

**School for New Learning  
DePaul University  
FA 206 Human Resource Case Studies  
Loop Campus  
Dates: Spring 2008 - 2009, 6:00 – 9:00 p.m. Tuesday Nights  
Instructor: Jill A. Joachim  
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**Course Description**

HR professionals will tell you that liking people is not a good reason to go into their field (though, in fact many people enter HR because they like to work with people.) Instead, it sometimes seems that HR policies are made with anything but the human element in mind. Is business in general a field that fits into the human community or is it something that exists outside our social structures and social rules? How do HR professionals and business managers reconcile personal need in impersonal organizations? How can a perplexing variety of legal, profit-based, consumer-dictated issues peacefully co-exist with the needs of an increasingly demanding, savvy, spirited, and independent workforce? In this course, students will examine a variety of examples of how people act at work, and how the vicissitudes of the workplace influence their lives and the life of organizations.

Moreover, politics, persuasion and influence often define the perceived effectiveness of Human Resources actions. How can the HR function work to support both long-term corporate goals and personal needs? How do the actions of HR impact groups and the flow of power in organizations? How can HR lead when senior management does not want to follow? In this class, students will also examine real problems of HR professionals as they try to use the HR function to establish and further the goals of humans in organizations.

This course is recommended for the student with a Focus Area of Human Resources or General Management.

Coursework will focus on discussion of existing case studies, writing case studies and presentations of solutions to cases. Intensive class discussion is a requirement.

**Faculty Biographical Sketch**

Jill A. Joachim is a lifelong learner and is dedicated to the principal that effective instructors lead students to personal discoveries. With a Bachelor degree in Forestry and a Masters in Science focused on business abetted by almost 20 years in operations and human resources management, the instructor has a solid basis of real life experience in business. Additionally, the instructor is a true polymath and actively pursues new learning and experience in a wide range of topics. These interests include crafting, sports and competitions of all types, math and science developments, the wacky activities of the British Royal Family, gardening, maintaining an eight ear old travel pod, adoring her pets, family activities, music of all kinds, silly mystery novels and anything else that catches her fancy. Finally, the instructor is grateful she had the foresight to finish her education before entering a professional field. She is always appreciative that SNL students are full time workers, parents and care givers in addition to being part time students.

**Competencies**

**F-X:** Can identify, analyze and attempt to address the issues that face Human Resources and other organization leaders. These issues can be broken into two categories: issues that relate to point-in-time people-related issues and issues that relate to driving the long-term strategy of the business.

Everyday people-generated issues drive the morale and (oftentimes) effectiveness of organizations. Strategic issues influence the nature of organizations over time and throughout all levels. Though the use of the case study method:

- Students will be able to identify basic human resources issues
- Students will identify alternative solutions for these issues
- Students will analyze the impact of different solutions on the organization as a whole and HR as an organizational entity

**H-4:** Can analyze power relations among racial, social, cultural, or economic groups in the United States.

1. Describes the unequal power relations between at least two racial, social, cultural, or economic groups in the U.S.
2. Discusses the historical, sociological, or economic dynamics under which these groups came to be in conflict.

Students demonstrate this competence by exploring inequalities in power in a number of HR case studies. In many ways, this competence is about democracy in action; for example, how groups have negotiated and attained power and voice in a complex and diverse society. However, democracy is limited in organizations by rules of membership, policies, etc. What does this mean? This class will explore that very question. In cases students will identify and discuss:

- Who has the power and how did they get it?
- What is the impact of this power on individuals and the organization?
- Has power shifted over time?
- How could power shift?
- Were power to shift – what would be the impact on individuals and the organization?

**H-3-B:** Can explain how two or more of the factors of race, ethnicity, nationality, socioeconomic status, age, gender, sexual orientation, or religion interact to shape oneself or others.

1. Discusses two or more of the following: race, ethnicity, nationality, class or economic status, age, gender, sexual orientation, or religion.
2. Chooses a context in which they interact.
3. Explains how the chosen factors interact with each other.
4. Articulates the impact of these factors and their interactions on oneself or others.

Students demonstrate this competence by discussing the social factors that they wish to examine and explaining how they (race, ethnicity, etc) function together to shape one or others. Students may approach this competence from the perspective of individuals in organizational case studies. Specifically, the class will examine how laws, beliefs and corporation policies address membership in and treatment of subgroups (racial, socioeconomic, gender, religious, etc.) in corporate organizations.

