

New Mexico State University/College of Business  
**MGT 332.01 Human Resources Management**  
**8:55-10:10 TTh Guthrie 201**  
**Spring 2007**  
**Syllabus & Preliminary Schedule**

Dr. Judith Weisinger [jweising@nmsu.edu](mailto:jweising@nmsu.edu)  
 Send all email correspondence through  
 WebCT after course is set up online.

Office: BC 328  
 Phone 646-3770  
 Office Hours: T, Th Before and After Class, and by  
 Appointment

Teaching Assistant: [Anne Gruber](#). Anne will be handling attendance, homework and quiz grading and posting. You should email her through WebCt.

**WebCT Access:** There may be a 72-hour delay between the time you request your NMSU email account & the time you will be able to get into WebCT (due to particular database functions which need to be carried out).

- Students must have a WebCT ID and password to access class information at <http://salsa.nmsu.edu/>.
- If you do not have an NMSU email, activate an email account (address) at <https://accounts.nmsu.edu/> .
- Any email correspondence you send to me **MUST** be sent through WebCT. Once the site is up, I will not respond to email that is not sent through WebCT, unless it is an urgent matter that needs my immediate attention.

<b>Required Text</b>	
<ul style="list-style-type: none"> <li>• <i>Human Resource Management</i>, by Robert Mathis &amp; John Jackson, 11<sup>th</sup> Edition, (Thomson/ Southwestern Publishing), ISBN# 0-324-28958-8.</li> <li>• In addition, a number of outside readings, cases &amp; exercises may be required.</li> </ul>	<p>We will not be covering everything from the book in class. However, you will be responsible for knowing the material in the text when you come to class. I will provide a study topic list for exams, and where possible, I will make every effort to provide you with sample questions to study for exams. Please note that anything we cover in class may show up on quizzes &amp; exams. Thus, reading the text is important as well as being in class &amp; taking your own notes.</p>
<b>Overview</b>	
<p>This is a survey course in human resources management. The approach taken is a “ general manager approach” , that is, much of human resource management is not simply the responsibility of the HR department, but also of all managers.</p>	<ul style="list-style-type: none"> <li>• Study various organizational policies &amp; practices that comprise HR management, &amp; external factors (such as government regulation &amp; unions) that affect HRM.</li> <li>• Cover fundamentals of HRM including recruitment, selection, legal issues in employment, performance appraisal, training, compensation &amp; benefits, health &amp; safety in the workplace, employee rights &amp; discipline, and union-management relations.</li> <li>• Discuss contemporary issues: globalization, workforce diversity, sexual harassment, affirmative action, executive compensation, employee testing (e.g., drug testing, honesty tests) and HRM ethics, among others.</li> </ul>
<b>Method of Presentation, Teaching Philosophy &amp; Approach</b>	
<p>This course uses a variety of approaches to maximize student learning.</p> <ul style="list-style-type: none"> <li>• Note: I do not post my lecture notes to</li> </ul>	<ul style="list-style-type: none"> <li>• I use mini-lectures, small &amp; large group discussions, business cases, films &amp; videos, guest speakers, as well as some other learning</li> </ul>

WebCT. Students are expected to take their own notes in this class.	<ul style="list-style-type: none"> <li>tools.</li> <li>We may also do some experiential exercises such as role-plays, debates, etc.</li> <li>Occasionally, I will provide handouts in class. I will bring them again only for the next class session, if they are not posted on WebCT. If you are still missing a handout, get it from a classmate or stop by my office (office hours posted at the top of this handout).</li> </ul>
<b>Objectives</b> are for students to	
<ul style="list-style-type: none"> <li>Learn the strategic importance of HRM.</li> <li>Apply concepts to “ real-world” HRM problems.</li> <li>Develop analytical &amp; critical thinking skills through complex problem solving.</li> </ul>	<ul style="list-style-type: none"> <li>Gain a working knowledge of basic HRM concepts &amp; their functions in the organization.</li> <li>Assume a general manager’ s perspective on HRM, and know which HRM activities are the responsibility of the line manager vs. the HR manager.</li> </ul>
<b>Electronic Communication</b>	
I expect to use WebCT as a complementary resource for this course. We will not be using WebCT heavily, but I will use it to post grades, announcements, PowerPoint slides, handouts & other materials of interest, as well as for email communication.	Students should be prepared with their own notes from having read the chapter, and can print the Power Point slides (w/notes pages) to add their notes in class. Also, I may be asking you to post messages to WebCT discussion boards. Check into WebCT a couple of times per week, before each class day, and especially at the end of the week on Fridays.

