

MORAVIAN COLLEGE

COURSE:	MGMT 253: Human Resource Management
TIME/DAY:	T/R 10:20-11:30AM (A) & 1:10-2:20PM (B) Fall 2014
LOCATION:	Comenius Hall, 218
INSTRUCTOR:	Katie P. Desiderio, MBA, Ph.D.
E-MAIL:	kdesiderio@moravian.edu
OFFICE:	Comenius Hall 202 ~ come visit me!
HOURS:	MON & WED 1-3PM & <i>BY APPOINTMENT</i>

REQUIRED TEXT: DeNisi, A.S. & Griffin, R.W. (2014). *HR*. Mason, OH: South-Western Cengage Learning. ISBN- 9781133604518

COURSE DESCRIPTION: This course was designed to analyze human resource decisions regarding employee motivation, recruitment and selection, performance evaluation, training and development, compensation and benefit plans, and intraorganizational communication. Special emphasis is placed on hands-on learning opportunities to develop problem-solving and decision-making abilities; operational practices; relevant behavioral-science theories; and effective use of human resources. *Prerequisite: Management 223*

STUDENT LEARNING OBJECTIVES:

LIBERAL ARTS:

1. To appreciate how a liberal arts education, at Moravian College, can enhance your life and prepare you for your future.
2. To collaborate with community partner(s) and fully engage in an experiential learning.
3. To develop a sense of appreciation and wonder for the impact you will have on our community partner as well as the impact this experience will have on you.
4. To live and work with personal and academic integrity.

HUMAN RESOURCE MANAGEMENT:

1. Describe the basic concepts of HR and the challenges faced by today's HR Managers.
2. Identify how global socio-economic and technological forces are changing HR.
3. Analyze the role of HR and the operational and strategic management process.
4. Identify and critically assess the managerial perspectives and skills necessary in addressing HR situations and/or opportunities.
5. Job Analysis – write a job description, develop and evaluate a resume and cover letter.
6. Recall the main features of employment discrimination laws.
7. Identify the difference and significance between training and development.
8. Describe the MBTI framework and list the strengths and weaknesses of your type.

HUMAN RESOURCE DEVELOPMENT:

1. Integrate technology, media and interpersonal competencies to effectively communicate to the class and professionals.
2. To learn about the self while strengthening personal skills in working collaboratively with others.
3. Improve written expression and communication through the use of formal and informal writing as tools for learning.
4. Identify, define and apply the correct HRM models, concepts, and processes to “real world” buzz.

COURSE PROCEDURES: Learning is most effective when students are *actively* responsible for the experience. The major approach to gaining mastery in HRM will be individual study, reflection,



and teamwork combined with Google community discussions and sharing of ideas, exercises, and reports. This is your class and your learning experience. Make the most of it by:

1. Reading all assignments *prior* to class - CHOOSE YOUR ATTITUDE!
2. Coming to class prepared with the required text – BE THERE & PLAY!
3. Utilizing the online tools and resources available to you.
4. Embracing the opportunity to connect theory to practice.
5. Attending & participating in our class discussions - BE THERE, PLAY, MAKE THEIR DAY, & CHOOSE YOUR ATTITUDE!
6. Completing the exercises which involve opinion generation, analysis, observation, and research.
7. Fully participating in the experiential-learning endeavor BE THERE, PLAY, MAKE THEIR DAY, & CHOOSE YOUR ATTITUDE!
8. Completing the two examinations.
9. Being alert to & sharing your *HRM Buzz* each week - BE THERE, PLAY!
10. Participating fully in the cooperative learning adventure.

MISSION RELEVANCE: The course will help students to understand and apply human resource management as a business practitioner. Examples of current HRM issues will be reviewed as a basis for learning how companies may employ the strategies taught. Examining the social, ethical, and economic aspects of HR will help the student to integrate an ethical perspective to HRM. An awareness of the dynamic environment of the global economy will better prepare the student for a successful career in business.

COURSE ACTIVITIES TO MEET OBJECTIVES: Students will read the text and understand the material presented by using resources, exams, exercises, asking questions, and fully participating in this learning endeavor. In order to fully meet the course objectives, you must BE THERE!

ATTENDANCE: Students demonstrate their responsibility in the regularity and punctuality of their attendance. Please plan to arrive on time and remain the entire class period. Leaving class early will constitute an absence. As part of this policy, 3 days tardy constitutes 1 absence. Absences due to illness or other reasonable causes may entitle the student to make up missed work if communicated to the professor. Absences beyond 3 *for exceptional reasons* may be excused only upon presentation of a letter from a physician or other acceptable documentation. If the number of absences exceeds 3, the student's grade will be lowered by one letter. If the absences exceed 6 in a semester, the student will be issued an "F" for the course. YOU are responsible for all information, assignments, revisions, announcements, and etcetera. Arrange for a few peers that you can rely on to assist you in the case of your absence.

I WANT TO ENGAGE WITH YOU -- ATTENDANCE IS MANDATORY ☺

GRADING: You will have the opportunity to demonstrate your learning through scheduled examinations, active participation, exercises, and projects. Students will be assessed both qualitatively and quantitatively in this class. **Excessive absences will lower your final grade evaluation.** In addition, expect a penalty of one half-letter grade per day for late assignments.

