

MGT 4803 001

Managing Human Resources for Competitive Advantage

Course Syllabus - Fall 2024



Course Information

Course Description: Prerequisite: A grade of C- or better in MGT 3003 and MGT 3613, a declared major in the Carlos Alvarez College of Business, or approval from the Department Chair. This course examines how human resource management aids in developing an organization's competitive advantage. Emphasis is on the processes and activities used to formulate HR objectives, practices, and policies to meet the organizational needs and opportunities, guide and lead the change process, and evaluate the contributions of HR to organizational effectiveness. Emphasis is on human resources information systems (HRIS) and human resources data analytics. This course has

Credit Hours: 3

Course Modality: Traditional in-person

Meeting Times

Duration: 08/26/2024-12/13/2024

Campus: Main Campus

Location: [MB 1.120](#)

Time(s): TR 4:00 PM - 5:15 PM

Learning Goals

At the end of the course, you will be able to:

- Describe the role of human resources management in organizational decision-making
Outcome
You will be able to identify areas of value creation within human resources management.
- Evaluate various organizational strategies and the tradeoffs inherent to specific decisions
Outcome

You will be able to predict the return on investment from potential strategies

- Identify the potential unintended consequences of human resource strategies

Outcome

You will be able to help an organization optimize its strategy across multiple goals.

Communicate with Me

Instructor Name: Stephen Daniel Schwab

Department

Management

Office Location

04.03.30

Student Hours

Tuesday and Thursday 2-3 or by appointment

Phone Number(s): 2542589138

Email Address: stephen.schwab@utsa.edu

Preferred Method of Communication

Canvas Q&A for general questions, email for personal questions

About Me & My Teaching Philosophy

Hello! I am an Organizational Economist and an Assistant Professor of Management at The University of Texas at San Antonio. My research centers around workforce management and organizational performance with a specific focus on the role interpersonal relationships play in maximizing performance. I have a PhD in Managerial Science and Applied Economics from the University of Pennsylvania Wharton School of Business and Master's degrees in health and business administration from Baylor University. I am also a retired Army Lieutenant Colonel with over 21 years of professional and leadership experience. I served as the Chief Financial Officer of Brooke Army Medical Center, a level one trauma center and the Department of Defense's largest hospital. I also served as the Chief Financial Officer for the Walter Reed Army Institute of Research, the Department of Defense's largest biomedical research laboratory.

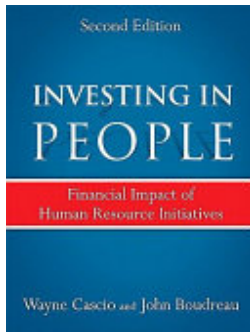
Course Materials

Investing in People

Subtitle: Financial Impact of Human Resource Initiatives

ISBN: 9781586446093

Authors: Wayne F. Cascio, John W. Boudreau



Publisher: FT Press
Publication Date: 2011-01-01
Edition: 3rd

R for HR

Subtitle: An Introduction to Human Resource Analytics Using R

Required/Recommended/Optional: Optional

Additional Information

Available free at <https://rforhr.com/>

Additional Course Information

I use what is referred to as "Ungrading". Ungrading means that you grade yourself! For all of your assignments I will provide written feedback but I will not provide a score or grade. Several times during the semester you will self-assess your performance. We will meet to discuss your assessment and compare that with how I think you are doing. My goal is to remove the stress of grades so that you can focus on learning. Generally speaking, my students are harder on themselves than I am and any changes I make are to boost a grade up. We will meet one on one to discuss ungrading and address any concerns you may have during the first two weeks of the semester. Ungrading will make up 30% of your final grade. The remaining 70% will come from attendance, class preparation, and timely submission of all assignments. See my attendance and due-date policies below:

Attendance Policy

I aim to make class as close as I can to what you will experience as a human resources professional, and in my experience, showing up is more than half the battle. Therefore half of your grade comes from attendance. However, most people in the professional world understand that things happen so you get three "life happens" excused absences during the semester. I ask that you call, text, or email me ahead of time to let me know you won't be in class and your plan for making up the content.

