

New Mexico State University/College of Business
MGT 332.M72 and 332.M73 Human Resources Management (Online)
Summer 2009
Syllabus & Schedule

Dr. Judith Weisinger jweising@nmsu.edu
Please send all email correspondence through WebCT after course is set up online.

Office: BC 328 **(Please note: No Campus Office Hours Summer 2009)**

Office Hours: **Online via email only**

Teaching Assistant: [Yasanthi Perera](#) will be handling homeworks and assisting me with the posting of grades. 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.

Required Text	
<ul style="list-style-type: none"> • <i>Human Resource Management</i>, by Robert Mathis & John Jackson, 12th Edition, (Thomson/ Southwestern Publishing), ISBN# 0-324-54275-5). • In addition, a number of outside readings, cases & exercises may be required. 	<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 participate in this course. 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 & exams. Thus, reading the text is important as well as being in class & taking your own notes.</p>
<p><i>PLEASE BE FOREWARNED THAT WE WILL COVER A REGULAR SEMESTER'S WORTH OF CONTENT IN A 5 WEEK SUMMER SESSION...THIS MEANS THAT YOUR WEEKLY WORKLOAD/CONTACT HOURS WILL BE TRIPLED AS COMPARED TO A REGULAR TERM!</i></p>	<p><i>NO EXCEPTIONS WILL BE MADE, EXCEPT UNDER EXTREME CIRCUMSTANCES, FOR NON-COMPLETION OF WORK BY STATED DEADLINES, AS ALL DEADLINES ARE POSTED IN ADVANCE AND STUDENTS GENERALLY HAVE FLEXIBILITY AS TO WHEN THEY CAN COMPLETE THEIR WORK.</i></p>
Overview	
<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"> • Study various organizational policies & practices that comprise HR management, & external factors (such as government regulation & unions) that affect HRM. • Cover fundamentals of HRM including recruitment, selection, legal issues in employment, performance appraisal, training, compensation & benefits, health & safety in the workplace, employee rights & discipline, and union-management relations. • Discuss contemporary issues: globalization, workforce diversity, sexual harassment, executive compensation, employee drug testing and HRM ethics, among others.
Method of Presentation, Teaching Philosophy & Approach	
<p>This course uses a variety of approaches to maximize student learning. As this is an online section, you can expect to participate frequently</p>	<ul style="list-style-type: none"> • I will attempt to integrate real-life cases and situations throughout the course, as well as links to readings on contemporary topics.

<p>in discussion forums, complete a number of activity-based homework assignments, and short research-based assignments, in addition to taking exams. Note: I do not post any lecture notes to WebCT. Students are expected to take their own notes for this course.</p>		<ul style="list-style-type: none"> You will be expected to make significant individual contributions to the class and possibly contributions to a group as well.
<p>Objectives are for students to</p>		
<ul style="list-style-type: none"> Learn the strategic importance of HRM. Apply concepts to “real-world” HRM problems. 		<ul style="list-style-type: none"> Gain a working knowledge of basic HRM concepts & their functions in the organization. Develop analytical & critical thinking skills through complex problem solving.
<p>Electronic Communication</p>		
<p>As this is an online course, all communication should be facilitated through WebCt. If you need to contact me, please use WebCt email, NOT my NMSU email account.</p>		<p>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. You will be posting frequently to WebCT discussion boards and/or occasionally asked to take surveys. Your interaction with WebCt will be DAILY.</p>

Academic Misconduct

Honesty & 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

http://www.nmsu.edu/Campus_Life/vpsa/public_html/SCOC/misconduct.html

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 & Undergraduate Catalogs.

Plagiarism: 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.

Plagiarism is academic dishonesty, a form of poor scholarship, and may also involve legal difficulties such as copyright violation.

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. See other examples provided in the box on the right, and the following excerpt which is reproduced here directly from <http://lib.nmsu.edu/plagiarism/>

Plagiarism What it is and how to avoid it

What it is: Plagiarism is using another person's work without acknowledgment, making it appear to be one's own.

Academic Misconduct (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:

- Cheating or knowingly assisting another student in committing an act of cheating or other forms of academic dishonesty;
- 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:
 - an idea or opinion, even when put into one's own words (paraphrase)
 - a few well-said words, if these are a unique insight
 - many words, even if one changes most of them
 - materials assembled by others, for instance quotes or a bibliography
 - an argument
 - 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 the University Library's web page on plagiarism for further examples.