Exam 1	25%
Exam 2	25%
Experiential-Learning Venture	25%
Energy, Ideas, Exercises & Involvement	<u>25%</u>
	100



GRADING SCHEDULE

Grades will be determined as follows:

Superior Achievement	A (4.0)	93-100	Attention Students! * You are responsible for your grades and are encouraged to question every aspect of your grade and/or performance throughout the course of the semester.
Great Performance	A- (3.67)	90-92.9	
Very Good Work	B+ (3.33)	86-89.9	
Good Work	B (3.0)	80-85.9	
Above Average	C+ (2.33)	76-79.9	
Average Performance	C (2.0)	70-75.9	
Below Average	D (1.0)	60-69.9	
Failure	F (0.0)	59.9 & below	

DEFINITION OF ASSIGNMENTS: Your work is a reflection of your commitment to this learning adventure and you are all capable of great things! Take pride in your work, but most of all take the time to have fun and enjoy the ride. All exercises must be typed, proofread, and delivered on or before the due date. Delivery may be in hard copy or via e-mail attachment as a Word document depending on the assignment from your instructor. Please use a left justified header with your name, exercise name, course #, and date unless otherwise specified. *Please save all documents using your first initial, your last name, and the name of the assignment unless otherwise specified (i.e.: KpDesiderioResume2014.doc).*

- ◆ **ENERGY, IDEAS & ENGAGEMENT:** All students will be assessed in this area based on personal activity as well as engagement with discussions in class. I encourage you to take pride in your performance and **BE THERE!**
- ◆ **EXERCISES:** In an effort to enhance your understanding of the components included in HRM, be prepared to use writing to explore your reactions to both contemplated and learned materials. You will be reacting to scenarios, discussion questions, as well as to peer-work. You will use writing to explore your thinking, feeling, and learning. These informal exercises will also serve as formative assessments (identifying the areas that you and I can take action on to improve both instruction and learning) for our class. Chapter quizzes will be due for each corresponding chapter; please note that **you will need access** to the Online CourseMate!
 - **HRM BUZZ WITH DR. D.:** As a value-add to build on our class discussions, you will contribute to our learning environment by sharing interesting, effective, ineffective, and stimulating “buzz” pertaining to HRM. **Each week**, you will share personal and professional reactions to your findings as well as those discussed in class. Your goal is to watch the news, listen to the radio, read relevant journals and/or magazines, and surf the web for the latest and greatest HRM buzz – using progressive critical examination as your learning increases. *Hint: set a Google alert for HR buzzwords!* **Please share buzz** pertaining to one chapter (of your choice) that we are covering each week for discussion (i.e.: week 1 – you may bring buzz on Ch. 1 or 2...). You can earn up to 10 stars for each of the 10 weeks we will cover chapter material. *Note: you cannot earn more than one star per week. 1 star = 10pts.*
- ◆ **INTERVIEW AN HRM PROFESSIONAL!** Each student team will be assigned a chapter whereby you will interview an HRM professional asking questions related to the selected chapter. Students will conduct the interview (should last about 20 minutes) either via phone or in-person (preferred method). After the interview, each student team will prepare a 15-page Keynote or Prezi presentation including the following:



1. COVER - your name, the class & chapter you have selected, the date, the professor's name.
2. WHO ARE YOU? – each presenter should gain credibility with the audience; introduce yourself and tell us something exciting about you. *Note: Practice your 30-sec. pitch!*
3. WHO ARE YOU? - each presenter should gain credibility with the audience; introduce yourself and tell us something exciting about you. *Note: Practice your 30-sec. pitch!*
4. INTRODUCTION – a brief orientation to the chapter you have explored through your selected, real-life, applied professional interview; what are the specific concepts of the chapter you will cover (5 concept minimum)?
5. ORIENTATION – the name of the person you interviewed; his/her company and title; how long he/she has been with the company; why he/she chose a career in HRM.
6. CONCEPT #1 – what question(s) did you use to connect this concept with the HRM professional's work; how does this relate?
7. CONCEPT #2 – what question(s) did you use to connect this concept with the HRM professional's work; how does this relate?
8. CONCEPT #3 - what question(s) did you use to connect this concept with the HRM professional's work; how does this relate?
9. CONCEPT #4 - what question(s) did you use to connect this concept with the HRM professional's work; how does this relate?
10. CONCEPT #5 - what question(s) did you use to connect this concept with the HRM professional's work; how does this relate?
11. RATIONALE – why did you choose this person to interview; how has he/she aided your learning; demonstrate the purpose/quality of your interview.
12. SO WHAT? - why should the audience retain the information shared – why is this important?
13. AHA! MOMENTS – what did you learn and discover; what are your curiosities after the interview?
14. WILD CARD – surprise us with what you will include in this slide, which does not have to be the “13th” slide; you may place this slide anywhere in the deck and include whatever information you see fit!
15. ENGAGE THE AUDIENCE – create an engaging activity for your classmates and get us involved in your presentation (games, teamwork, brain teasers, ...the sky is the limit!)

