Human Resources Planning  
MGMT 4385-001  
Spring 2020

Instructor: Katherine Roberto, PhD, M.S.  
Class Time: 3:30-4:45pm  
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Course Description
A study of the concepts important to human resource planning; both strategic planning and budgetary planning. The course will focus on developing skills necessary to estimate and evaluate the costs of various human resource activities, and on decision-making activities in an HR environment, with special attention to legal costing in regards to the HR function. The course serves as a useful integration course and relates to issues (such as training & development, staffing & development, compensation, appraisal systems, and legal liability) discussed in other relevant courses as the basis for making decisions about the usefulness of various HR activities.

Prerequisites: MGMT 3320, ORMS 3310, Junior standing or above.

Learning Objectives
By the end of this course, the students will have:

1) Understanding of how to operate a Human Resource department of a simulated firm within the budget and labor market constraints of the simulation.

2) Understanding of the interactive nature of the HR function with strategic goals and outcomes.

3) Ability to analyze, interpret and synthesize date to make decisions about budgets and programs that should be implemented.

4) Ability to cost the HR function and understand the impact that HR programs have on the bottom line of an organization.

5) Understanding of how federal employment laws influence decision making in HRM and affect outcomes of decisions made in the HR function.

Blackboard
This class is up on Blackboard (https://bb9.tamucc.edu/). Please check Blackboard often. There you will be able to access class material as well as your grades.

Blackboard Mobile App – Mobile Learn
**Mode of Instruction**
Classes will be interactive, with both the instructor and students sharing in the processes. Students should read assigned materials PRIOR to the class date and be prepared for discussions and exercises. It is to your advantage to stay current with readings and assignments. A variety of learning tools will be used to develop and enhance your understanding of the subject matter, including experiential exercises, small group activities, video, case analyses, current events, and class discussions, rather than solely from the lectures. You are responsible for the material in the chapters as well as the materials covered in classes.

**Course Materials:**

**Required Materials:**
HR Management Simulation available through [www.interpretive.com](http://www.interpretive.com).
Each student must register through the website. You will receive an email from the copy with instructions on how to register for the simulation. The registration fee is $44.95 with several payment options.

Various Articles & Cases as given, posted through Blackboard.

**Recommended Textbook:**

**Grades**
47% of your grade will come from the participation in, completion of, and write up of the HRManagement simulation.

22% of your grade will come from the quizzes and final exam.

31% will come from homework assignments, class activities and your group performance evaluation.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grade</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Project</td>
<td>200</td>
<td>A</td>
<td>≥ 360</td>
</tr>
<tr>
<td>Homework/Exercises</td>
<td>60</td>
<td>B</td>
<td>320-359</td>
</tr>
<tr>
<td>Quizzes</td>
<td>50</td>
<td>C</td>
<td>280-319</td>
</tr>
<tr>
<td>SAP activities</td>
<td>50</td>
<td>D</td>
<td>240-274</td>
</tr>
<tr>
<td>Group Peer Evaluations</td>
<td>30</td>
<td>F</td>
<td>≤ 239</td>
</tr>
<tr>
<td>Simulation Quiz</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>400</td>
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Grades are based upon point accumulation, NOT averages. Please keep that in mind when calculating your grade.
I will also offer extra credit points throughout the semester. The number and worth is subject to my discretion. These can range from short assignments done outside of class to random on time attendance checks.

*Introductory Assignment*

At the conclusion of the first class, you will turn in the final page of the syllabus, signed, indicating that you received the syllabus and understand the requirements of the course. This is part of your activity participation grade.

*Quizzes*

There will be 4 quizzes during the semester (see the schedule for due dates). Three will be multiple choice and taken through Blackboard. Once you begin the quiz you MUST complete it at that time. If you stop before you answer all the questions, you will only receive credit for those questions answered – regardless of why the quiz was not completed. Please make sure that you have a reliable internet connection before you begin! There will be NO makeup quizzes. Quizzes are due at the start of class. The last quiz will be given in class and will be a series of mathematical problems. You will be able to use a calculator for the quiz, but NOT your phone. NO EXCEPTIONS!

*SAP Experience*

SAP is an enterprise resource planning software which incorporates the key business functions of an organization, including HR. SAP Next-Gen is a purpose driven innovation for universities that align with SAP’s commitment to the Sustainable Development Goals and supporting SAP’s 437,000+ customers across 25 industries and 7 lines-of-business in 180+ countries. The SAP Next-Gen focus will specialize on digital core with SAP S/4HANA.