<h2>Academic Misconduct</h2> <p>Honesty &amp; effort are rewarded in this course. Therefore cheating in any form will be subject to the appropriate sanctions (a zero on the assignment, an F grade for the course, and/or may subject the student to further disciplinary action, including possible dismissal from their academic program or from the University). If you have any questions regarding what constitutes Academic Misconduct, you should speak with the instructor, or consult the online Student Code of Conduct at</p> <p><a href="http://www.nmsu.edu/Campus_Life/vpsa/public_html/SCOC/misconduct.html">http://www.nmsu.edu/Campus_Life/vpsa/public_html/SCOC/misconduct.html</a></p> <p>Students who engage in disruptive activities in an academic setting (e.g., classrooms, academic offices or academic buildings) are subject to disciplinary action in accordance with Section IV-Non Academic Misconduct-All Students. Such students are also subject to administrative actions in accordance with the NMSU Graduate &amp; Undergraduate Catalogs.</p> <p><b>Plagiarism:</b> Many people are unclear as to the meaning of academic honesty, plagiarism, citation, and other such issues. In its most basic form, plagiarism is taking undue credit for the work of others by implying that it is your own.</p> <p>Plagiarism is academic dishonesty, a form of poor scholarship, and may also involve legal difficulties such as copyright violation.</p> <p>Plagiarism is not limited to the direct use of lengthy sections of another’ s words without proper citation and use of quotation marks. You can commit plagiarism by using another author’ s outline to present a body of knowledge if you don’ t cite the author. (Excerpted from Graduate Student Handbook, Management Department, NMSU) See other examples provided in the box on the right.</p>	<p><b>Academic Misconduct</b> (excerpted directly from the NMSU Student Code of Conduct). Any student found guilty of academic misconduct shall be subject to disciplinary action. Academic misconduct includes, but is not limited to, the following actions:</p> <ul style="list-style-type: none"> <li>Cheating or knowingly assisting another student in committing an act of cheating or other forms of academic dishonesty;</li> <li>Plagiarism, is using another person’ s work without acknowledgment, making it appear to be one’ s own. Any ideas, words, pictures, or other intellectual content taken from another source must be acknowledged in a citation that gives credit to the source. This is irrespective of the origin of the material, including the Internet, other students’ work, unpublished materials, or oral sources. Intentional and unintentional instances of plagiarism are considered instances of academic misconduct. It is the responsibility of the student submitting the work in question to know, understand, and comply with this policy. If no citation is given, then borrowing any of the following* would be an example of plagiarism: <ul style="list-style-type: none"> <li>an idea or opinion, even when put into one’ s own words (paraphrase)</li> <li>a few well-said words, if these are a unique insight</li> <li>many words, even if one changes most of them</li> <li>materials assembled by others, for instance quotes or a bibliography</li> <li>an argument</li> </ul> </li> </ul>
---	---

- a pattern of ideas
- graphs, pictures, or other illustrations
- facts
- all or part of an existing paper or other resource
- This list is not meant to include all possible examples of plagiarism See additional discussion in this section.
- Unauthorized possession of examinations, reserve library materials, laboratory materials, or other course-related materials;
- Unauthorized changing of grades on an examination, in an instructor's grade book, or on a grade report; or unauthorized access to academic computer records;
- Nondisclosure or misrepresentation in filling out applications or other University records in, or for, academic departments or colleges.
- Students who engage in disruptive activities in an academic setting (e.g., classrooms, academic offices or academic buildings) are subject to disciplinary action in accordance with Section IV-Non Academic Misconduct-All Students. Such students are also subject to administrative actions in accordance with the NMSU Graduate and Undergraduate Catalogs.

The syllabus is a contract of sorts. It outlines what I expect of students as well as what students can expect of me in my course. It is not to be cast aside without serious consideration. **Read it FULLY** and understand the terms of your participation in this course. **Some expectations that students should give particular attention to are discussed below.**

### Classroom Etiquette

You do not necessarily need to bring your textbook to class, but generally speaking, you should have read, taken notes and prepared for the discussion, and completed any textbook assignments before class.