✓ **PLEASE POST YOUR KEYNOTE OR PREZI LINK TO OUR GOOGLE COMMUNITY OR YOU WILL NOT GET CREDIT! SEE APPENDIX D FOR THE QUICK REFERENCE GUIDE (QRG).**

❖ **EXPERIENTIAL-LEARNING VENTURE:** Congratulations! You have been hired by Moravian College to contribute to the mission of the College.

○ **PLEASE REFER TO THE APPENDICES FOR PROJECT DETAILS!**

The experiential-learning venture is the culmination of your learning, thinking, problem solving, and executions. The experience *should be* exciting, frustrating, fun, difficult, and an excellent learning adventure. *Be certain to reference specific learnings from class, concepts discussed, and material covered in class in your work. It will be fascinating to reflect back on what you have learned!*

→ THE EXPERIENTIAL-LEARNING VENTURE IS A PERFECT CANDIDATE FOR INCLUSION IN YOUR LEARNING PORTFOLIO.



- **EXAMS:** The non-cumulative, session-long, electronic examinations are a combination of multiple-choice (specific terminology recognition, knowledge, and application) and essay (application, analysis, and synthesis). Test questions will be derived from the text, in-class discussions, guest speakers, exercises, and experiential learning. Tests are intended to ensure that students have grasped the fundamentals of HRM and are ready to build on that knowledge. Thus, *you need to be actively engaged in this class* to benefit from the knowledge shared both from assignments and from your peers! Some of the richest discussions will be those shared among classmates; your discussions to the class as a whole are encouraged.

ASSESSMENTS: In addition to summative assessment tools, (exams, exercises, which include online assignments, and completed projects) we also will be engaging in formative assessment techniques (identifying the areas that you and I can take action on to improve both instruction and learning). **Together**, you and I will share responsibility for creating and maintaining a supportive, exciting learning environment in our classroom!

The discussions, exercises, and assignments are opportunities for you to enhance your conceptual and practical skills. They are also opportunities to develop and enhance your written and oral communication skills. You will participate in peer-reviewed workshops to evaluate and revise assignments and develop strategy.

- ❖ Please use a word processor program for all assignments and keep your personal copy on file. All members of this class should have a personal copy of all individual and team-based assignments for their portfolio.

RESOURCES:

1. Library Materials include (but are not limited to):

<i>Harvard Management Update</i>	<i>Journal of Human Resources</i>
<i>Journal of managerial issues</i>	<i>Journal of ethics</i>
<i>Journal of Behavioral Studies in Business</i>	<i>Wall Street Journal</i>
<i>Journal of behavioral and applied management</i>	<i>New York Times</i>
<i>Journal of business and management</i>	<i>Journal of business ethics</i>
<i>Journal of gender, race and justice</i>	<i>Journal of compensation and benefits</i>
<i>Journal of business and psychology</i>	<i>Journal of conflict resolution</i>
<i>Journal of Business Issues</i>	<i>Journal of business systems, governance and ethics</i>

- Most of the listed journals are not available in hard copy in the Reeves Library but are available on-line or through inter-library loan. The Reeves Library Web site can be accessed at <http://home.moravian.edu/public/reeves/>. EbscoHost and Lexis-Nexis are excellent resources and bibliographic instruction is available upon request.
2. **WEB Materials:** Resources are included in each chapter of your textbook as well as additional resources, such as crossword puzzles and a glossary of terms, on the text web site. The URL for our text is: www.4ltrpress.cengage.com (Hint: bookmark address)
 3. The MORAVIAN COLLEGE WRITING CENTER is an excellent resource. The Writing Center is located on the 2nd floor of Zinzendorf and the phone number is 610.861.1592. Become a regular visitor to the writing center, as it is a great tool readily available to you!
 4. The MORAVIAN OFFICE OF LEARNING SERVICES is another great resource available to ALL students; the center exists so that any student (not just those who are struggling) can



work with a learning support professional in order to improve his/her academic performance. A series of support workshops that focus on many academic skills and strategies useful for students at any stage in their academic career are offered. This office also supports students who wish to request accommodations in this class for a documented disability.

- Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assist director of learning services for academic and disability support located on the first floor of Monacacy Hall, or by calling 610-861-1401. Accommodations cannot be provided until authorization is received from the Academic Support Center. Students with other needs/concerns are encouraged to make an appointment with Dr. Ronald Kline in the Counseling Center (all other disabilities). The Counseling Center is located at 1307 Main Street, 610-861-1510. Please refer to the Moravian College Student Handbook under Academic Resources for more information.
5. The MORAVIAN CAREER CENTER is a fabulous resource to you, as a student of Moravian College. Please take the opportunity to visit the Career Center in their *new location in the HUB* or on the web at: <http://home.moravian.edu/public/career/>.
 6. *I am one of your resources* so please contact me at any time to arrange a personal or telephone conference. *Please contact me to discuss questions, opportunities and kudos!* ☺

DISABILITY STATEMENT: Moravian College encourages persons with disabilities to participate in its courses, programs, and activities. If you anticipate needing any type of accommodation or have questions about the physical access provided, please contact the course instructor.