- Discusses two or more of the following: race, ethnicity, nationality, class or economic status, age, gender, sexual orientation, or religion.
- Examines a case study in which these interact.
- Explains how the chosen factors interact with each other.
- Articulates the impact of these factors and their interactions on oneself or others.

**A-3-D:** Can assess the assumptions and implications of a significant thinker's ideas about work.

1. Identifies one or more philosophers, theologians, or thinkers with ideas relevant to work.
2. Explores the assumptions in these ideas.
3. Explores the implications of these ideas for one's approach to work.

Students fulfill this competence by thinking critically about their own experience of work in light of a significant business thinker(s) ideas. Such ideas always imply certain assumptions about the meaning, value, and purposes of human life. Students are invited to explore those assumptions as well as the implications these ideas have for their own approach to work or leisure. In cases studies students will:

- Identify the business philosophy, idea or tenet(s) on which the case is based.
- Explore the assumptions of this philosophy, idea or tenet
- Explore the implications on the solution of the case and one's own approach to work.

### **Learning Resources and Experience**

The class will examine a number of prepared cases studies and also discuss issues in the news. Students will also evaluate cases singly and as part of a team of problem-solvers.

**A Note about case studies used in this class:** Case studies are factual or invented stories about organizational issues at a point in time. Usually 4-10 pages in length, a written case study provides the reader with a lot of information about an organizational event or issue. Careful reading of the case will provide relevant and irrelevant facts about the case. An optional question/answer session with the moderator may provide additional useful or useless information. Alternative solutions are always possible. Students will generally have to identify the crucial issue of the case and then based on their experience and the facts provided suggest and defend solutions to the problem. This solution-seeking can be done individually or a part of a team. The experience of digging for all relevant information and proposing and defending a best possible solution in depth is what makes cases study so useful. Students learn valuable critical thinking, public speaking, rational presentation skills that can best be gained by experience.

### **Activities:**

The class will use classic case study methods to evaluate strategic HR issues. Generally, this will include reading cases, preparing and asking questions about the material, developing alternative solutions and presenting and discussing solutions. The instructor will serve as discussion moderator, but class activity will fall on the shoulders of students in discussion. Presentations will generally informal, however, at least once during the term, groups may make and defend formal case presentations. Please see **A Note about case studies used in this class** in the **Learning Resources and Experience** section preceding.

Because the discussion case study method will be used, discussion and attendance will be required some weeks for some cases. Please see the schedule below for details. However, students may miss classes and make up for their absence by doing a complete written case study identifying and evaluating solutions for no less than three issues raised in the case. Such studies usually extend to thirty pages in length.

### ***Required Texts***

Excepting Class 8's case, all case studies available either on electronic reserve or through DePaul University, Business Source Elite abstract search. The class eight case may be purchased from Harvard Business School Publications at [http://harvardbusinessonline.hbsp.harvard.edu/b01/en/common/item\\_detail.jhtml;jsessionid=XB0TRPAB4RCYKAKRGWCB5VQBKE0Y0ISW?id=304014&referral=2340](http://harvardbusinessonline.hbsp.harvard.edu/b01/en/common/item_detail.jhtml;jsessionid=XB0TRPAB4RCYKAKRGWCB5VQBKE0Y0ISW?id=304014&referral=2340).

**Class 2: You and the Boss – The Nice Guy.** By: Edelman, Russ; Hiltabiddle, Tim. Harvard Business Review, Feb2006, Vol. 84 Issue 2, p21-31, 11p, 2c, 4bw; (AN 19406156) and **Indispensable.** By: Beeson, John; Rowe, John W.; Reilly, Edward; Conger, Jay A.; Ready, Douglas A.; Jordan, Michael. Harvard Business Review, Sep2006, Vol. 84 Issue 9, p37-50, 9p, 2c, 5bw; (AN 21897012)

**Class 3: Supporting Mission and Organizational Goals - The Very Model of a Modern Senior Manager.** By: Morrison, Mike; Mark, Reuben; Ray, Rebecca; Manderlink, George; Ulrich, Dave. Harvard Business Review, Jan2007, Vol. 85 Issue 1, p27-39, 10p, 2c, 4bw; (AN 23363435) and **The Cane Mutiny: Managing a Graying Workforce.** By: Geissler, Cornelia. Harvard Business Review, Oct2005, Vol. 83 Issue 10, p31-42, 9p, 2c, 4bw; (AN 18500651)