- **I do not allow the use of cellphones, pagers, or any other electronic devices in the classroom, including laptop computers. These items should be turned off & put away before the start of class. If you need to use them, please wait until class is over.**
- I expect all students to:
  - Respect the opinion of others
  - Listen actively
  - Participate actively
  - Attend class regularly & to come to class on time
- If you come in late to class due to a circumstance beyond your control, please do so quietly. If you must leave early on occasion, inform the instructor at the beginning of the class & sit near the door. These guidelines should help to minimize interruptions, and they will be facilitated if students will leave a few seats nearest the door unoccupied.
- Please do not take restroom or cigarette breaks during class -- try to do that before class. It is very disruptive to have people getting up, leaving & coming back during the class.
- Please, no eating food in the classroom. Beverages are o.k.
- Do not read newspapers or any other non-class materials during my class.
- Please WAIT until class is dismissed before you gather up your things to leave.
- **All written exams in the course must be in INK PEN. Please**

**bring pens to the class for exams. (Scantrons, of course, need to be done in pencil.)**

### Preparation for Class

If textbooks are not yet available at the bookstore, students will be expected one that I will place on reserve, borrow a textbook from the instructor to make copies, or borrow one from a classmate until they are able to buy their own.

- **Students are expected to have read the assigned material, & completed any assignments, for the date due.** READING means reading the material, taking notes, and trying to learn it. You need to have the textbook for this course, or access to one, in order to successfully complete this course.

### Participating in the Class

This is not a “lecture” course where I talk & you sit in the audience to be entertained (or not). This is also a participative class & I expect each & every student to participate, either voluntarily or by selection. **Although there is not a specific component of your grade assigned to class participation, I reserve the right to use my assessment of your participation to decide borderline final grades.**

My assessment will be based upon

- Completion of assigned homework.
- Your professionalism: Are you always late for class? Do you disrupt the class by talking while others are talking? etc.
- The quality (not just quantity) of your contributions to class discussions: Do you ask intelligent, thought-provoking questions? Do you contribute to discussions based upon your own experience? etc.

**Occasionally, we do some work in small groups during class. When we break up into small groups for discussion, you are to remain on task, not discuss this weekend’s movies or your dinner plans. Small group work is part of the class agenda & is also not a signal for you to leave the room.**

### Homework Assignments

Homework is graded on a  $\sqrt{-/\sqrt{+}}$  basis to help students to prepare for in-class discussions. Though no specific component of your final grade is allotted for homework, your completion of homework goes into my assessment of your participation which is used to decide borderline final grades. Thus, it is in your best interest to complete these assignments and to participate in class.

- Homework assignments are due on the date listed on the syllabus & should be TYPED & handed in **at the beginning of class**, unless otherwise noted.
- Late homework will not be accepted or graded as we typically discuss these in class on the due date.
- Supplemental Cases can be found at <http://mathis.swlearning.com/>

### Absences

All students miss class from time to time, & as college students, you take responsibility for your attendance decisions. But you should know that I typically track attendance since I may adjust borderline final grades based upon a student’s attendance & participation in the class. I will allow two “free” (unexcused) absences for the term (meaning, that they won’t count against you in the end). In any case, if you are absent, it is your responsibility to catch up with what you missed, but do not ask me to re-teach the class to you simply because you missed it.

- **Students who accumulate more than four unexcused absences will be asked to meet with me to consider whether they should continue in the course. I reserve the right to disenroll any student with excessive absences if that student has not made me aware of any extenuating**

- Your participation can make the difference between passing & failing the course, or between one grade & another, so I would suggest taking your attendance & participation seriously.
  - You do not need to call me if you will be absent.** You simply need to bring the appropriate documentation either to my office (BC 328), the Management Department office (BC 220) or to the next class.
- circumstances.**
  - We will be viewing many video clips this term. I will NOT arrange make-up viewing of video clips unless you have a legitimate, documented excuse for your absence.
  - Due to the number of quizzes we have in the course, **I do not give make-up quizzes, even for excused absences.** Remember that the quiz component of your final grade will be the total of your top 15 quizzes (out of 17), so you have a bit of room in case you miss a quiz. If you miss a quiz, just consider it one that you have missed, and if you don't miss too many & do reasonably well on them, it is unlikely that missing one will affect your grade. If you feel that you have extenuating circumstances, please see me.

### Make-Ups Exams/Quizzes

You will be given quizzes in this course either weekly or for nearly each class session. Typically, quizzes will cover the chapter material assigned for that date, as well as key material from the previous class discussion. Students will be allowed to count the best 15 of 17 quizzes.