MIDDLE STATES ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS ACCREDITATION: The Middle States Commission on Higher Education accredits Moravian College based on an evaluation of the school as a whole rather than on just one program; this designation acknowledges our commitment to educational excellence.

STATEMENT ON ACADEMIC INTEGRITY: Moravian College exists to educate our students. Since Moravian is a community whose purpose is the pursuit of knowledge and holistic development, the entire campus is committed to the principles of academic integrity and honesty. In our class, academic integrity is the responsibility of everyone – students and teacher. We are responsible for honest effort in the pursuit of knowledge. In taking this class you are responsible for your involvement in class, being alert to HRM buzz, completing all assignments to the best of your ability, contributing to a nurturing learning environment both in and out of class, and researching and studying with the spirit of discovery and competence building. I am your resource person in this endeavor and I am always willing to work with you.

CLASSROOM ETHICS: We are all expected to respect the learning environment of others; supportive, constructive comments are encouraged and humor is welcome. Harassment, cheating¹, plagiarism², and other similar behaviors will not be tolerated. Anyone who engages in such behavior may be removed from the class and earn a grade of 0 for the course.

¹ In this class, cheating is defined as intentionally using or attempting to use the words, ideas, or answers of another student or using unauthorized materials in any academic exercise. Please protect your work from unauthorized use.


² In this class, plagiarism is using the words or ideas of another without clearly acknowledging the source of that information. To avoid plagiarism, you must give credit or give a citation whenever you use another person's idea, opinion, or theory or use facts, statistics, graphs, drawings, and/or quotations.



HUMAN RESOURCE MANAGEMENT (HRM) CLASS SCHEDULE

(Note: subject to change)

** NOTE: *HRM Buzz with Dr. D* is to be shared in class to correspond with chapter discussions **

MEETINGS	TOPIC	READINGS & ASSIGNMENTS
AUGUST 26	INTRODUCTIONS!	Connect with me on Google + Chapter 1
28	The Nature of Human Resource Management	Chapter 1 * Bring DQs
SEPTEMBER 2	The Legal Environment <i>10:20AM Guests: Pat Hanna, Julia Gasdaska, & Amy Saul to introduce partnership</i> <i>1:10PM Guests: Shane Burcaw & Erinn Hess</i> Location TBD	Chapter 2 * Bring DQs
4	The Legal Environment The Global Environment	Chapter 2 * Bring DQs Chapter 3* Bring DQs
9	The Global Environment	Chapter 3* Bring DQs
11	FALL CONVOCATION IN FOCUS THEME: WAR & PEACE MANDATORY ATTENDANCE!	Keynote Speaker: Jody Williams http://nobelwomensinitiative.org/meet-the-laureates/jody-williams/ 10AM * Johnston Hall http://home.moravian.edu/public/infocus/NEW/war/in dex.html
16	The Competitive Environment	Chapter 4* Bring DQs
18	Information for Making Human Resource Decisions	Chapter 5* Bring DQs
23	Human Resource Decision Making in Organizations	Chapter 6* Bring DQs
25	Recruitment & Selection	Chapter 7 * Bring DQs <i>Special Guest Speaker! Amy Saul, Associate Dean & Director of Career Development & Ashley Forsythe, Associate Director of Career Development</i> <i>Study! Study! Study!</i> And have some fun too... * Chapter Quizzes due on CourseMate for Ch 1-7
30	EXAM #1	Chapters 1-7 
OCTOBER 2	Managing a New & Diverse Workforce	Chapter 8* Bring DQs
7	Compensation & Benefits	Chapter 9 * Bring DQs & Case <i>Special Guest Speaker! Jon Conrad, Chief Human Resource Officer, Moravian College</i>
9	Compensation & Benefits Resume Peer Review	Chapter 9 Presentation



14	FALL RECESS 	NO CLASS ;-(Try to have fun without us!
16	30-second intro Performance Appraisal & Career Management	HRM in action Chapter 10 * Bring DQs & Case
21	Profile on Career Hound	Resumes Due
23	Performance Appraisal & Career Management	Chapter 10 <i>Special Guest Speaker! Detective/Sergeant David Bartera, City of Bethlehem</i>
28	Managing Labor Relations	Chapter 11* Bring DQs & Case
30	Safety, Health, Well-Being, & Security	Chapter 12* Bring DQs & Case
NOVEMBER 4	Motivation at Work ☺	Chapter 13* Bring DQs & Case
6	Can you follow directions? Who Moved My Cheese Malcolm Gladwell: Spaghetti Sauce	HRM Workshop
11	Managing & Enhancing Performance	Chapter 14* Bring DQs & Case
13	Alumni Panel Event & Coffee & Connections!	HRM Alumni Hounds Day! <i>Study! Study! Study! And have some fun too...</i> * Chapter Quizzes due on CourseMate for Ch 8-14
18	Exam #2	Chapters 8-14 
20	PRESENTATIONS!	FINAL PROJECTS DUE – CANNOT WAIT!
25	PRESENTATIONS!	FINAL PROJECTS DUE – CANNOT WAIT!
27	HAPPY Thanksgiving	NO CLASS ;-(Enjoy quality time with the people who make you smile!
DECEMBER 2	PRESENTATIONS!	FINAL PROJECTS DUE – CANNOT WAIT!
4	PRESENTATIONS! Wrap Up!	THANK YOU FOR BEING PRESENT!
8-12	FINAL EXAMS	

