

**Management and Human Resources (BUSMHR 4520)**  
**Leading High Performance Firms**  
**Fisher College of Business**  
**Spring, 2017**  
**Monday – Wednesday, 12:45 – 2:05 SB 319**  
**(Syllabus is subject to change)**

<b>Faculty:</b>	Dr. Judy Tansky	<b>Office Phone:</b>	292-0532
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<b>Office hours:</b>	Before class By appointment	Cell phone - 614-361-6413 Please remember to leave your phone number if you leave a message.	
<b>COURSE URI</b>	<a href="http://www.carmen.osu.edu">http://www.carmen.osu.edu</a>		

**Course Description and Objectives:**

We hear more and more in the press about the fact that the entrepreneurial sector accounts for more and more of the growth in jobs. There is a key difference between starting a business and growing a business. The majority of small businesses fails to achieve meaningful growth, is marginally profitable, and operate as “mom and pop” businesses. This course focuses on concepts, frameworks, skills, and tools that can help a start-up become a sustainable enterprise that creates jobs for citizens and creates value for customers. It is also true that this course is applicable to all small businesses and the challenges that a small business owner/operator faces. You do not have to want to start your own business. The issues discussed are applicable for people who want to become involved in a start-up or who want to manage growth.

This course will explore the challenges and opportunities involved with leading a growing enterprise/high performance firm. Growth is the ultimate resource constrainer, stretching all resources and systems in a company to the limit and often beyond. Consequently, this course will tend to use a boundary-spanning approach, investigating management “at the limit” of what students may have already learned in other functional courses.

You will be working individually and within teams to understand how the “people management” issues, very broadly defined, affect the performance of organizations. This discovery goes beyond the traditional concept of human resource management although many of the issues of a growing firm include human resource management and legal concerns. The management team of a growing firm is often completely in the dark and oblivious to the issues that they are confronting or need to confront. The most pressing questions are often how to locate and recruit talented people, and how to manage and keep those people.

In terms of skill development, this course will focus on:

- your ability to use information that is available, critique it, understand it, combine it with your own ability to **be creative** and build something new
- general management skills

- your ability to market and sell your ideas to others – communication
- talking “business talk” – learning about business processes
- working well with others – leading discussions, working as part of a team, contributing within large group discussions, etc.
- organization, pacing your work to meet your goals
- problem solving
- ethics and social responsibility

You will be placed in a group. You will work with this group for the quarter. The groups will be based on diversity of academic background and information from your personal questionnaire.

**Materials:**

1 **Required.** A simulation called “Global Strategy” You will be given the information for this simulation in class. We will use the simulation as one of the ways of studying material in this experiential class setting. (\$30 per person – you will sign up on line)

We will be using the library website as well. Good to Great. Jim Collins, 2001.

1. Optional. A human resource management text: Kulik, Carol T., 2004. Human Resources for the Non-HR Manager. New Jersey: Lawrence Erlbaum Associates. (This is available used on the web). Any human resource management text.

**Grading Scale:**

A = 460 - 500	A- = 450 - 459	B+ = 440 - 449
B = 410 - 439	B- = 400 - 409	C+ = 390 - 399
C = 360 - 389	C- = 350 - 359	D+ = 340 - 349
D = 300 - 339	E = below 300	

**Assignments and Grades:**

Assignment	Points
Attendance (on time- for entire class)	60 points
Exercise 1 – due March 8	30 points
Compensation assignment due April 17	50 points
Strategy paper for simulation – Feb. 13	50 points
Quiz over simulation – Feb. 15	50 points
Paper over simulation April 5	100 points
Results of simulation – who wins, April 2 <b>Profit, triple bottom line, share price, market share</b>	25 points
Presentation over simulation April 5	50 points
Quiz over course April 24	50 points
Self evaluation Due April 26	35 points
Total	500 points

## Tentative Course Schedule (Subject to Change)

Jan. 9 to Feb. 1 - discussion of simulation and details of simulation, discussion of strategy.

**Feb. 6:**

**Class Objective:** Start preparing for simulation  
**Class Preparation:** Read manual for simulation **Already discussed in lecture**  
**class Activities:** Discussion of strategy, mission, objectives, plans and policies  
Look at actual decision making on strategy  
**Preparing paper on strategy – due Wed. Feb. 13**  
**Assignment sheet with expectation and points discussed**

**Feb. 8:**

**Class Objective:** Continue preparing for simulation  
**Class Preparation:** Read manual for simulation –Look at decisions  
**Class Activities:** Discuss making decisions

**Feb. 13:**

**Class Objective:** Discuss practice decision  
**Class Preparation:** Make practice decision  
**Class Activities:** Process practice decision –discuss in class  
**STRATEGY PAPER DUE IN CLASS**

