

### Request for Graduate Course Addition

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: LCOB      Dept/Division: MBA - Management      Alpha Designator/Number: MGT 612 <sup>482</sup>       Graded     CR/NC

Contact Person: Dr. Marc Sollosy or Dr. Deepak Subedi      Phone: X2614 or X 2676

#### NEW COURSE DATA:

New Course Title: Military Management I

Alpha Designator/Number: M G T 6 1 2

Title Abbreviation: M I L I T A R Y M A N A G E M E N T I I  
(Limit of 25 characters and spaces)



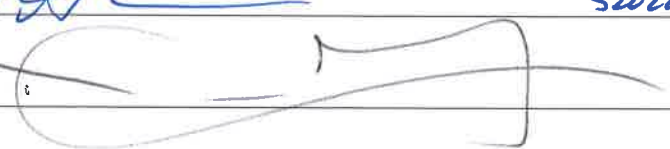
Course Catalog Description: MGT612 concerns the theory and practice of a military officer's strategic human resource management plans to attain outcomes consistent with the organization's mission and goals including strategy formulation, implementation and control.

Co-requisite(s): N/A      First Term to be Offered: SPRING 2019

Prerequisite(s): N/A      Credit Hours: 3 to 9

Course(s) being deleted in place of this addition (must submit course deletion form): N/A

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head 	Date 10/16/18
Registrar  520201	Date 10/14/18
College Curriculum Chair 	Date 16 OCT 18
Graduate Council Chair _____	Date _____

## Request for Graduate Course Addition - Page 2

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College: Lewis College of Business

Department/Division: MBA - Management

Alpha Designator/Number: MGT612

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Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

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1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

N/A

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "**Not Applicable**" if not applicable.

Not Applicable

3. REQUIRED COURSE: If this course will be required by another department(s), identify it/them by name. Enter "**Not Applicable**" if not applicable.

Not Applicable

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "**Not Applicable**" if not applicable.

Not Applicable

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "**Not Applicable**" if not applicable.

Not Applicable

6. COURSE OBJECTIVES: (May be submitted as a separate document)

To provide you with an understanding of the concepts of strategic human resource management planning, organizing, and implementation. These topics, are generally thought of as falling in the province of officers and most specifically, senior officers. The central theme of human resource management is that an organizations chances of sustained success are greatly improved when managers (1) develop an astute, timely "game plan" for managing the company's human resources and then (2) implement and execute the plan with great proficiency. These abilities are increasingly critical, particularly in times of increased uncertainty and turmoil, be it economic, social or political.

## Request for Graduate Course Addition - Page 3

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### 7. COURSE OUTLINE (May be submitted as a separate document)

1. Formulate strategic human resource management thinking through management concepts, models, and tools.
  - a. Reconstruct what strategic human resource management is and measure firms' competitive advantage,
  - b. Analyze organizations and their situations; and
  - c. Evaluate the organization via strategic human resource management tools (external, internal, business-level, and corporate-level).
2. Model strategic human resource management thinking with cases, organizations, and scenarios.
  - a. Synthesize key issues and subsidiary issues,
  - b. Analyze the situation,
  - c. Prepare quantitative evidence of the organization's performance,
  - d. Prepare alternatives the firm can feasibly implement, and
  - e. Evaluate and justify recommendations.
3. Demonstrate enhanced written and oral communication skills, human resource management knowledge, collaboration skills, and critical thinking skills.
  - a. Summarize ideas concisely and persuasively via written and oral media individually and collaboratively,
  - b. Demonstrate human resource management knowledge and critical thinking skills individually and collaboratively.