** Please note that the contents of this syllabus are subject to change ☺



APPENDICES

Appendix A: MGMT 253A PROJECT DETAIL

- ❖ **EXPERIENTIAL-LEARNING VENTURE:** Congratulations! You have been hired by Moravian College to contribute to the mission of the College:
 - *Moravian College is a residential, liberal arts college that draws on the Moravian traditions of community, engagement in the world, and balance among body, mind, and spirit in the life of the individual. The College seeks to develop in students of all backgrounds the capacity to learn, reflect, reason, communicate, and act with integrity as individuals and in association with others. This education prepares men and women for advanced study and continuous learning, individual achievement, and leadership and service for the common good.*

Included in this are the 4 essential functions of management (Planning, Organizing, Leading, and Controlling). This year, we have partnered with the Career Center and Institutional Advancement to explore ways to both embrace our alumni while concurrently implementing a student-focused event! Even more, YOU will be a behind-the-scenes contributor of making this event a success! Wait, there is more. This is an exhilarating year to be a HOUND and we are presented the opportunity to embrace our ability to leave our mark at Moravian College. Are you excited yet?

In an effort to holistically develop your skills, as a student learner and aspiring professional, it is imperative that your experiences extend beyond the classroom. Our class will fully engage in this partnership with Amy Saul and Julia Gasdaska where your efforts will inform your direction. Don't take this College for granted -- start learning more about how you can impact the lives of current and future students by understanding and appreciating what it means to be a Hound: <http://www.moravian.edu/default.aspx?pageid=11>.

- **TASK.** The experiential-learning venture involves having students enrolled in this class partner with the Career Center and Institutional Advancement from August through December 2014 in partial fulfillment of this course. Each student is responsible for fully engaging in this partnership. In an effort to fully enhance your experience, we will meet our community partners regularly. You will plan, organize, and lead a *HRM Alumni Hounds Day* event on November 13, 2014. Please note that you will be working on this hands-on learning experience for the entire semester.
- **ROLE AND AUDIENCE.** Based on our learnings in class, students will be asked to EXPLORE HRM CONCEPTS IN ACTION in this real world applied learning experience. The learning venture will be an environment that enhances your knowledge while developing critical thinking skills that will drive the creation of a comprehensive, management-focused end of semester alumni networking event. What a great opportunity for you!

$$❖ \text{Performance} = \sum(\text{Motivation} * \text{Ability} * \text{Environment})$$

- **WEEKLY COMMUNICATION(S).** Each team-member is responsible for contributing to the weekly, out-of-class, meetings with your assigned teams. You will explore themes, alternative approaches, and new perspectives to make this the very best event possible! Be prepared to work with community members, to communicate with key stakeholders (Alumni, Faculty, Staff, Students...), to evaluate, give and receive peer and instructor



feedback and, of course, to discuss learnings prior to the special networking event on Thursday, November 13th. In fact, our goal is to create an independent, peer-supported learning environment for sharing struggles and insights, heights and depths, and learning through our mutual adventure. Please be prepared to formally present your progress over the course of the semester.

- **EXPECTATIONS ABOUT THE PROCESS.** Did you know that **learning is a process**? “If the process is sound, the product will take care of itself” (W. Zinsser).
 - ◆ **MGMT 253 A** will be responsible for working in partnership with Amy Saul and Julia Gasdaska to plan, organize, and lead a *HRM Alumni Hounds Day* including a professional panel & networking event. We will have special teams of students in place who will be working together to bring this event to fruition.

Students enrolled in MGMT 253 A will be working on creating a *HRM Alumni Hounds Day* event that will engage distinguished alumni for two panel discussions and a networking lunch during the day of the Coffee & Connections networking event on November 13th. This class is tasked with launching this event in terms of planning, organizing, leading and controlling this new (and exciting) networking experience. Each team will have duties that, together, will result in the launch of this special *Alumni Hounds Day*; all students will consider the logistics, promotional efforts, planning a networking lunch, parking, registration, and involving/engaging the key stakeholders in the Moravian community to make this event as meaningful as it should be. Please note that there will be two panel sessions (A will run from 10:20-11:30AM and B will run from 1:10-2:20PM). All students enrolled in MGMT 253A & B will be invited to the networking lunch.