- There are three scheduled exams in the course. Students who miss an exam will be allowed to make up the exam **ONLY** if they have a legitimate excused absence. Please note that keeping up on reading and assignments will greatly facilitate your studying, and likely your performance, on exams.
- Make-up exams must be completed within a week after the class took the exam.**
- Missed quizzes cannot be made up (see section above), with the exception of the syllabus quiz, and this one must be made up by on class session after the day of the missed class. *This exception only applies to students who missed class because they were not yet enrolled.*
- Otherwise, if you miss a quiz, the grade for that quiz will be 0. Thus, it is to your advantage to take all of the quizzes, if possible.

Grading					
Item	Points				
1st Exam	100	A= 450 points & above B= 400-449 points C= 350-399 D= 300- 349 F= 299 & below  To receive an S grade you must earn a C or better (70% of 500 points).			<b>Grading Disputes.</b> <i>Any issues you may have about a grade on a particular assignment should be brought to my attention immediately after the receiving the graded assignment. After another class session has passed, I will not entertain any requested grade changes on assignments.</i>
2nd Exam	100				
3rd Exam (Final)	100				
Quizzes (15 @10 pts. ea)	150				
Project Assignment	50				
Total	500				

**Disabilities/Employee Relations:** Call the Coordinator of Services for Students with Disabilities at 505.646.6840 regarding student issues related to the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act of 1973. All medical information will be treated confidentially. Call the Director of Institutional Equity at 505.646.3635 with any questions you may have about NMSU's Non-Discrimination Policy & complaints of discrimination, including sexual harassment.

**Incompletes ("I" grades):** Given for passable work that could not be completed due to circumstances beyond the student's control (e.g., severe illness, death in the immediate family). These circumstances must have developed after the last day to withdraw from the course (October 17th). Requests for "I" grades should be made to the instructor, but must be approved by the Management Department Head. Incomplete grades will only be given if a student has a passing grade at mid-semester.

### **Project Assignment (*Due Dates will vary by Topic*)**

The project assignments are designed to allow students to study practical, real-world applications of the HRM topics we are studying, and to raise some critical questions about these applications. Students will be handing in an individual, written assignment, but will also be asked to discuss their topic in class as part of our discussion on the particular topic. Depending upon class size, students may be asked to do the project in pairs. If the class is very large, I may choose not to require a 'report out' to the class. Because your projects will be on different topics, they will be due throughout the term.

- All papers must be typewritten & handed in on the date of your presentation. Please note the emphasis on "in your own words" in the written assignment.
- In class on your presentation date, you may be called upon to present your situation for class discussion. You should NOT be reading your paper to the class -- the paper is for your reference. You are actually initiating a discussion on the topic. I will be asking other students to ask questions & to discuss your topic.

#### **Requirements:**

Each student is required to prepare & submit a short written assignment (3 pages double-spaced, max) on some aspect of HRM that is covered in the course. These papers require limited library research as well as critical thinking & evaluation.

#### **Here are the steps that you need to follow:**

1. Select a contemporary HRM topic of interest (must be pre-approved by me). Browse the textbook for ideas.
2. Search the business press (e.g., Wall Street Journal, Business Week, NY Times, etc.) for an article that will provide you with an HRM scenario or situation on your topic. (A scenario or situation might be, for example, an interesting lawsuit; or, a particular situation you read about a topic, such as executive pay, sexual harassment, drug testing, or any other HR topic; or perhaps a survey on the topic; these are just a few examples.) You should choose a scenario or situation that has been written about in multiple outlets so that you can get more info from different sources.
3. Once you have a scenario/situation, obtain two additional substantive business articles on that scenario/situation. (Substantive means that the article provides some information that is useful for your project, and preferably not too much overlap between the two articles.) The idea is to try to get alternative sources of information on the scenario/situation you have selected. So if you pick something too obscure, there may not be a lot of additional data. You will be required to submit a bibliography or reference list (see formatting below), and any that are insufficient will be marked down. All references in your bibliography should conform to APA or other acceptable formats (consult the reference librarian for guidance). If a student submits any references that are "bogus" (meaning nonexistent, made up, or otherwise faked) they will receive a 0 on the assignment & will be subject to further sanctions as in the Academic Dishonesty section above).
  - a. You need to provide a total at three full references: one from which you get the scenario/situation, and the other two to provide some additional information on the situation/scenario. Our textbook does not constitute one of those references, though you may choose to list it if you used info from it.