### 8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

NOT APPLICABLE

### 9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

LECTURE

## Request for Graduate Course Addition - Page 4

10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

CASES AND PROJECTS

11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

NOT APPLICABLE

12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)

- Berman, E. M., Bowman, J. S., West, J. P., & Van Wart, M. R. (2012). Human resource management in public service: Paradoxes, processes, and problems. Sage.
- Boxall, P., & Purcell, J. (2011). Strategy and human resource management. Macmillan International Higher Education.
- Crowley-Henry, M., & Heaslip, G. (2014). Short-term international assignments. Military perspectives and implications for international human resource management. *European Management Journal*, 32(5), 752-760.
- Dupré, K. E., & Day, A. L. (2007). The effects of supportive management and job quality on the turnover intentions and health of military personnel. *Human Resource Management: Published in Cooperation with the School of Business Administration, The University of Michigan and in alliance with the Society of Human Resources Management*, 46(2), 185-201.
- Lengnick-Hall, C. A., Beck, T. E., & Lengnick-Hall, M. L. (2011). Developing a capacity for organizational resilience through strategic human resource management. *Human Resource Management Review*, 21(3), 243-255.
- Lievens, F. (2007). Employer branding in the Belgian Army: The importance of instrumental and symbolic beliefs for potential applicants, actual applicants, and military employees. *Human resource management*, 46(1), 51-69
- Robbert, A. A., Keltner, B. R., Reynolds, K. J., Spranca, M. D., & Benjamin, B. A. (1997). Differentiation in Military Human Resource Management (No. RAND/MR-838-OSD). RAND NATIONAL DEFENSE RESEARCH INST SANTA MONICA CA.
- Segal, D. R., Rohall, D. E., Jones, J. C., & Manos, A. M. (1999). Meeting the missions of the 1990s with a downsized force: Human resource management lessons from the deployment of PATRIOT missile units to Korea. *Military Psychology*, 11(2), 149-167.
- Thornton III, G. C., & Rupp, D. E. (2006). Assessment centers in human resource management: Strategies for prediction, diagnosis, and development. Psychology Press.
- Townley, B. (1993). Foucault, power/knowledge, and its relevance for human resource management. *Academy of management review*, 18(3), 518-545.
- Wiener, E. L., Kanki, B. G., & Helmreich, R. L. (Eds.). (2010). *Crew resource management*. Academic Press.

## Request for Graduate Course Addition - Page 5

Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:  
Course Number and Title:  
Catalog Description:  
Prerequisites:  
First Term Offered:  
Credit Hours:

Department: Management  
New Course Title: Military Management II  
Alpha Designation/Number: MGT612  
Course Catalog Description: MGT612 concerns the theory and practice of a military officer's human resource management plans to attain outcomes consistent with the organization's mission and goals including strategy formulation, implementation and control.  
Prerequisites: None  
First Term Offered: Spring 2019  
Credit Hours: 3 to 9

# Course Syllabus

## MGT 611 – Military Management II

**Instructor:** TBA

**Class Format:**

This course is presented in an Online format via MUOnline or at other specified web locations. You may access the Blackboard specific material via: [Blackboard Help for Students](#).

**Last Updated:** XXXXXXXXXXXX. This Syllabus is a dynamic document. Elements of the course structure (e.g., dates and topics covered, but not policies) may be changed at the discretion of the professor. Students will learn of any changes through changes to the calendar at the end of this syllabus and/or through Instructor course email messages. Check both regularly.

### IMPORTANT INFORMATION and NOTICES

**Course workload and expectations:** This course requires an extensive amount of work, including team coordination and writing. You are required to: take quizzes, online; prepare written case analyses, both individually and in teams; and participate in the classroom discussions via online discussion boards.

**Read and make sure you understand:** This syllabus is an integral component of the course. It is very important that you read it in its entirety. All of the material you will need for this class, including power point presentations, case material and case discussion questions are only accessible via **MUOnline**. As such, you need to go to the **Start Here Section** in the course and follow / work your way through the material presented. Failure to do so will adversely impact your ability to perform in this class. Thank you for your attention in this matter.

