1. Course description
This course is designed to be the capstone course in the MA-HRIR program. In the course, we will take a global and strategic, rather than a functional, view of human resource management. We will discuss leadership in HR, consider the ideas of complementarity, contingency, and configurations in HR strategy, evaluate key HR decisions and strategy implementation, and discuss issues related to HR ethics.

2. Course objective
   - Describe the interrelationship between the HR function and other business functions within modern organization using core knowledge developed during the MA coursework.
   - Identify organizational constraints that relate to the implementation of HR strategy
   - Identify the ethical issues and challenges related to the decision making process
   - Describe the globalization of human resource management and its impact on business and organizations.
   - Develop an interdisciplinary approach to solving complex issues using the intellectual framework you developed in the MA coursework.

3. Course Format
This course will be conducted entirely via Internet. The course is offered in an asynchronous mode, which means that the reading, the questions and the discussion will be all posted online. Students will log in to the course website at the beginning of each week and complete their class sessions before the end of the week. No face-to-face session is required. The course will use Moodle platform
4. Course Assignment and Grade Distribution

This course requires completion of three assignments:

4.1 Weekly Online Participation: 28 pts
At the beginning of each week, the instructor posts few discussion questions. You will be required to post ONE thoughtful comment to each discussion question. Your post must meet the minimum length specified in each question. You also need to post ONE comment in response to a classmate's post. Classmates’ posts need to be elaborated and need to address a substance issue but do not have to have the minimum words required for thoughtful comments.
Remember that online learning takes place only if there is participation. Participation is the most important aspect of online instruction. For this course, it is roughly the third of your final your grade. See point 4 in "How to Use Technology" for a definition of a Thoughtful Comment.

Grading your weekly online posting

Please note that feedback for online courses is different from feedback in face to face courses. In online courses, I provide only quantitative score for your postings. Because of the nature of online education, course enrollment and other constraints you will not get a qualitative feedback on your participation. Qualitative feedback means a narrative discussion of your analytical skills, writing style and your weakness and strengths. If you need a qualitative feedback, you will need to schedule a conference call with me.
Every two weeks or so I submit a score that evaluates your online posting for the previous two modules. I read your postings when you submit them, as I am in the course room three to four times a week. I prefer to submit a score when everyone is done with the module in case I need to do some curving or grade adjustment. Below are what the numbers mean:
• If you get 4 this means that your post is Excellent
• If you get 3 this means that your post is Good
• If you get 2 this means that you post either Needs Improvement OR Late Submission
• If you get 1 this means that your post is Fail
Your strategy is to get 4 on all your postings so you are able to get the full points for the weekly online participation. If you miss one or two 4s it is not a big deal provided that you do well in your online quiz.

4.2 Final Online Quiz: 40 pts
The quiz will take place during the 7th Saturday of the term. You will have a whole day to take the quiz which will include MCQ only and covers the textbook content only. Course room
discussion and handouts will not be included. Please refer to the Study Guide document posted on the website for detailed information. Please note that the quiz is a standardized test and therefore it can not be viewed after taking it. You will see only your score. Refer to the study guide for more information.

4.3 Final Project: 32 pts (Due at the end of the term)

For this assignment you have two options:

- **Option A:** From the textbook, select a concept, a topic, or an issue that you have identified as crucial to your work and provide a research paper to analyze it. This will be an expansion of the concept or topic you chose with some application to your own organization. Integrate the concepts you learned in this class, expand and analyze. The paper must have 6 pages (excluding the first page and the reference page) and must be double spaced. Citations must be well referenced.

- **Option B:** Prepare a Train-the-Trainer manual that will help you to train your employees on ethics. Think of yourself as a manager in charge of designing an ethical program for your company. Put together a portfolio that has all resources, the handouts and the materials you will use for the training session. Create a power point presentation that will help you conduct the training. There is no specific template I am looking for so be as innovative as you can. If you know about a company that provides ethical training and you would like to use their template that would be also fine. Just make sure you include their references in the project. For me to evaluate your product I will think of myself as your trainee. I will evaluate you on how well I digested your content, your philosophy, your delivery, and the applicability of your training.

- **Where to post the final reflection paper?**

On the upper left side of your website there is a section called “Assignments.” Click on it and you will find instructions on how and when to post.