<b>Project Assignment Format</b>	Your <b>3-page (max) written assignment</b> should be structured as follows:
1. Summary	<b>Summarize</b> in your own words the scenario/situation by providing as much detail as possible to give the reader a good sense of the issue. (This should be one page max)
2. Commentary	Provide a <b>commentary</b> in your own words on the issue you' ve selected (this part should be two pages max). Your commentary should link what we have been learning in the course to the real-life situation by addressing the following: <ul style="list-style-type: none"> <li>• What do you see as the main HRM problem or issue to be resolved in this situation? (1-2 sentences)</li> <li>• What does the text say about this issue, and is this reflected in your chosen situation? What is different, or what does your situation add, clarify? <ol style="list-style-type: none"> <li>1. Why should managers pay attention to this scenario/situation? What are the potential effects in organizations?</li> <li>2. Are there any unique characteristics of this scenario/situation that might affect the resolution of this issue or problem? (For example, does it fit textbook definitions or theories? What makes it a special case?)</li> </ol> </li> </ul>
3. Bibliography	Does not count in the 3 page limit

<b>PRELIMINARY COURSE SCHEDULE &amp; ASSIGNMENTS MGT 332.01 SPRING 2007</b> (subject to change depending upon course progress-- <b>updates to be posted on WebCT</b> )		
Date	Chapter	Subject
Jan 18 (Th)		<b>INTRODUCTION: WHAT IS HRM?</b> What is the psychological contract (p. 68-69)? Review class expectations, syllabus, schedule & project
Jan 23 (T)	1	<b>Quiz 1: Syllabus</b> <b>THE CHANGING NATURE OF HR MANAGEMENT: CHALLENGES, ROLES &amp; ETHICS</b>
Jan 25 (Th)	2	<b>Quiz 2: Chapters 2 &amp; class discussion (from previous class)</b> <b>STRATEGIC HRM</b> Video: PepsiCo-Frito-Lay <b>H/W#1 Due: Read Ch. 2 Supplemental Case, Where Do You Find the Bodies? and answer questions.</b> (Note: All H/W must be typed and handed in at start of class, unless otherwise noted. Single-spaced is ok. Some Supplemental Cases are used throughout the term. These can be found online at <a href="http://mathis.swlearning.com/">http://mathis.swlearning.com/</a> )
Jan 30 (T) (Last day to drop/add a course)	3	<b>Quiz 3: Chapter 3 &amp; class discussion</b> <b>ORGANIZATIONAL/INDIVIDUAL RELATIONS &amp; RETENTION</b> Video: Alegent Healthcare <b>H/W#2 Due: Read Chapter Case, Alegent Health (p. 92), and answer questions.</b>
Feb 1 (Th)	4	<b>Quiz 4: Chapter 4 &amp; class discussion</b> <b>LEGAL ISSUES IN HRM</b>  Guest Speaker (TBA)
Feb 6 (T)	4	Legal Issues, Cont' d CNN Videos: Coke Settlement, Equal Pay or Connecticut Women' s Education & Legal Defense Fund (time permitting) <b>H/W#3: Complete the Disparate Impact &amp; Validity Exercises posted on WebCT</b>
Feb 8 (Th)	5	<b>Quiz 5: Chapter 5 &amp; class discussion</b> <b>MANAGING EQUAL EMPLOYMENT &amp; DIVERSITY</b> Video: Connecticut Women' s Education & Legal Defense Fund <b>HW#4: Read the Chapter Case on p. 155-156 and answer the questions</b>
Feb 13 (T)	5	Managing Diversity, cont' d <b>H/W#5: Read Ch. 5 Supplemental Case, Discrimination, and answer questions</b> CNN Video: Disabilities in the Workplace (time permitting)