- 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

How to Avoid it: 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 true no matter where the material comes from, including the Internet, other students' work, unpublished materials, or oral sources.

Intentional and unintentional instances of plagiarism are considered instances of academic misconduct and are subject to disciplinary action such as failure on the assignment, failure of the course or dismissal from the university.

It is the responsibility of the student submitting the work in question to know, understand, and comply with this policy.

Some Examples of plagiarism if no citation is given:

- an idea or opinion, even when put into one's own words(paraphrase)
- a few well-said words, if these are a unique insight
- many words, even if one changes most of them
- materials assembled by others, for instance quotes or a bibliography
- an argument
- 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)

Vocabulary:

some helpful terms for this site

- **Paraphrase** - Putting another person's ideas into your own words. This is not a quote, but you still need a citation giving credit for the idea.
- **Verbatim** - An exact quoting of words, with no changes. All quotes should be *verbatim*
- **Citation** - This contains all the information one needs to find an article: author, title, date, publisher, etc.

These can also be *footnotes* or *endnotes* that point to items in your bibliography.

- **Bibliography**- A list of books and articles. At the end of the paper, this is sometimes called "*References*" or "*Works Cited.*"

- 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. **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 Netiquette

- I expect all students to:
 - Be prepared for each activity in the course
 - Respect the opinion of others
 - Listen actively
 - Participate actively
- All discussion postings and assignments must be written clearly using proper grammar and punctuation.

Netiquette is a term referring to good behavior while connected to the Internet. Netiquette is mainly referring to behavior while using Internet facilities such as individual Web sites, emails, newsgroups, message boards, chat rooms or Web communities. Some examples of netiquette are listed below,

- Not using someone else's name and pretending to be them.
- Not posting or distributing material that is deemed illegal.
- Not using abusive or threatening language.
- Not posting racist remarks regarding peoples sex, race or gender.
- Not spamming message boards or chat rooms with useless or repeated messages.
- Not trying to obtain or use someone else's password.
- Not trying to obtain personal information about someone.

Netiquette is a[n] online behavior standard which is recognized by {on} Usenet, mailing lists and other public posting areas. Netiquette requires that people post constructive and relevant messages on places like Usenet newsgroups. Things such as posting messages on a different topic to the subject requested and commercial advertising is seen as bad Netiquette. Reading your messages for bad spelling and grammar is seen as good Netiquette.

Source: <http://www.internet-guide.co.uk/netiquette-guide.html>

Preparation for Class

Students are expected to have the textbook for the course. You need to have the textbook for this course, or access to one, in order to successfully complete this course.

- **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.

Participating in the Class

This online course is highly participative. As I am attempting to provide the equivalent contact hours in this intensive summer online format as I would provide in a face-to-face class during a regular term, you will necessarily need to be involved daily in the course. A significant portion of your grade will be determined by the quality of your contributions to the discussions (see below).

I may also choose to round up borderline final grades based upon my assessment of your overall participation in the class. My assessment will be based upon:

- Timely completion of assignments and tests.
- The quality (not just quantity) of your contributions to class discussions: Do you make thoughtful contribution, or are you always “piggybacking” on others’ contributions? Do your postings reflect your knowledge and preparation? Do you ask intelligent, thought-provoking questions?

Discussion Forum Postings

A significant portion of your grade in this class will be determined by the quality of your participation in the discussion forums, which will occur daily during the week, with the exception of test days. Often you will need to post multiple times to one forum, or to multiple forums, on a given day.

- Each forum will have at least one task. Please read the instructions carefully for

- I will track the quality of your contributions to the forums.
- The forum will close at the end of the posted deadline and postings after that time are not allowed, unless otherwise specified.
- I will typically summarize each discussion after the forum posting deadline. (You should be able to read my summary first thing the next morning after the posting deadline.) So you should plan time to read

each topic. The schedule will give you an overview of the forum and any pre-posting reading that you will need to do. In the forum itself I will make an initial post including the instructions for each discussion topic.