**Feb. 15**

**Class Objective:** Understand basics of Good to Great  
**Class Preparation:** Prepare for Quiz  
**Class Activities:** **Quiz over simulation**  
Start discussion of Good to Great

**February 20:**

**Class Objectives:** To understand the simulation decisions, to understand  
A different viewpoint on leadership and organizational  
Success.  
**Class Preparation:** Prepare decision 1 and submit by class time  
Read Forbes Article on Butler Basketball  
**Class Activities:** Discussion of Decision 1 and Forbes Article

**February 22:**

**Class Objectives:** To understand “Creating Shared Value”, Corporate Social  
Responsibility and planet or “green”  
**Class Preparation:** Read “Creating Shared Value”, Harvard Business Review,  
Jan/Feb, 2011. Page 62  
**Class Activities:** Discuss “Creating Shared Value”,  
Class discussion on CSR and Green

**February 27:**

**Class Objectives:** Understand simulation, to understand the importance of people

**Class Preparation:** Prepare decision 2 and submit

**Class Activities:** Discussion of decision 2, discussion of legal issues in start ups and small business with emphasis on employment issues

**March 1:**

**Class Objectives:** To understand the need for a hiring policy. To understand the process involved in filling a position. To understand processes one can use when determining who to hire and how to interview

**Class Preparation:** Prepare decision 3 and submit

**Class Activities:** Discuss decision 3, finish legal issues, start recruitment and selection

**March 6:**

**Class Objectives:** To finish recruitment and selection and start discussion of performance appraisal

**Class Preparation:** Prepare decision 4 and submit

**Class Activities:** Discuss decision 4 and finish discussion of selection and start discussion of performance appraisal –give out performance appraisal assignment due March 8

**March 8:**

**Class Objectives:** To finish performance appraisal

**Class Preparation:** Prepare decision 5 and submit

**Class Activities:** Discuss decision 5 and finish discussion of performance appraisal  
**Performance Appraisal exercise due**

**March 13 and 15**

**Spring Break**

**March 20:**

**Class Objectives:** To discuss various reward systems and issues involved with pay. To understand the need for developing processes and programs that will help retain employees.

**Class Preparation:** Prepare decision 6 and submit

**Class Activities:** Discuss decision 6 and start discussion of reward systems.

**March 22:**

**Class Objectives:** To continue discussion of reward systems

**Class Preparation:** Prepare decision 7 and submit, prepare quiz over material through Performance appraisal

**Class Activities:** Discuss decision 7 – take quiz – instructions of paper and presentation

**March 27:**

**Class Objectives:** To outline and write a paper with an executive summary  
To prepare a presentation

**Class Preparation:** Review your entire simulation

**Class Activities:** Work on paper over simulation

**March 29:**

**Class Objectives:** To work on writing paper on simulation and preparing presentation

**Class Activities:** Work on paper over simulation

**April 3:**

**Class Objectives:** To understand training and employee development

**Class Activities:** Discussion of training and development

**April 5:**

**Class Objectives:** To understand how to present info on a company and  
How to ask for money or try to sell your company

**Class Preparation:** Prepare your paper and your presentation

**Class Activities:** Simulation paper due. 5 minute presentation by each person

**April 10:**

**Class Objectives:** Understand how to write a compensation plan

**Class Activities:** Discussion of how to write a compensation plan – discussion of compensation assignment due April 17

**April 12:**

**Class Objectives:** Understand employee benefits

**Class Activities:** Discussion of employee benefits

**April 17:**

**Class Objectives:** To understand culture

**Class Activities:** Discussion of culture, compensation assignment due

**April 19:**

**Class Activities:** **Review for final quiz**

**April 24:**

**Quiz over material since last quiz**

**Process for a Grade Appeal:**

You must contact Dr. Tansky (not your TA) *within one week of when an assignment is returned to you* (returned in recitation by TA not when you receive it) if you want to appeal your grade.

**Step 1:** You must give Dr. Tansky **a written appeal** specifically describing in detail why you believe your grade is not correct. The written appeal must include a copy of the assignment that was graded.

**Step 2:** Dr. Tansky will grade your assignment and return the assignment. If necessary, at this point, you can request a meeting with Dr. Tansky.

**Step 3:** If necessary, a meeting with Dr. Tansky will be scheduled.

### **Working With Your Teams**

Due to the nature of the class, team dynamics will be an ongoing part of this course. Team issues can be discussed with your TA and Dr. Tansky at any time during the quarter. If your team is experiencing problems please ***do not wait until the end of the quarter*** to bring these issues to the attention of Dr. Tansky or your TA

### **Disability Services**

([http://ods.osu.edu/faculty\\_syllabus.asp](http://ods.osu.edu/faculty_syllabus.asp))

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

### **Academic Misconduct**

(<http://oaa.osu.edu/coam/faq.html#academicmisconductstatement>)

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, 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. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute "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, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions 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.