- Connect with Amrhein Investment Club on sponsoring hospitality suite snacks
- Connect with Student Alumni Association (SAA) on assisting with Coffee & Connections registration & planning (SAA: Sam Salvati, Lora Hill, Vice President, Kate Poles, President)

Teams will consist of:

- **PANEL A LOGISTICS TEAM (4-5 STUDENTS)**
 - Responsible for room set up, parking, registration, welcome address, panel discussion focus, moderator
- **PANEL B LOGISTICS TEAM (4-5 STUDENTS)**
 - Responsible for room set up, parking, registration, welcome address, panel discussion focus, moderator
- **NETWORKING LUNCH TEAM (4-5 STUDENTS)**
 - Responsible for lunch menu, hospitality suite food – nutrigrain/granola bars, pretzels, water (PPHAC 3rd fl conference room), headcount, swipes, welcome address, organizing alumni guests, discussion focus
- **MARKETING & PROMOTIONS TEAM (4-5 STUDENTS)**
 - Both panel sessions will be open to all students – reach out to club Presidents. **Reserve PPHAC 101 or 102.** Additionally part of the *Alumni Hounds Day* includes the Coffee & Connections event that evening. How will you engage your peers to attend both? Strong attendance will be up to you!
- **ALUMNI ENGAGEMENT TEAM (5-6 STUDENTS)**



- Responsible to connecting with our alumni guests, preparing an itinerary for the day, coordinating tour options, hospitality suite orientation, introductions of alumni including bios, scheduled downtime, follow-up thank you cards signed by students... Also, communicate with department chairs with a list of ALL alums who will be attending coffee and connections (i.e., Ray Reimer is Chief Actuary, Travelers Insurance connect with Math dept.)
- **PROJECT MANAGEMENT TEAM (5 STUDENTS)**—each project manager will oversee a team to ensure all efforts align with intended direction and outcome(s) of assignment while concurrently working together to ensure overall team synergy. Please ensure goals are legal, safe, and SMART (specific, measurable, attainable, realistic, and timely). Please work with our community partners to ensure your direction and final plan is sound. You will also encourage PLAY! as this is going to be nothing short of fun learning. ☺

At the end of the semester, students will prepare a final presentation that communicates your exploration of this experience **using a human resource management lens**. Using resources such as the required text, class discussions, and articles shared by peers, observations, and interviews, this project is to be professionally developed and delivered.

- **CRITERIA FOR EVALUATION.** The final product will be graded holistically with a single letter grade, as per the grading schedule listed in this syllabus. An ‘A’ final project meets all the criteria for this assignment. **Student(s) will show an understanding of the key concepts learned in this class by synthesizing what has been learned in class with the experiential-learning venture.** The final presentation will be organized, well written, fully developed and will be free of ambiguity, grammatical and mechanical errors. This will be a professional communication to the class of your semester long experience.
 - ❖ Representatives from the College, including Amy Saul and Julia Gasdaska will be invited to attend; professional delivery and attire are required! All components of the project will be submitted to the professor on or before the designated due date.

The experiential-learning venture is the culmination of your learning, thinking, problem solving, and executions. The experience **should be** exciting, frustrating, fun, difficult, and an excellent learning adventure. *Be certain to reference specific learnings from class, concepts discussed, and material covered in class in your work. It will be fascinating to reflect back on what you have learned!!*



Appendix B: MGMT 253B PROJECT DETAIL

- **EXPERIENTIAL-LEARNING VENTURE:** Congratulations! You have been hired by Moravian College to contribute to the mission of the College:
 - a. *Moravian College is a residential, liberal arts college that draws on the Moravian traditions of community, engagement in the world, and balance among body, mind, and spirit in the life of the individual. The College seeks to develop in students of all backgrounds the capacity to learn, reflect, reason, communicate, and act with integrity as individuals and in association with others. This education prepares men and women for advanced study and continuous learning, individual achievement, and leadership and service for the common good.*

Included in this are the 4 essential functions of management (Planning, Organizing, Leading, and Controlling). This year, our class has partnered with Laughing At My Nightmare (LAMN) and YOU will be a behind-the-scenes contributor of encouraging the success of this inspirational company! Wait, there is more. This is an exhilarating year to be a HOUND and we are presented the opportunity to embrace our ability to leave our mark by way of partnering with extraordinary alumni, Shane Burcaw and Erinn Hess. Are you excited yet?

In an effort to holistically develop your skills, as a student learner and aspiring professional, it is imperative that your experiences extend beyond the classroom. Our class will fully engage in this partnership with Shane Burcaw and his team at LAMN. Our focus will be solely on the important work of LAMN where your observations, research, and connections will inform your direction. Don't take this College for granted -- start learning more about how you can impact the lives of past, current, and future students by understanding and appreciating what it means to be a Hound: <http://www.moravian.edu/default.aspx?pageid=11>.

- **TASK.** The experiential-learning venture involves having students enrolled in this class partner with the LAMN team from August through December 2014 in partial fulfillment of this course. Each student is responsible for fully engaging in this partnership. In an effort to fully enhance your experience, we will meet our community partner regularly. Please note that you will be working on this hands-on learning experience for the entire semester. Please learn more about LAMN here: <http://laughingatmynightmare.com/>.
- **ROLE AND AUDIENCE.** Based on our learnings in class, students will be asked to EXPLORE HRM CONCEPTS IN ACTION in this real world applied learning experience. The learning venture will be an environment that enhances your knowledge while developing critical thinking skills that will drive the creation of a comprehensive, management-focused end of semester presentation. What a great opportunity for you!

$$\blacklozenge \text{ Performance} = \sum(\text{Motivation} * \text{Ability} * \text{Environment})$$

- **WEEKLY COMMUNICATION(S).** Each team-member is responsible for contributing to the weekly, out-of-class, meetings with your assigned teams. You will explore themes, alternative approaches, and new perspectives to make this the very best partnership possible! Be prepared to work with community members, to communicate with key stakeholders, to evaluate, give and receive peer and instructor feedback and, of course, to discuss learnings prior to an end of semester event. In fact, our goal is to create an independent, peer-supported learning environment for sharing struggles and insights,



heights and depths, and learning through our mutual adventure. Please be prepared to formally present your progress over the course of the semester.