As indicated, this course utilizes **MUOnline**. Access and information regarding **MUOnline** (Blackboard) is found at: [Using myMU and MUOnline](#), and an accessibility statement found at [Blackboard Accessibility \(Blackboard Learn 9.1 SP 14\)](#). Any technical problems associated with MUOnline should be directed to the IT Service Desk at [IT Service Desk \(Help Desk\)](#) or (304) 696-3200. **MUOnline** schedules weekly maintenance on Sundays. It is advised that you do not submit work on Sundays.

You will need to have, or have access to, computers compatible with the **MUOnline** system requirements. These requirements can be found at: [Blackboard Accessibility \(Learn 9.1 SP 14\)](#). Additionally, you will need access to **MS Office**, or a comparable suite of programs. Submissions must be in **PDF** format (MS Word will generate a PDF) and will be done via the designate process within **MUOnline**. MS Office (Word, Excel, PowerPoint) required. MS Office is available via **MU Remote Access** (<https://muremote.marshall.edu>). Failure to adhere to these requirements will result in the assignment not being graded.

**Communications:** The best and most reliable way to communicate through either the course mail option in MUOnline or other E-mail addresses.

Communication with the class as a whole, a group or an individual student, is done via E-mail. As such, you are advised to check either course mail on MUOnline or your Marshall E-mail.

## **Terms of Use**

A student's continued enrollment in this course signifies acknowledgment of, and agreement with the statements, disclaimers, policies, and procedures outlined within this syllabus and elsewhere in the MUOnline environment. *This Syllabus is a dynamic document. Elements of the course structure (e.g., dates and topics covered, but not policies) may be changed at the discretion of the professor*

## **Marshall University – Lewis College of Business Master of Business Administration (MBA) MBA Program Learning Objectives (PLOs)**

### **Goal 1: Integrative Business Knowledge**

Graduates will be proficient in integrating the techniques, processes, and procedures of the fundamental business disciplines (accounting, finance, marketing, human resource, management, operations, and strategy). They will be able to apply theory, skills, and knowledge from these disciplines to make informed and well-reasoned ethical business decisions in the dynamic global environment.

**Objective:** Graduates will demonstrate competence to integrate knowledge across business fields in solving a business problem

### **Goal 2: Critical Analysis**

Graduates will demonstrate their capacity for critical analysis in processing, interpreting, and managing the quantitative and qualitative information necessary for effective managerial decision making.

**Objective:** Graduates will demonstrate the ability to critically analyze a business situation or problem.

### **Goal 3: Ethical Leadership**

Graduates will be able to identify and differentiate between various ethical philosophies. They will be able to determine the potential impact of these philosophies when making managerial decisions.

**Objective:** To ability compare and contrast the elements of ethical integrity in a business leader and the importance of integrity in successful business ventures.

### **Goal 4: Global and Diversity Awareness**

Graduates will demonstrate a global perspective by recognizing the impact of international business issues and appreciating diversity, including culture, race, religion, and gender in making managerial decisions.

**Objective:** To understand the kind of issues that arise in international business and the means for effectively addressing these issues.

## **Policies & Materials**

There are several university-wide and LCOB policies you need to be aware of. This course complies with the Office of Academic Affairs policies, accessible at the website, [www.marshall.edu/academic-affairs](http://www.marshall.edu/academic-affairs) and clicking on “Marshall University Policies”. Or, you can

access the policies directly by going to [http://www.marshall.edu/academic-affairs/?page\\_id=802](http://www.marshall.edu/academic-affairs/?page_id=802). Policies include: Academic Dishonesty, Excused Absence Policy for Undergraduates, University

## **COURSE and SOURCE MATERIALS**

Assigned readings and case studies are available online through a variety of means. You are expected to have access to the assigned material. You will be provided with a link that will take you to the material. You may need to have a valid credit card in order to acquire the material.

All students are expected to keep abreast of contemporary developments in global business by reading the New York Times, Wall Street Journal, Washington Post, or other major daily, as well as selectively reading various journals such as The Economist, Forbes, Fortune, Business Week, Foreign Affairs, Foreign Policy, and other journals.

