majors

<http://www.wsj.com/articles/why-im-not-looking-to-hire-computer-science-majors-1440804753>

Critical Thinking Questions

1. Why would Starbucks pay for "general human capital" training?
2. What role should educational institutions play in preparing students to be productive workers?
3. If a firm requires that its employees invest in a mix of skills that is very specific to the firm, will there be any cost to the firm?
4. Should a firm even try to design jobs so that employees develop readily marketable skills? Explain.

Class 5: September 26

Chapter 15: Incentive Compensation (not including appendix)

Critical Thinking Questions

1. Mrs. Fields' Cookie Company is a very successful company out of Salt Lake City, Utah. The company sells freshly baked cookies to customers in shopping malls. The company has expanded and opened outlets in many cities such as San Francisco. Debbie Fields has been on the cover of several business magazines. Mrs. Fields works very long hours and is often at the stores monitoring the quality of the product and making sure the cookies are produced with "tender loving care." The Fields have earned millions of dollars from this business. In 1986, they were planning to open new outlets throughout the country. They had a policy that they would not franchise units. To quote Mrs. Fields, "We do not want to turn into just another fast-food franchise company. Our success is based on high quality products produced with great care and love. We do not want to lose this quality by expanding through franchises. Rather, we prefer to maintain ownership of all units to ensure continued good service and quality." Evaluate the Fields' franchising policy.
2. The Roman Empire taxed many faraway provinces. Rome would auction the rights to tax collection to the highest bidder. The winning bidder was given the right to set the tax rate for the province and the right to collect (and keep) the taxes. In turn, the winner would pay the bid amount to the Roman government. Assume (1) that the Roman Senate is interested in maximizing the present value of all future revenues to Rome from auctioning off the tax rights, and (2) that the auction for the rights to each province is conducted annually. Answer the following two questions: Give two reasons why Rome would auction off the rights to tax collection rather than simply send a Roman soldier to collect the taxes and (2) Discuss two problems this system might generate for the Senate.

Case: Harrah's Entertainment, Inc.: Rewarding Our People

Critical Thinking Questions

1. What would you keep/change about the gainsharing program, in terms of the level of aggregation (individual versus group), amount of the rewards, and use of customer satisfaction and market share?
2. Evaluate Winn's "Quick Quits" program. What was working? What was not?
3. What are the advantages and disadvantages of hiring new employees from outside the industry?
4. If you were implementing a standardized interviewing and testing program such as Harrah's, what key messages would you want to communicate to managers?

Supplemental Readings

A World Without Work

<http://www.theatlantic.com/magazine/archive/2015/07/world-without-work/395294/>

This Calculator Will Tell You If A Robot Is Coming For Your Job

<http://www.fastcoexist.com/3047269/this-calculator-will-tell-you-if-a-robot-is-coming-for-your-job>

Automation Makes Us Dumb

<http://www.wsj.com/articles/automation-makes-us-dumb-1416589342>

What it's really like to be an Uber driver

<http://www.pbs.org/newshour/making-sense/what-its-really-like-to-be-an-uber-driver/>

Critical Thinking Questions

1. How is information technology changing jobs?
2. Is it making jobs more enriched, with greater depth and breadth of skills required? Or is it the opposite?
3. What is the new "gig economy?"
4. What types of HR jobs might get automated in the near future?

Class 6: October 3

Chapter 16: Individual Performance Evaluation (not including appendix)

Critical Thinking Questions

1. Discuss some of the costs and benefits of 360-degree evaluation systems.
2. A consultant does not like the fact that you use subjective performance measures in your firm. He argues that they are arbitrary and should be replaced with objective measures. He stresses that explicit measures provide a clear target for employees, but mentions none of the potential costs. What are the potential problems associated with using objective performance measures?

Case: Performance Management at Vitality Health Enterprises, Inc.

Critical Thinking Questions

1. Who should evaluate employees' performance? What should leaders do when individual, team, and organizational performance is lacking?
2. Should the new performance review system be revised? What changes would you recommend to the new performance management system? How should your changes be implemented? Carefully consider the consequences of your recommendations.
3. Is the revised performance management system better than the system it replaced? In what ways? In what ways is it worse?
4. How important is the relative nature of the new performance management system?