Feb 15 (Th)	6	<b>Quiz 6: Chapter 6 &amp; class discussion</b> <b>JOB DESIGN &amp; ANALYSIS</b> Video: Verizon Wireless (Exam 1 study guide/topic list)
Feb 20 (T)	6	Job Design & Analysis, cont' d <b>H/W#6: Read the Chapter Case on p.188-189 and answer the questions</b> Exam Review
<b>Feb 22 (Th)</b>		<b>EXAM 1: Chapters 1-6</b>
Feb 27 (T)	7	<b>Quiz 7: Chapter 7 &amp; class discussion</b> <b>RECRUITMENT</b> Video: Verizon Wireless
Mar 1 (Th)	7	Recruitment, cont' d <b>H/W#7: Read the Chapter Case on p.222 and answer the questions</b>
Mar 6 (T)	8	<b>Quiz 8: Chapter 8 (Pt. 1: pp 227-240) &amp; class discussion</b> <b>SELECTION</b> (Selection & Placement, Selection Process, Testing) <b>H/W8: Read the Ch. 8 <u>Supplemental Case</u>, Selecting a Programmer, and answer the questions.</b>
Mar 8 (Th) <i>(Monday March 12, last day to drop course with a grade of W)</i>		<b>Quiz 9: Chapter 8 (Pt. 2: pp 240-257) &amp; class discussion</b> Selection, cont' d (Interviewing, Background Checks, Global Assignments) Video: Verizon Wireless
Mar 13 (T)	8	<b>Quiz 10: Chapter 9 &amp; class discussion</b> <b>TRAINING</b>
Mar 15 (Th)	9	Video: Deloitte & Touche (Answer viewing questions in class)
<b>Mar 19- Mar 23</b>		<b>SPRING BREAK</b>
Mar 27 (T)	11	<b>Quiz 11: Chapter 11 &amp; class discussion</b> <b>PERFORMANCE MANAGEMENT</b> Video: PepsiCo Frito Lay Performance Evaluation
Mar 29 (Th)	11	Performance Management (cont' d) <b>H/W#9: Re-read pp. 342-352 &amp; bring a copy of a performance review form from any organization you work for or can access.</b> (I would like to get a few examples from students ahead of time, so if you could provide yours ahead of this class date, I' d appreciate it. Also, a note: You should obtain permission & tell the company representative that is for classroom use only, that we are comparing styles of performance review forms & that the name of the company will not be used. Ask them to blackout with marker the name of the organization and/or any info that identifies the organization before they give it to you.) <b>If you cannot obtain a form, then you must read the chapter case on p. 358 &amp; answer discussion questions for H/W.</b>
Apr 3 ( T)	12	<b>Quiz 12: Chapter 12 (Pt. 1: pp. 363-380)</b> <b>COMPENSATION STRATEGIES: Types, Designs, &amp; Constraints</b> Video: Verizon Wireless (Exam 2 study guide/topic list)
Apr 5 (Th)	12	Compensation Strategies (cont' d): Developing a Base Pay System <b>H/W#10: Read Chapter 12 (Pt. 2: pp 380-393) and do the end of chapter case on p. 395.</b> Exam Review
<b>Apr 10 (T)</b>		<b>EXAM 2: Chapters 7- 9, 11, 12</b>
Apr 12 (Th)	13	<b>Quiz 13: Chapter 13 &amp; class discussion</b> <b>VARIABLE PAY &amp; EXECUTIVE COMPENSATION</b> <b>H/W#11: Read the Ch. 13 <u>Supplemental Case</u>, Cash is Good, Card is Bad &amp; answer the discussion questions.</b>
Apr 17 (T)	14	<b>Quiz 14: Chapter 14 &amp; class discussion</b> <b>EMPLOYEE BENEFITS</b> Video: Verizon Wireless and CNN Video: Employee Perks (time permitting) <b>H/W#12: Read Chapter Case and answer questions.</b>

Apr 19 (Th) <i>(Friday, Apr 20- last day to withdraw from the University)</i>	15	<b>Quiz 15: Chapter 15 &amp; class discussion WORKPLACE HEALTH &amp; SAFETY</b>  Video: Boston Ballet or Guest Speaker (TBA)
Apr 24 (T)	16	<b>EMPLOYEE RIGHTS &amp; DISCIPLINE</b> <b>H/W#14: Read Ch. 16 Supplemental Case, George Faces Challenges, and answer questions.</b> <i>(Exam 3 (Final) study guide/topic list available)</i>
Apr 26 (Th)	16	<b>EMPLOYEE RIGHTS (CONT' D)</b> <b>Quiz 16: Chapter 16 &amp; class discussion</b> Video: Boston Ballet
May 1 (T)	17	<b>Quiz 17: Chapter 17 &amp; class discussion LABOR RELATIONS (UNION-MANAGEMENT RELATIONS)</b> Guest Speaker (TBA) <i>Complete course evaluations on WebCT this week</i>
May 3 (Th)	17	<i>Final Exam Review</i>
<b>Exam Week: May 7 -11th</b>		<b>EXAM 3: FINAL EXAM: Chapters 13-17</b> <b>(Note: Please check posted final exam schedules online)</b>
<i>May 15 (T)</i>		<i>Final Grades Due</i>