During class, we will cover the basics of SAP software and, in particular, the Human Capital Management (HCM) system. The HCM system is a subsidiary component to the larger SAP software program. You will complete several exercises within SAP and the HCM system for a grade.

*Experiential Exercises/Cases & Homework Assignments*

Many class periods there will be activities that require active participation. These skill-bases exercises are designed to provide you with experience in applying the material discussed in class, in the readings, and other sources of information. You are expected to participate fully in the activities. On days we will be going through a case study, you are expected to come to class with the case read (please see schedule). Missing or failing to actively participate in an activity will result in a reduction in participation points.

Some of the exercises are quite lengthy and may require completion outside of designated class time. These will subsequently be assigned as homework. They are due at the beginning of class on their respective due dates. Late assignment will NOT be accepted. If instructed to upload an assignment to Blackboard on its due date - the documents MUST be submitted using a Word document file – either a .doc or .docx. No other formats will be accepted.
**HRM Simulation**

A simulation will be used in this course to provide you with the opportunity to apply, synthesize, and evaluate what you know about the HR function. The simulation highlights the principles taught in the HR courses and provides players with simulated real-world experience in making HR decisions and observing their impact. You will be divided into teams that will make decisions that a human resource manager would make. The objective will be to operate the human resource department of a simulated firm within the budget and labor market constraints of the simulation.

Teams will be required to meet weekly to make team decisions concerning the simulation and to coordinate the analysis and interpretation necessary to complete the written project. At the beginning of the simulation, your group will meet in class to set goals on the various parameters of the simulation. Teams will complete 9 quarterly decisions using the simulation on the Interpretive.com website. After your goals have been set, there will be 1 “practice” simulation decision followed by 8 “actual” decision periods (each decision period is a “fiscal quarter”, so there will be a total of 8 quarters after the practice decision). The “practice” round will be played in “benchmark model” (i.e., against the computer) and will allow you to play and replay the round up to 3 times. When the “actual” simulation begins, it will be played in “direct competition mode” (each team will be competing against the other teams). Decisions are final once they have been submitted.

**Simulation Quiz**

You are required to complete the case quiz through interpretive.com. It must be complete by the start of class on the date we discuss goals and strategies. The grade you earn for the quiz is what will be factored into your grade.

**Preparation Handouts:**

In your groups, during class on the designated day, you will complete 5 handouts that will help you understand the simulation case and the state of your company. The four worksheets are: Case Discussion, Forecasting Labor Requirements, Diversity Management, Demographic Analysis, & Yearly Goals & Strategies. The purpose of these handouts is to familiarize you with the case, the environment, and provide guidance for decisions you will need to make during the simulation.

**Yearly Audits:**

The report is intended to be a Management Audit of your team’s simulation goals, strategies, decisions, and outcomes. You should describe the goals that you set, the strategies that you used, and the decisions that you made throughout the simulation. You should also discuss the strengths and weaknesses of these decisions considering what you have learned about HRM. Each team must track certain quantifiable data and complete two “yearly” annual reports/audits. The data must be graphed/charted and should compare actual levels on each of the goal areas (e.g. turnover, productivity, morale, accidents, etc.) to industry averages, and to your team’s goal for the area. The specifics of what needs to be included in the report will be given on group formation day.
Quarterly Reports:
In each of decision periods, teams will make decisions related to staffing, wages, benefits, training, and special programs. The decisions made in these areas will affect a variety of performance metrics (e.g., morale, productivity, quality, turnover, absenteeism, budget, etc.). In each decision period, there will also be a special incident decision due with other decisions. Teams must maintain a “Planning/Historical Log Book and Audit Analysis” containing a history of and rationale for each team decisions and changes each week. This log should explain how decisions were made for the week (what was discussed, what tradeoffs were made, etc.). The specifics of what needs to be included in the report will be given on group formation day.

Grading of Reports:
The reports will be graded according to the following criteria:

1) Completeness
   a. All requested information is included
   b. All key questions are addressed in a complete and accurate manner

2) Depth of analysis
   a. Discussion of the possible reasons for the effectiveness or ineffectiveness of various decisions is thorough
   b. Potential linkages between decisions and various performance indicators are discussed, drawing on text and lecture material as appropriate to make these linkages

3) Clarity and quality of structure and writing
   a. Layout and format of report is professional
   b. Writing quality: spelling, punctuation, grammar, sentence structure, etc.