## **Additional Resources and Information**

**Drinko Library** – Drinko Library contains the resources for additional research, newspapers and magazines, team rooms, and writing assistance. The Study Center (1<sup>st</sup> floor) makes computers and printers available to students. The Writing Center (2<sup>nd</sup> floor) helps students improve their writing.

**Accommodations** – Contact the Office Disability Services Program (Pritchard Hall, Room 117; 304-696-2271). Be prepared to provide all required documentation to ensure receipt of equitable accommodations to meet course objectives and deliverables. Students can obtain the necessary documentation from the Disability Student Services Office.

**Tutoring Center** – Contact the Tutoring Center (first floor of Laidley Hall). Limited individual tutoring is available upon request. Students may use drop-in tutoring for as many hours as needed per their posted schedule.

**Grammar Checking Software** – You may wish to explore grammar checking software beyond the capabilities in Microsoft Word. The Writing Center is NOT responsible for correcting all your grammar errors. As such, you may want to consider any of the following programs; *Grammarly* ([www.grammarly.com](http://www.grammarly.com)), *Whitesmoke* ([www.whitesmoke.com](http://www.whitesmoke.com)), or *Writer's Workbench* ([www.cmo.com](http://www.cmo.com)).

## **Professional Conduct**

**Course workload and expectations:** This course requires an extensive amount of work and time, including team coordination and writing. You will be required to do written case analyses, in teams as well as individually, to successfully complete this course. Additionally, you are required to actively participate in the case related discussions via the assigned discussion boards, and to complete proficiency quizzes that accompany the various readings.

The LCOB has a zero-tolerance policy as it relates to academic dishonesty. Refer to the Academic Dishonesty, Academic Dismissal, and Academic Rights and Responsibilities of Students policies for further information in this regard. All violations to these policies will result in a zero grade for the assignment and a report being filed with the Office of Academic Affairs.

**Team based work:** Much of the work in this course is team based. Unless otherwise stipulated, all cases and the simulation, are to be done in self-directed groups. Students are provided with the opportunity to voluntarily form teams of 4 to 6 members. There is a discussion board entitled



Introduction and Bio Posting where you are encouraged to introduce yourself to your classmates and to solicit team members.

You need to have formed your teams **within the first (1) week of the semester**. Should you have a problem forming a group, you must let me know within the stipulated timeframe. Those students who do not have a team affiliation by the end of the first week will be randomly assigned a team by the computer.

Most people agree with the pragmatic observation that the world in which actual work is accomplished requires we give and receive aid, rather than withholding or rejecting it. In studies on how managers spend their time, Mintzberg found that typical managers spend about 20% of their time working alone. The Remaining 80% is spent talking with others on the telephone, in face-to-face meetings with other individuals, e-mail and IM, or in group meetings. Non-participation in any group related activities will not be tolerated. Your fellow students will be completing peer evaluation forms at the end of the semester and if it is apparent that you have abandoned your responsibilities to the group, your grade will be lowered! It is strongly recommended that you exchange all contact information; all phone numbers, email addresses, etc., with each member of the team so as to assure you can reach each other.

While collaboration is actively encouraged within a group, the LCOB does not tolerate any form of cheating, which can take the form of copying from others during exams, plagiarizing, etc. For any assignment for which it has been determined that you might have cheated you will receive the maximum penalty available under university rules. At a minimum, this will result in a zero for the particular assignment. The burden of proof to defend your position will lie with you!

### **Course Description.**

MGT611 is an integrative 3 credit hour MBA course concerning the theory and practice of a military officer's human resource management plans to attain outcomes consistent with the organization's mission and goals including strategy formulation, implementation and control. Prerequisite is permission of GSM academic advisor.

The purpose of this course is to provide you with an understanding of the concepts of human resource management planning, organizing, and implementation. These topics, are generally thought of as falling in the province of officers and most specifically, senior officers. The central theme of human resource management is that an organizations chances of sustained success are greatly improved when managers (1) develop an astute, timely "game plan" for managing the company's human resources and then (2) implement and execute the plan with great proficiency. These abilities are increasingly critical, particularly in times of increased uncertainty and turmoil, be it economic, social or political.