Assignment Due Dates

In the professional world, due dates change all the time as people and projects fall behind schedule. Therefore you may request an extension on any assignment provided you request it before it is due and provide me a proposed new due date. I will approve this as long as the new due date generally fits within the flow of the course.

Assessments and Assignments

Major Assignments

1. Business Case Analysis: Working in groups of two to three, students will conduct a business-case analysis of a real-world HR Management problem. For this exercise, students will act like they are members of an organizational strategy consulting firm with expertise in human resources. Each group will choose an actual company to research, and then create the business case for a specific HR strategy. Groups will present their analysis in a 15-20 minute presentation to the class and submit a written product.
2. Thought Papers: I have incorporated three flex/review sessions throughout the semester to reinforce what students have learned and fill in any gaps in understanding. To make these as beneficial as possible, students will submit a 1-2 page reflective paper describing their specific ideas, any areas of interest where they would like to learn more based on what we've covered, as well as any points of confusion. These are due two days prior to the flex/review session so that I can prepare materials that address the class's needs. Please note that I expect full paragraphs and not bulleted lists on these papers.

Activities and Grading

Activity	Quantity	%
Attendance	26 (29 sessions - 3 excused absences)	50
Class Preparation and Timely Submission of Assignments		20
Ungrading		30
Thought Papers	3	
Business Case Analysis	4 (Topic, Outline, First Draft, Final Draft)	
Analysis Presentation	1	
1 on 1 meetings	3	
Total		100%

Distribution of Course Assignments, Their Quantity, and Contribution to Final Grade.

Grade Distribution and Letter Grade

Letter Grade	Grade Range
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Letter Grade	Grade Range
A+	97-100
A	93-96
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	<60

Course Expectations & Policies

Video and Audio Recording

As the instructor of this course, I may record meetings and lessons. You are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Recordings may not be published, reproduced, or shared with those not in the class. If the instructor or a UTSA office plans any other uses for the recordings, consent of the students identifiable in the recordings is required before such use unless an exception is allowed by law. For more information on your privacy and class recordings, review [Student Privacy \(FERPA\) in Virtual Classrooms and Other Educational Recordings](#) and the [Guide to Secure Video Conferencing Tools](#).

Academic Freedom

Academic freedom¹ is a cornerstone of the University. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning.² Each faculty member is entitled to full freedom in the classroom discussing the subject that the faculty member teaches.³ The University of Texas at San Antonio will not penalize or discipline members of the faculty because of their exercise of academic freedom.

Along with this freedom comes responsibility. It is the responsibility of faculty members to ensure that topics taught are related to the classroom subject. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.⁴ It is not the proper role of the university or any outside agency to attempt to shield individuals from ideas and opinions they find unwelcome,

disagreeable, or even deeply offensive.⁵ Engaging with new ideas and perspectives helps students grow intellectually and is beneficial to the educational process.

1. Statement adapted from Texas A&M University's [Syllabus Statement Regarding Academic Freedom](#)
2. 1940 Statement of Principles on Academic Freedom and Tenure
3. Board of Regents Rule 31004; HOP Policy 4.02
4. American Association of University Professors Joint Statement on Rights and Freedoms of Students
5. The Chicago Statement

Our Commitment to Inclusivity

The University of Texas at San Antonio, a Hispanic Serving Institution situated in a global city that has been a crossroads of peoples and cultures for centuries, values diversity and inclusion in all aspects of university life. As an institution expressly founded to advance the education of Mexican Americans and other underserved communities, our university is committed to promoting access for all. UTSA, a premier public research university, fosters academic excellence through a community of dialogue, discovery and innovation that embraces the uniqueness of each voice.