**Class 4: Pay Systems - Growing Pains.** By: Nicoson, Robert D.; McCann, James; Hart, Myra; Rudolph, Ronald; Schlegel, Bruce; Johnson, Alan. Harvard Business Review, Jul/Aug96, Vol. 74 Issue 4, p20-36, 11p, 10c; (AN 9607100431) and **When Salaries Aren't Secret.** By: Case, John. Harvard Business Review, May2001, Vol. 79 Issue 5, p37-49, 9p, 4bw; (AN 4392593)

**Class 5: Supporting Change Implementations – The Case of the Machinists' Mutiny.** By: Chew, W. Bruce. Harvard Business Review, Nov/Dec90, Vol. 68 Issue 6, p14-30, 9p, 5 illustrations; (AN 9012241286) and **After the Layoffs, What Next?** By: Wetlauffer, Suzy.

Harvard Business Review, Sep/Oct98, Vol. 76 Issue 5, p24-42, 11p, 1 cartoon, 5bw; (AN 1040700)

**Class 6: Selection** - Old Hand or New Blood? By: Cespedes, Frank V.; Gardner, Alston; Kerr, Steve; Kelley, Randall D.; Dixon, Andrea L.. Harvard Business Review, Jul/Aug2006, Vol. 84 Issue 7/8, p28-40, 9p, 2c, 4bw; (AN 21124728) and The Coach Who Got Poached. By: Kesner, Idalene F... Harvard Business Review, Mar2002, Vol. 80 Issue 3, p31, 8p, 4bw; (AN 6326904)

**Class 7: Influencing groups** – The Tug-of-War. By: Sheffi, Yossi. Harvard Business Review, Sep2005, Vol. 83 Issue 9, p39-52, 9p, 2c, 4bw; (AN 18300497) and Will This Open Space Work? By: Vischer, Jacqueline. Harvard Business Review, May/Jun99, Vol. 77 Issue 3, p28-40, 8p, 1c, 5bw; (AN 1801070)

**Class 8: Valuing HR** – Old Tex College, Herzlinger, Regina and Hershman, Ray; HBSP Case number 9-304-014, Rev. 8/19/04.

**Class 9: Privacy Issues** - Civics and Civility. By: Buchanan, Leigh; Flynn, Brian; Furedi, Frank; Brantner, Paula; Rogers, James E. Harvard Business Review, Oct2004, Vol. 82 Issue 10, p35-46, 9p, 2c, 4bw; (AN 14599838) and The Moonlighter. By: Fryer, Bronwyn; Jensen, Bill; LePatner, Barry; Kimmel, Jean; Conway, Karen; Davis, Sandra. Harvard Business Review, Nov2002, Vol. 80 Issue 11, p33-41, 10p, 2c, 5bw; (AN 7720785) and We Googled You. By: Coutu, Diane; Palfrey, Jr., John G.; Joerres, Jeffrey A.; Boyd, Danah M.; Fertik, Michael. Harvard Business Review, Jun2007, Vol. 85 Issue 6, p37-47, 9p, 2c, 4bw; (AN 24997947)

**Class 10: The enemy or Ally within?** – Bob's Meltdown. By: Carr, Nicholas G.; Gardner, Nicole; Newman, Victor; Ligocki, Kathleen. Harvard Business Review, Jan2002, Vol. 80 Issue 1, p25, 7p; (AN 5848041) and Why Didn't We Know? By: Hasson, Ralph; Hardis, Stephen R.; Shear, Hal; Rowe, Mary; Robinson, Jackson W.. Harvard Business Review, Apr2007, Vol. 85 Issue 4, p33-43, 9p, 2c, 4bw; (AN 24263708) and A Blogger in Their Midst. By: Suitt, Halley; Weinberger, David; Samuelson, Pamela; Ozzie, Ray; Motameni, Erin. Harvard Business Review, Sep2003, Vol. 81 Issue 9, p30-40, 13p, 2c, 4bw; (AN 10687829)

### ***Reproduced Materials***

None

### ***Other Readings:***

Students will need to supplement analysis of cases with fundamental HR and management texts as needed.

### **Evidence the Students Will Submit**

For all competencies class attendance and meaningful discussion is REQUIRED. Greater than one absence will affect final grades. STUDENTS MUST BE WILLING TO DISCUSS LIFE EXPERIENCE AND CASES REGULARLY IN THIS CLASS. Attendance is mandatory in SNL courses. For further information on SNL's attendance policy, please see the SNL website [www.snl.depaul.edu/ba](http://www.snl.depaul.edu/ba).