MGT611 entails the study of managing human resources under conditions of uncertainty. Policy construction at top administrative levels with emphasis on management and ethical issues with consideration of major functions of the organization human resources. That means the course integrates various aspects of the human resource management discipline so that you acquire an understanding and appreciation of how each aspect works with each other aspect.

This course uses articles from leading business and military publications, and a number of cases analyses. The case method is used extensively in this course. Students get asked the sort of questions a senior officer might ask in a staff meeting. Such questions would typically require serious preparation, effective communication, and critical thinking. The case method is meant to

give you practice in conducting yourself effectively within a general officer's staff meeting where the participants are focusing on addressing critical issues and problems, or developing alternative courses of action or strategy.

**Course objectives:**

1. Formulate human resource management thinking through management concepts, models, and tools.
  - a. Reconstruct what human resource management is and measure firms' competitive advantage,
  - b. Analyze organizations and their situations; and
  - c. Evaluate the organization via human resource management tools (external, internal, business-level, and corporate-level).
2. Model human resource management thinking with cases, organizations, and scenarios.
  - a. Synthesize key issues and subsidiary issues,
  - b. Analyze the situation,
  - c. Prepare quantitative evidence of the organization's performance,
  - d. Prepare alternatives the firm can feasibly implement, and
  - e. Evaluate and justify recommendations.
3. Demonstrate enhanced written and oral communication skills, human resource management knowledge, collaboration skills, and critical thinking skills.
  - a. Summarize ideas concisely and persuasively via written and oral media individually and collaboratively,
  - b. Demonstrate human resource management knowledge and critical thinking skills individually and collaboratively.

**Grading / Assessment:**

		<b>Total</b>
<b>Deliverable</b>	<b>Pts</b>	<b>Points</b>
<b>Section Proficiency Quizzes (7)</b>	30	210
<b>Group Cases (4)</b>		
Written Assignments	300	1,200
Case Discussions	30	120
<b>Individual Cases (8)</b>		
Written Summary	100	800
Case Discussions	30	240
<b>Major Case Assignment Related</b>		
<b>Major Case Write up</b>	1,500	1,500
<b>Total Points</b>		<b>4,070</b>

**Important Note:**

In addition to the above grading elements you will perform a peer evaluation on each member of your team at the end of the semester. Any student cumulatively rated less than excellent by their teammates is subject having their grade lowered by as much as one half (1/2) letter grade.

**TECHNIQUES OF INSTRUCTION**

- Lectures Notes and Power Point material
- Proficiency Quizzes
- Written Case Analysis – both individual and team
- Discussion of course material, with an emphasis on assigned cases.

## **COURSE GRADING:**

The Section Proficiency Quizzes are your individual responsibility and must be taken in order for the material, contained on **MUOnline**, for the next section to become available to you. All other exams and cases, *unless otherwise stipulated*, are to be done in self-directed groups.

The grade will NOT be curved at the end of the term, or at any other time. The grade you will receive is the direct result of your efforts and output in this class. All students **MUST** read the Grading Policy Statement in this document regarding grades, cheating and classroom procedures and participation.

<u>Grade</u>	<u>Points</u>
<b>A</b>	4,070 – 3,663
<b>B</b>	3,662 – 3,256
<b>C</b>	3,255 – 2,849
<b>D</b>	2,848 – 2,645
<b>F</b>	2,644 - 0

Marshall University requires 75% course completion to assign a course grade, including assigning an Incomplete.

## **COURSE SCHEDULE**

A detailed schedule of course related responsibilities will be made available at the beginning of the semester, and is posted on MUOnline.

### **Copyright**

All original content in this document, all web-based course materials (be they text, audio, and/or video), and/or classroom presentations are © by Dr. Marc Sollosy. No distribution without the express written consent of the author. Students are prohibited from selling (or being paid for taking) notes during this course to or by any person or commercial firm without the express written permission of the professor.