Syllabus Changes

The syllabus is subject to change at the instructor's discretion. Any changes/corrections to the course materials, assignment dates, or other updates will be communicated to the students ahead of time. You are responsible for checking Canvas for corrections or updates to the syllabus.

Course Schedule

For a list of important university-wide dates, review [One Stop's academic calendar](#).

Date	Class	Topic (Revised)	Assignment(s)
27-Aug	1	Introduction to "Talentship"	
29-Aug	2	In Class Case study	Read Chapter 1 and Case Study
3-Sep	3	Finance 101	Ensure you've scheduled your introductory meeting with Dr. Schwab
5-Sep	4	Introduction to Analytics Part 1	Read Chapter 2
10-Sep	5	Introduction to Analytics Part 2	
12-Sep	6	Hiring and Analytics	Read Chapter 3

17-Sep	7	Hiring and Analytics Exercise	Read Case Study
19-Sep	8	Absenteeism	Read Chapter 4
24-Sep	9	Turnover	Read Chapters 5 and 10
26-Sep	10	No Class - Absenteeism and Turnover Exercise	Submit Exercise
1-Oct	11	Flex Day 1	Thought Paper Due 28 September
3-Oct	12	Performance Management 1	1. Tyranny of Metrics Excerpt (Posted to Canvas) 2. Article: want-to-kill-your-performance-rankings-heres-how (Posted to Canvas)
8-Oct	13	Performance Assessment 2	Read Case Study
10-Oct	14	Investing in People	Chapter 6
15-Oct	15	Employee Attitudes and Engagement Part 1	Chapter 7
17-Oct	16	Employee Attitudes and Engagement Part 2	Read Case Study on Happiness
22-Oct	17	Business Case Analysis Part 1	
24-Oct	18	Business Case Analysis Part 2	
29-Oct	19	Flex Day 2	Paper Topic Due; Thought paper 2 due by the evening of October 27th.
31-Oct	20	Analyzing Social Networks 1	Article: how-to-catalyze-innovation-in-your-organization (Posted to Canvas)
5-Nov	21	Analyzing Social Networks 2	
7-Nov	22	No Class - Writing Day	Paper outline, introduction, and key points due
12-Nov	23	Data Vizualization	
14-Nov	24	Data Vizualization	Schedule out-brief with Dr. Schwab

19-Nov	25	Data Vizualization Exercise	
21-Nov	26	Flex Day 3	First Draft Due
26-Nov	27	Ethics of People Analytics	Weapons of Math Destruction
3-Dec	28	Project Presentations	
5-Dec	29	Project Presentations and wrap up	Final Paper Due (December 6)

Essential Student Information

- **Important:** Bookmark and visit the [Common Syllabus Information webpage](#) to find important and valuable resources about counseling services, transitory/minor medical issues, supplemental instruction, tutoring services, academic success coaching, sexual harassment and sexual misconduct, campus safety and emergency preparedness, and the Roadrunner Creed.
- For technical requirements, support, and resources, visit [Academic Innovation's Student Technical Support](#) page.
- UTSA provides reasonable accommodations to students via [Student Disability Services](#). For more details on eligibility, policies, and requirements, please visit www.utsa.edu/disability or call (210) 458-4157.
- Students at UTSA are responsible for ensuring their work is consistent with UTSA's standards for academic integrity. Students should review [Section 203 of the UTSA Student Code of Conduct](#) for appropriate standards of academic integrity.
- UTSA provides numerous services for students from counseling to tutoring to a food pantry. Visit [Student Affairs Programs and Services](#) and [Student Success](#) for more information.
- Visit the [UTSA Libraries and Museums](#) site for access to journals, research tutorials, and tech gear you can borrow and to find your department's librarian.
- Enroll in the [Roadrunner Success Playbook](#), an open enrollment, self-paced, online hub in Canvas tailored to ensure you have the resources you need to excel at UTSA.
- Follow [Digital Learning Netiquette](#) standards for your online communication activities.