- I plan to summarize each forum, highlighting key points from the discussion and linking to the text where possible.
- I reserve the right to 'call on' specific class members at certain times to post an additional response in a forum discussion
- Your postings should be original and reflect independent thinking and effort.
- Clarifications and additions made by discussants that advance the discussion are welcome and expected and 'count' towards quality. Not everyone will post "first" and the whole point of the forum is discussion rather than everyone just posting their say in order to get a 'tick' mark.
- Discussion quality will be tracked, so it is important for you to make substantive, informative, and inquisitive contributions. (If, for example, you tend to post late in the discussions so that you can simply reiterate or agree with what others have already said, this will be noticed. This means that if you post later, after many others, then you will be challenged to be more constructive.)

the summaries.

- Also, some discussion forum tasks require you to read all of the student postings before completing another discussion task, so be apprised of this and plan accordingly.
- Questions about discussions will be on the tests, so you must keep up on the discussions and summaries.

Written Assignments

In addition to the tests and discussion postings, you will be required to complete and submit **four written assignments**. These are to be completed individually. Each should be single-spaced 1 page submissions in Word .doc format. Each assignment will require a different activity, so please check the schedule for an overview and the Assignments section of the homepage for the specific instructions for each assignment. One or more of the assignments may be based upon a supplemental case that accompanies the Mathis & Jackson textbook. You may choose to cut/paste your assignments from your original Word .doc (one page max) into the space provided in the Assignments link, or upload it as a word doc. **IN UPLOADING, PLEASE SAVE YOUR WORD DOCS IN 2003 FORMAT BEFORE UPLOADING—I WILL BE UNABLE TO READ .DOCX FILES from the newest MS Office version.**

- Late assignments will not be accepted nor graded.
- Your written assignments should be submitted to the Assignments link on the homepage
- Supplemental Cases can be found at <http://thomsonedu.com/management/mathis> (you have to click on the text then go to Student Resources) but I will typically cut/paste them into any assignment where required, so you won't likely need that link.
- You are responsible for submitting clean documents of any sort that are required for this class. This means that you should send it to yourself as an attachment to see if it is readable. Any submitted document that cannot be read will receive a 0 grade. (See the comment to the left regarding formatting.)

In general, technical issues that you may have with completing/submitting tests and assignments will not be considered valid excuses for missed work. All timelines are known in advance so there is plenty of time to plan.

Tests and Make-Up Tests

- There are 5 scheduled tests in the course, each to be scheduled on Friday of each week in the term. The final (5th) exam is not

As per the principles of academic misconduct cited above, it is my expectation that:

- The student who is enrolled in this

- cumulative.
- Students MUST complete each exam within the time period allowed. Any exams submitted past the time deadline will receive a 0. Please remember when taking tests to **save** each answer and then to **submit** the test when you are finished, before time expires. This will become clear once you are in the test module.
- Given the time flexibility that you are provided within which to take your exams, there will be NO make-up exams, except under the most extreme of circumstances. In such cases I will require formal documentation.

course is the individual who is actually participating in it.

- All work completed for this course, unless otherwise noted, reflects said individual's efforts.**
- Tests taken in this course will be taken by said individual independently and not in collaboration with any other individuals.**

Any violations of these principles will be subject to the sanctions identified in the Academic Misconduct section cited earlier.

Grading					
Item	Points				
5 Tests @ 50 points each	250		A= 450 points & above B= 400-449 points C= 350-399 D= 300- 349 F= 299 & below		<p>Grading Disputes. 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 two days have passed, I will not entertain any requested grade changes on assignments.</p>
4 Written Assignments@ 25 pts each	100				
Discussion Forum Postings	150		To receive an S grade you must earn a C or better (70% of 500 points).		
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 (July 22nd). 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-term.