- o **EXPECTATIONS ABOUT THE PROCESS.** Did you know that **learning is a process**? “If the process is sound, the product will take care of itself” (W. Zinsser).
 - **MGMT 253 B** will be responsible for working in partnership with LAMN on a very exciting and uplifting social media project. Their goal is to create an inspiring social media campaign that will engage users and ultimately grow the company’s fan base. We will have distinctive teams to support the overall purpose of the LAMN Social Media Committee.
 - The LAMN Social Media Committee.
 - *What are the goals of this project?*
 - *How will you research metrics and set attainable goals?*
 - *Who is the target audience?*
 - *What kind of campaign will best achieve LAMN’s goals?*
What makes the LAMN’s social media unique?
How will you market this campaign?
 - *How can you increase engagement on LAMN’s social media?*
 - 1. *How will we Plan, Organize, Lead, and Control in managing this project?*

Each team will be required to plan, organize, lead, and control a particular aspect of this social media campaign, while working together to see its overall success. Each team will have duties that, together, will result in the preparation, launch, and management of this campaign to make it as meaningful as it should be.

1. LAMN Social Media Committee will consist of:
 1. **FACEBOOK TEAM (6 STUDENTS)**
 1. Research Facebook social media strategies, develop positivity campaign, pitch campaign to LAMN, produce campaign for November Launch.
 1. **TWITTER TEAM (6 STUDENTS)**
 1. Research Twitter social media strategies, post daily positivity or humor tweets, develop positivity campaign that can be carried out on Twitter, pitch campaign to LAMN, produce campaign for November Launch.
 1. **INSTAGRAM TEAM (6 STUDENTS)**
 1. Research Instagram social media strategies, get “photographers” on board, develop photo-based positivity campaign, pitch campaign to LAMN, produce campaign for November Launch.
 1. **SOCIAL MEDIA STRATEGY TEAM (7 STUDENTS)**
 1. After researching and developing strategies, the team will pitch their strategies to LAMN. Their strategies should include the following activities for Facebook, Twitter, and Instagram: daily “likes,” daily ReTweets, daily follows to build audience, followers’ messages and comments on a regular basis. This team is separate from the



positivity campaign teams; however, all teams will need to communicate in order to insure that there is consistency across LAMN's social media platforms.

1. **PROJECT MANAGEMENT TEAM – (4 STUDENTS)** each project manager will oversee a team to ensure all efforts align with intended direction and outcome(s) of assignment while concurrently working together to ensure overall team synergy. PM's will be responsible for assigning work and contributing to final internship proposal. Please ensure goals are legal, safe, and SMART (specific, measurable, attainable, realistic, and timely). Please work with LAMN to ensure your direction and final proposal is sound. You will also encourage PLAY! as this is going to be nothing short of fun learning. ☺ *Encourage ticket sales.*

At the end of the semester, students will prepare a final that communicates your exploration of this experience **using a human resource management lens**. Using resources such as the required text, class discussions, and articles shared by peers, observations, and interviews, this project is to be professionally developed and delivered.

1. **CRITERIA FOR EVALUATION.** The final product will be graded holistically with a single letter grade, as per the grading schedule listed in this syllabus. An 'A' final project meets all the criteria for this assignment. **Student(s) will show an understanding of the key concepts learned in this class by synthesizing what has been learned in class with the service-learning venture.** The final presentation will be organized, well written, fully developed and will be free of ambiguity, grammatical and mechanical errors. This will be a professional communication to the class of your semester long experience.
 1. Representatives from LAMN, including Shane Burcaw and his team, will be invited to attend; professional delivery and attire are required! All components of the project will be submitted to the professor on or before the designated due date.

The service-learning venture is the culmination of your learning, thinking, problem solving, and executions. The experience **should be** exciting, frustrating, fun, difficult, and an excellent learning adventure. *Be certain to reference specific learnings from class, concepts discussed, and material covered in class in your work. It will be fascinating to reflect back on what you have learned!!*



APPENDIX C: THE CAREER CENTER: CALENDAR OF EVENTS 2014-2015

Career Development Center Table

August 26 11:00am-3:00pm HUB

Stop by the Career Development table to learn about the valuable resources available in the Career Development Center. Get your free giveaway!