### **Scholastic Dishonesty**

It is the responsibility of students and instructors to help maintain scholastic integrity at the University by refusing to participate in or tolerate scholastic dishonesty. Commission of any of the following acts shall constitute scholastic dishonesty. This listing is not exclusive of any other acts that may reasonably be said to constitute scholastic dishonesty: acquiring or providing information for any assigned work or examination from any unauthorized source; informing any person or persons of the contents of any examination prior to the time the examination is given in subsequent sections of the course or as a makeup; plagiarism; submission of a paper or project that is substantially the same for two courses unless expressly authorized by the instructor to do so; submission of a paper or project prepared by another student as your own. You are responsible for being familiar with the University's Academic Integrity Code, as well as the COB Student Code of Ethics below.

### **Acceptable Student Behavior**

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students engaging in unacceptable behavior may be instructed to leave the classroom. Inappropriate behavior may result in disciplinary action or referral to the University's Behavioral Intervention Team. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc.

### **Viewpoints Disclaimer**

The views expressed in this document, web-based course materials, and/or classroom presentations and discussions are those of the professor and do not necessarily represent the views of Marshall University, its faculty and staff, or its students. Views expressed by students are likewise those of the person making such statements. It is understood and expected that each individual within this course will respect and allow individual difference of opinion.

### **External Websites Disclaimer**

Neither the professor, the COB, nor Marshall University are responsible for the content of external websites discussed in the classroom and/or linked to via online course materials, emails, message boards, or other means. Referred websites are for illustrative purposes only, and are neither warranted nor endorsed by the professor, COB, or Marshall University. Web pages change frequently, as does domain name ownership. While every effort is made to ensure proper referencing, it is possible that students may on occasion find materials to be objectionable for reasons beyond our control.

## References:

- Berman, E. M., Bowman, J. S., West, J. P., & Van Wart, M. R. (2012). *Human resource management in public service: Paradoxes, processes, and problems*. Sage.
- Boxall, P., & Purcell, J. (2011). *Strategy and human resource management*. Macmillan International Higher Education.
- Crowley-Henry, M., & Heaslip, G. (2014). Short-term international assignments. Military perspectives and implications for international human resource management. *European Management Journal*, 32(5), 752-760.
- Dupré, K. E., & Day, A. L. (2007). The effects of supportive management and job quality on the turnover intentions and health of military personnel. *Human Resource Management: Published in Cooperation with the School of Business Administration, The University of Michigan and in alliance with the Society of Human Resources Management*, 46(2), 185-201.
- Lengnick-Hall, C. A., Beck, T. E., & Lengnick-Hall, M. L. (2011). Developing a capacity for organizational resilience through strategic human resource management. *Human Resource Management Review*, 21(3), 243-255.
- Lievens, F. (2007). Employer branding in the Belgian Army: The importance of instrumental and symbolic beliefs for potential applicants, actual applicants, and military employees. *Human resource management*, 46(1), 51-69
- Robbert, A. A., Keltner, B. R., Reynolds, K. J., Spranca, M. D., & Benjamin, B. A. (1997). *Differentiation in Military Human Resource Management* (No. RAND/MR-838-OSD). RAND NATIONAL DEFENSE RESEARCH INST SANTA MONICA CA.
- Segal, D. R., Rohall, D. E., Jones, J. C., & Manos, A. M. (1999). Meeting the missions of the 1990s with a downsized force: Human resource management lessons from the deployment of PATRIOT missile units to Korea. *Military Psychology*, 11(2), 149-167.
- Thornton III, G. C., & Rupp, D. E. (2006). *Assessment centers in human resource management: Strategies for prediction, diagnosis, and development*. Psychology Press.
- Townley, B. (1993). Foucault, power/knowledge, and its relevance for human resource management. *Academy of management review*, 18(3), 518-545.
- Wiener, E. L., Kanki, B. G., & Helmreich, R. L. (Eds.). (2010). *Crew resource management*. Academic Press.