**Due Date:** Last Sunday of the term, by 11.59 pm. See the website for the due date.
<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
<th>Reading/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>Course Introduction</td>
<td>Review of the syllabus, course policy and Moodle platform No reading assigned</td>
</tr>
<tr>
<td>Module 2</td>
<td>Business Ethics and the Changing Environment: An Overview</td>
<td>Read chapter: Business ethics, the changing environment, and stakeholder management <strong>Performance Review: Discuss the Enron Case</strong></td>
</tr>
<tr>
<td>Module 3</td>
<td>Stakeholders and management issues</td>
<td>Read chapter: Stakeholder And Issues Management Approaches <strong>Complete the assignment “Moral Matrix” Watch the video for details</strong></td>
</tr>
<tr>
<td>Module 4</td>
<td>Ethical Dilemma and the Moral Decision Making Process</td>
<td>Read chapter: Ethical Principles, Quick Tests, And Decision-Making Guidelines <strong>Complete the Trolley Problem Assignment. Watch video for details</strong></td>
</tr>
<tr>
<td>Module 5</td>
<td>Corporate Governance and Social Responsibility</td>
<td>Read chapter “Corporate Responsibilities, consumer Stakeholders, and the Environment” <strong>Discuss the Social media and brand management case</strong></td>
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<tr>
<td>Module 6</td>
<td>Employee stakeholders and the corporation</td>
<td>Read Chapter: Employee Stakeholders and The Corporation <strong>Discuss the Wal-Mart: Ethics and the Law: The role of HR in defining boundaries</strong></td>
</tr>
<tr>
<td>Module 7</td>
<td>Corporate Culture, Global Business and Ethic</td>
<td>Read chapter: “Business Ethics and Stakeholder Management in the Global Environment <strong>No Case Assignment for this week</strong></td>
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The quiz is on Saturday of this week. Read the study guide document for information.
How to use technology

Welcome to your eLearning space! I hope you will enjoy your virtual class while exploring the opportunities and the contradictions of learning in virtual space. In this section, I would like to walk you through the different steps you need for your online course, and provide you with tips on how to maximize your learning.

1. Use of technology

This is an asynchronous course that is delivered entirely via the Internet. This means that you can have access to the course, participate in the discussion and complete your assignments anytime you want from anywhere you want. The course website provides all the tools required for the completion of the course. The learning platform is the Moodle.

2. Online learning philosophy: Learner-centered approach

Online education is an education that shifts the learning enterprise from the instructor to the student. Concepts such as "self-directness," "time management" and "learner-centered philosophy" are crucial concepts because they provide the philosophical foundation of online education. The role of instructor in this philosophy of teaching is that of a facilitator rather than a teacher. The implication of this is that students are expected to have a major responsibility in organizing and defining their learning.

3. How to connect to the web site?

Click on the link provided by your instructor and enter your ID and password. At the beginning of each week (Monday), I post the main topic, the objective of the session and the discussion questions that will guide your learning. Your answer is excepted at the end of the week (Sunday 24:00)

4. What is a thoughtful comment?

Thoughtful comments are comments that tell the reader that you have read the assigned article, understood the question, and thought about your response before posting it. Thoughtful comments must have 200 words as a minimum and address the question asked by the instructor. Statement such as I "agree with.." or "I disagree with.." are not thoughtful comments. Remember that in the online word, the interface
(in this case your postings) is the product; it says a lot about your seriousness, your intellectual ability, and your approach to work. It is important that you keep a well-maintained interface (postings) so you can give an excellent image about yourself.

5 Misuse of the virtual space

To be able to enjoy the eLearning experience we need to be very careful with the use of our language. Remember that written words are more powerful than spoken words, and may say things that you did not mean to say. Please make sure to use a language that observes appropriateness and inclusiveness. Language inclusiveness refers to the use of language that assumes equality of gender and the equal importance of members of all cultural groups. Gender inclusiveness means that usage such as "he" and "man" as generic references to humanity or people in general are not appropriate. While avoiding such use is sometimes awkward or may differ from your writing habits, it is possible to do so. Therefore, I suggest that you use plurals (e.g. "workers…they," rather than "worker…he"), some combination of pronouns (e.g., (s)he, s/he, he/she or alternative words (e.g., "people" rather than "mankind"). Cultural inclusiveness, on the other hand, means that virtual discussions and written materials will not assume that class members come from the same cultural group. Respect of the diversity of the class and the multicultural world in which we operate will be expected. If you feel that a comment was not appropriate, please do NOT respond to that comment. Send me an email expressing your concern.

6. Tips on how to use the e-learning space

I have used online learning as a student and as a teacher, and found it to be very exciting. Here are few tips that may help you maximize your eLearning

- Check your web site at the beginning of each week. Always be ahead of the discussion.
- Read the questions and read your assigned reading.
- Write and edit your comments on a word document, then post them.
- Save your comments on your own hard drive disk because you will need them for your exam.
- If you find some comments of interest to you, you may copy and paste them into your own word document.
7. **How to contact me?**

The best way to contact me is via email at benra001@umn.edu. I am sitting next to my computer between 8:00 and 17:00 Central Standard Time Monday through Friday. I respond to emails when I get them but a 72 hour reply-time is the conventional rule of the online world.

8. **My Expectations**

The following expectations are part of the syllabus

- Students will be active participants in the online learning community created within the course.
- Students are to stay engaged in the course through constructive participation and thoughtful comments.
- Students will communicate with the instructor on time, and according to the policy of the course.
- Students will have a minimum of technology knowledge that allows participation in online discussions.
- Students will reflect on their past experiences, utilize knowledge acquired in the course and dialogue with their peers for professional growth.
- Students are expected to exemplify competence and quality in their assignments.
- Students will establish at least one realistic objective against which they can measure their progress at the end of the course.