Philadelphia Student/Alumni Networking Reception

September 18 Depart campus at 3:45pm; Event 6-8pm
Comcast Center, Philadelphia, PA

Back by popular demand! Connect with alumni at one of the coolest locations in Philly- the Comcast Center! It is the tallest "green" building in the country. Talk with alumni about your aspirations and seek advice- they are there to meet you! Advanced registration and prep session attendance is REQUIRED. Space is limited. Watch your Moravian College email for more information. **Note-bus will depart campus at approximately 3:45pm.**

Teach For America Lunch & Learn

September 23 11:45pm-12:45pm PPHAC 102

Teach for America (TFA) is motivating leaders who work to ensure that kids growing up in poverty get an excellent education. Interested in learning more? TFA representatives will share information about the organization, opportunities post-graduation and how to be a strong candidate! All majors and class years are encouraged to attend to learn more.

KAPLAN Personal Statement Workshop

October 7 5:00pm-6:00pm PPHAC 102

Are you interested in applying to graduate school? If so, this is the workshop for you! Learn how to create a personal statement that shows admissions officers what you're made of. They want to know why you want to enter their graduate program and this is your chance to learn how to tell them as clearly and compellingly as you can.

New York City Student/Alumni Networking Reception

October 8 Depart campus at 2:00pm; Event 6-8pm
Morgan Stanley, New York City

Back by popular demand! Connect with alumni in the NYC area. Students are encouraged to attend if they are interested in living/working/interning in NYC or the surrounding areas. Advanced registration and prep session attendance is REQUIRED. Space is limited. Note-bus departs campus at approximately 2:00pm due to employer site visits taking place before the event. Watch your Moravian College email for more information.

Calendar! Off!

MORAVIAN COLLEGE
CAREER DEVELOPMENT CENTER
Fall 2014

EVENTS

Career Connections Externship Program Information Session

October 21 11:45am-12:15 pm PPHAC 101

Learn all about the value of completing a job shadow program with esteemed Moravian College alumni and community partners. There will be over 50 job shadow opportunities to choose from. The experiences take place over winter break. Every student is welcome to learn about the program!

Sport Illustrated Lunch and Learn

October TBD 11:45am-12:45pm TBD

Sports Illustrated (SI) is an American sports magazine that is read by millions of people weekly. A representative from SI will be on campus to share their experiences and the behind the scenes details of producing a weekly magazine. Opportunities for after graduation and how to apply will be discussed. All majors and class years are encouraged to attend to learn more!

Peace Corps Lunch and Learn

November 6 11:45am-1:00pm TBD

As the preeminent international service organization of the United States, the Peace Corps sends Americans abroad to tackle the most pressing needs of people around the world. Representatives from the Peace Corps will be sharing information about the Peace Corps, work they are doing around the world and stories from their experiences. Opportunities for after graduation and how to apply will be discussed. All majors and class years are encouraged to attend to learn more!

Coffee & Connections Student/Alumni Networking Reception

November 13 6:00pm-8:00pm HUB Pavilion

Mingle with alumni right here on campus in various occupations that want to help you as you plan a career path. Lots of great food and conversation will be had. Business dress is required.



Appendix D: KEYNOTE QUICK REFERENCE GUIDES

- ❖ How to download Keynote for FREE: <https://www.apple.com/mac/keynote/>


Keynote for iOS (iPad): Send and receive presentations in email messages

Retrieved from: <http://support.apple.com/kb/PH3494>

You can import Keynote '09 or Microsoft PowerPoint presentations from a computer to view or edit in Keynote on your iPad, iPhone, or iPod touch. Keynote documents created or edited on your iOS device can also be exported for viewing as a PDF file or as a PowerPoint file for viewing and editing on a computer.


A quick way to transfer a presentation between a computer and your iOS device is to send it as an attachment in an email message. To do this, you must have already set up email services on your iOS device. To learn about setting up email services on your iOS device, see the instructions in the Mail chapter of the device's User Guide (in Safari bookmarks on your iOS device, tap the User Guide link).

Send a presentation in an email message:

2. Open the presentation you want to export, and then tap  in the toolbar.
3. Tap "Share and Print," and then tap Email Presentation.
4. Tap the document format you want to export to: Keynote, PowerPoint, or PDF.
5. In the email message that appears, provide an address and type any message you want to accompany the presentation.
6. Tap Send.

Retrieve a Keynote or Microsoft PowerPoint presentation from an email message:

Keynote can open presentations that were saved using some types of file encryption available in Microsoft Office 97 and later. If you can't open an encrypted Microsoft PowerPoint presentation, try changing the type of encryption or the encryption options used, and then save it again before opening it in Keynote.

2. Open Mail, and then open the message containing the presentation you want.
3. Tap the file's image in the email message to open a preview.
4. Tap , and then tap "Open in Keynote." If the presentation can also be opened by another application on your iOS device, tap "Open in," and then tap Keynote. Mail recedes into the background and Keynote opens, displaying a preview of the new presentation with a generic Keynote or PowerPoint document icon. A progress bar indicates the presentation is importing, and then it appears in Presentations view.

To learn about storing your presentations in iCloud, see [Keep presentations up to date across your devices using iCloud](#).

To learn about copying files to or from a WebDAV server, see [Share presentations using a WebDAV server](#).

To learn about transferring presentations between your iOS device and your computer through iTunes, see [Share presentations by connecting to your computer](#).

Last Modified: Sep 26, 2012