Any missed classes are the responsibility of the student, not the instructor. Should a student need to miss a class, one class may be missed without penalty. Other absences may be made up with a written evaluation (20-30 pages plus bibliography) of three major issues presented in the case. Full discussions of a number of alternate solutions for each issue should be submitted. Finally, a preferred selection should be defended for each issue. Such written studies would be due one week following the missed class (es) with NO EXCEPTIONS. These onerous written studies are best avoided by full attendance.

Incomplete grades will be available only for the written MAKEUP portions of student work for classes missed late in the term. The student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course. The student must notify the instructor

by e-mail of the request for an incomplete within one week of the last class meeting. More information on DePaul's Incomplete Policy can be found at [http://snl.depaul.edu/StudentResources/Policies/Undergraduate\\_Policies.asp](http://snl.depaul.edu/StudentResources/Policies/Undergraduate_Policies.asp).

All work done in and for this class must comply with the Academic Integrity Policy as defined in the DePaul Student Handbook (<http://sr.depaul.edu/catalog/catalogfiles/2007-2008W/Handbook%20for%20Undergraduate%20Studies/ch1.html>). By policy, the instructor cannot and will not tolerate violations of the policy including, but not limited to cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Written work violating the policy will be given a failing grade.

Finally, respect for others is required as a core value of DePaul. Treat one another with respect in class verbal and online discussions. It is not only University Policy, it is common courtesy and the bare minimum for behavioral expectations in this setting. Failing to treat others with respect will result in disciplinary action, including, but not limited to documentation in your student file, ratting out to the Dean, etc.

CII, Disabilities, Accommodations, Athletes: If students have a need for special accommodation in this class and want help "plugging" it into a learning plan or class activities, please let the instructor know so that it can be discussed privately and confidentially.

#### **Criteria for Assessment:**

Students will be assessed equally (that is weighted 50% each) on the following methods of demonstration of competence:

- Meaningful participation in case discussions and activities both in large and small groups
- Attendance

Generally, discussion showing solid preparation, depth of examination, creativity, persuasiveness, effective listening to others, appropriate conciseness, clear composition of points, encouragement of classmates, openness to all ideas, etc. earns higher discussion grades. Shallow, poorly stated, rambling discussion that dominates others or ignores others' points of view earns lower discussion grades. War stories, in particular are not suited to class discussions. Also, a failure to participate in discussion means that the instructor cannot evaluate the student's quality of discussion and necessitates a poor discussion grade. For this reason, the instructor assigns some discussion to small groups to afford even the shyest of students an opportunity to communicate without overwhelming fear.

Attendance at nine or more classes will yield a grade of "A" for attendance. Attending eight classes without makeup would yield a grade of "C" for attendance. Attending seven classes without makeup nets a failing attendance grade.

Note too that poor attendance impacts discussion grades as absent students make no contribution to discussion.

The attendance and discussion grades when averaged yield a weighted final grade.

#### **Class Schedule (subject to change)**

##### **CLASS #1**

**CONCEPTS:** Questionnaire, syllabus, ground rules, expectations, introductions, introduction to case studies

**PRE-READING:** None

**EXERCISES:** Baby case study  
**PRESENTATIONS:** None  
**SPECIAL COMPS:** None

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**CLASS # 2**

**CONCEPTS:** You and your Boss  
**PRE-READING:** see required texts above  
**EXERCISES:** None

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**CLASS # 3**

**CONCEPTS:** Supporting Mission and Goals  
**PRE-READING:** see required texts above

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**CLASS # 4**

**CONCEPTS:** Pay Systems  
**PRE-READING:** see required texts above

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**CLASS # 5**

**CONCEPTS:** Supporting Change  
**PRE-READING:** see required texts above

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**CLASS # 6**

**CONCEPTS:** Selection  
**PRE-READING:** see required texts above

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**CLASS #7**

**CONCEPTS:** Influencing Groups  
**PRE-READING:** see required texts above

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**CLASS # 8**

**CONCEPTS:** Valuing HR  
**PRE-READING:** see required texts above

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**CLASS # 9**

**CONCEPTS:** Privacy Issues  
**PRE-READING:** see required texts above

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**CLASS # 10**

**CONCEPTS:** The Enemy and Ally Within  
**PRE-READING:** see required texts above  
**ADDITIONAL TASKS:** Assessments of Faculty

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