Supplemental Readings

Performance management's problems run deeper than ratings

<https://www.linkedin.com/pulse/performance-managements-problems-run-deeper-than-alan-colquitt-ph-d->

No Performance Ratings? Or Is It Just HR Doublespeak?

<http://www.eremedia.com/tlnt/no-performance-ratings-or-is-it-just-hr-doublespeak/>

3 Things To Know Before Eliminating Performance Evaluations

<http://www.forbes.com/sites/chriscancialosi/2015/08/24/3-things-to-know-before-eliminating-performance-evaluations/#50379de43931>

The Future Of Performance Management Is Not One-Size-Fits-All

<http://www.forbes.com/sites/chriscancialosi/2016/02/22/the-future-of-performance-management-is-not-one-size-fits-all/#5e674d1b26ec>

Critical Thinking Questions

1. Is it possible to eliminate performance ratings?
2. If you eliminate performance ratings, do you need to replace them with something? If so, what?
3. Why do managers resist completing performance ratings?
4. As an HR professional, what advice would you give your organizational leaders on this topic?

Supplemental Readings (Optional)

- Performance Management: A roadmap for developing, implementing and evaluating performance management systems: <http://www.shrm.org/about/foundation/research/Documents/1104Pulakos.pdf>

Class 7: October 10

Virtual Exam

William Shepherd, Ph.D. - Biographical Information

Dr. Shepherd is currently Director of Enterprise Learning and Development at The Wendy's Company. He has responsibilities for the leadership development, executive coaching, organizational culture, and hiring and promotional assessment programs, as well as curriculum development for 6,500 restaurants in over 20 countries. Prior to joining Wendy's, he worked at Huntington National Bank where he was Director of Talent and Organizational Effectiveness and had a wide range of talent management responsibilities, including succession planning, leadership development, executive coaching, performance management, talent acquisition processes, and organizational culture. Huntington was awarded the HRM Impact Award, which recognizes best evidence-based HR practices, by the Society for Industrial and Organizational Psychology (SIOP) and the Society for Human Resource Management (SHRM) for the work Shepherd did developing and leading Huntington's VOICE employee opinion survey program. Shepherd also won SIOP's "Wiley Award For Excellence In Survey Research."

Previously he worked for the international human capital consulting company Personnel Decisions International where he helped develop and validate large-scale, high-volume hiring tools and systems for a wide variety of organizations and industries, including Target, Sears, LensCrafters, International Monetary Fund, Amtrak, AutoNation, American Express, Citibank, Bank of America, Wells Fargo, and General Mills. He started his career at Verizon in the Employee Selection and Competency Development Group with a focus on developing and validating hiring and promotional interviews and personality and cognitive ability assessments.

Shepherd obtained his doctoral and master's degree in industrial/organization psychology with a minor in quantitative psychology at Bowling Green State University. He received his bachelor's degree in finance and psychology from The University of Northern Iowa. He is a licensed psychologist in Texas and a Fellow of the American Psychological Association (APA) and a Fellow of the Society for Industrial and Organizational Psychology (SIOP). He has held the Senior Professional in Human Resources (SPHR) designation. He has also served as an adjunct professor at Bowling Green State University, Concordia (MN), Minnesota State University, Kent State University, and The Ohio State University teaching at both the undergraduate and graduate levels.

He has presented at The Conference Board's conferences on Executive Coaching, Talent Management Strategies, and Onboarding. In addition to presenting at various conferences, his research has been published in academic journals such as Academy of Management Journal, Personnel Psychology, International Journal of Selection and Assessment, Employment Relations Today, and the International Association for Human Resource Information Management. He has also contributed as a subject matter expert in stories for a wide variety of media outlets such as National Public Radio and HR Magazine.

He is a Board Member of the Friends of the Columbus Metropolitan Library and has previously served on the Board of Leadership Columbus.