Tips for Success in the on-line Simulation/group project:
1) There is a positive correlation between brain time employed and your industry ranking! You should know that the simulation provides me with a “learning assurance” report which details your team performance across 10 key performance indicators including unit labor cost, productivity, quality, accident rate, turnover rate, absenteeism rate, morale, number of grievances, total minorities, and total women.
2) Aim for a score of at least 10 on the HR simulation quiz.
3) Expect to spend at least 3 hours each week individually on the simulation.
4) Expect to display college level writing skills.

Note on Participation: As a significant portion of your grade is based upon the simulation and group work, I will not tolerate social loafing or failure to participate. If a group member is not participating in the decision-making process or write-up the group may come to me as a whole and ask for that person to be removed from their group. The individual will then have a choice to either complete the simulation on their own (if it within the first year of the simulation) or take an F (or corresponding grade based on how far along the project is).
Before coming to me, I expect the group to have discussed this with the group member. They should get one chance to change their behavior. After you have addressed your concerns with the individual in person – you should send an email to that person, each group member, and me detailing both the concerns and what that individual has agreed to do differently as documentation. Consider it a written warning, where failure to then comply with the agreed upon terms, will result in termination from the group. If the behavior does not change, the group may schedule an appointment with me to discuss the situation and outcome.

Peer Evaluations
You will evaluate your group member’ and your own contribution to the group project and participation in group activities. Please take this peer rating very seriously.

I recognize that not all team members contribute equally to every group project. For this reason, I will ask you to provide feedback on your group members and yourself. Your group members will also provide feedback on you for the group project. Individual project scores will then be adjusted based on peer feedback. If you do not work with your group to prepare the assigned case, you will receive a zero for the group document.

I expect that you will make peer ratings based only on who you perceive to have made the greatest contribution (quality and quantity) to your group project and not based on personalities or friendship factors. If, in a group, I believe the peer evaluations were not assigned in such a manner as to be consistent with the spirit of rewarding those who contribute more, I reserve the right to adopt a policy in which all group members receive their group grade instead.
Class Policies

**Email Policy**
I will only contact you through your tamu.edu account or Blackboard. If you email me through a personal account, I will ask you to resend it through university email. Also, I may need to contact you, and will do so through university email or Blackboard.

It is expected that email will follow good grammar and proper Email netiquette rules with proper salutations for proper response. **REMEMBER:** ALL CAPS MESSAGES IS SHOUTING AT THE TEACHER – and will not be responded to. In addition, messages like: *hey prof wat did i miss?* or simply *here’s my paper* will not be responded to. Without grammar and the person’s name in the email response cannot be given. Your faculty will always respond when emails are received with respect and formality due to the nature of working in a professional environment.

**Attendance**
I will take attendance every day, though it will not be factored into your grade. Attendance at and participation in class are necessary to receive the full benefit and are encouraged. You are free to make your own decisions about attending class and participating. However, I will test on material covered in class lectures and not all this material covered will be in the books. Thus, please be advised that not attending class is likely to have a negative impact on your test grades.

**Classroom Behavior**
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Please refrain from disrupting the class by talking during class or taking cell phone calls or pages during class. Please turn off or set to vibrate all cell phones, pagers, etc. before class. If you disrupt class by talking to each other, on the phone, or text messing during class, I reserve the right to ask you to leave the classroom.

**Academic Integrity**
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a zero the first time and failing the course for any additional offence.
Grade Appeals
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

Withdrawal Policy
It is the student’s responsibility to complete the course or withdrawal from the course in accordance with University Regulations. Students are strongly encouraged to verify their grade status before dropping a course after the first withdrawal date. It is also the student’s responsibility to determine whether it is a good idea to drop the class. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. A student who drops after the first withdrawal date may receive an “F” in the course if the student is failing at the time the course is dropped. Please note the last day to drop the course with a “W”.

Students with Disabilities
If you require accommodations for a disability, please consult with me at the beginning of the semester. Faculty members are required by law to provide “reasonable accommodation” to students with disabilities, but it is your responsibility to inform me of your disability at the beginning of the semester and provide me with documentation authorizing the specific accommodation.

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.
Statement of Academic Continuity
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard, Connect, and/or email. If Blackboard is down, messages will be posted on the home page of Connect. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.