COURSE SCHEDULE & ASSIGNMENTS MGT 332.M73 SUMMERII 2009 (subject to change depending upon course progress—updates to be posted in WebCT)		
Due Date	Chapters/Assignment	Subject(s)
WEEK 1 July 6 - 10	Chps 1-3	Introduction, Strategic HRM, Organizational/Individual Relations and Retention
M July 6	Discussion Forum Postings: Introductions &	These two postings will be for class members to briefly introduce themselves and to share with us what your interactions have been in the past with the HRM function. For example, most of you have interacted with HRM in terms of applying for jobs (i.e.,

	<p>Chapter 1 Due by 11pm</p> <p>1 Introductions</p> <p>2 Your HRM Interactions</p>	<p>recruitment & selection) but I'm interested in other interactions you've had as well, as a way of introducing the course to the class. See each forum for further instructions.</p>
T July 7	<p>Discussion Forum Posting: Strategic HRM (Ch2) Due by 11pm</p> <p>Southwest Airlines & the Strategic HRM Process</p>	<p>Southwest Airlines is renowned for making its organizational culture one of its competitive advantages. Before posting to the forum, read the Business Week article below:</p> <p>http://www.businessweek.com/managing/content/feb2008/ca20080221_179423.htm</p>
W July 8 Last day to add/drop	<p>Discussion Forum Posting: Strategic HRM (cont'd) Due by 11pm</p> <p>Google, Inc. & Strategic HR Planning</p>	<p>Google, Inc. is an interesting company and offers a product that we are all familiar with. Before posting to the discussion forum for this topic, please read about the company at these links on its website, and view the YouTube video clip:</p> <p>http://www.google.co.uk/corporate/culture.html</p> <p>http://www.google.co.uk/corporate/tenthings.html</p> <p>http://www.youtube.com/lifeatgoogle</p>
TH July 9	<p>Discussion Forum Posting: Org'l/Indiv'l Relations & Retention (Ch3) Due by 11pm</p> <p>Google's Efforts to Reduce Turnover</p>	<p>Before posting to this forum, you will need to go to the website below and first read the Wall Street Journal article (May 2009) on Google's use of human capital data to reduce turnover.</p> <p>http://online.wsj.com/article/SB124269038041932531.html</p>
F July 10	<p>Test#1: Covering Chapters 1-3 & Discussions</p>	<p>You can access the test on the homepage by clicking on the Tests icon. The test will be accessible from noon until 10pm and you will have <u>one hour</u> to complete the test. (cont'd...)</p> <p>Tests are each worth 50 points and will include roughly 30 to 35 multiple choice questions (1 point ea) and 3 to 4 short answer questions (5 pts ea). Content will cover key topics as well as the content of discussion forums for the week.</p> <p>In the WebCt test module you must make sure to save your answers as you complete each question, and then to submit your test BEFORE time expires.</p> <p>TESTS SUBMITTED PAST THE TIME LIMIT WILL RECEIVE A '0'.</p>
WEEK 2 July 11 - 17	<p>Chps 4-6</p>	<p>Legal Issues/EEO, Diversity, Jobs & Design/Analysis Also see the following additions to the chapters: For Ch. 4 The ADA Amendments Act: http://www.eeoc.gov/ada/amendments_notice.html</p>
M July	<p>Written</p>	<p>Read the Supplemental Case for Ch. 4, "Keep on Trackin'?" and answer the</p>

13	<p>Assignment#1 Due by Noon: “Keep on Trackin’?”</p> <p>Discussion Forum Postings#1: Legal Issues/EEO (Ch4)</p> <p>1. Post (cut/paste) your answer to Q2 from your Written Assgn#1 to the Forum where indicated. (Due by Noon)</p> <p>2. Read all of the postings after forum posting deadline.</p> <p>3. Then, students with last names A-G, post your reactions to the postings for this assignment. What do you see as similar/different, or what are areas that you think need to be clarified? (Due by 11pm)</p> <p>Discussion Forum Posting#2: Recent Supreme Court Ruling</p> <p>Read the articles linked at right before posting. Due by 11pm.</p>	<p>questions, using concepts from the chapter to support your answers. See the Assignment#1 posted in the Assignments section of the homepage for the case and discussion questions.</p> <p>In discussion task#1, cut & paste YOUR OWN answer to Q#2 from your submitted assignment to the Discussion Forum. Your posting must be exactly the same as what you submitted in your assignment. (In other words, do not change what you wrote in your written assignment.)</p> <p>In discussion task#2, everyone will read the postings for this forum.</p> <p>In discussion task#3, selected students will reflect upon the postings.</p> <p>EEO Update: Recent Supreme Court ruling affecting Title VII of the Civil Right Act: http://news.yahoo.com/s/ap/20090630/ap_on_go_su_co/us_supreme_court_firefighters_lawsuit http://www.nytimes.com/2009/07/01/opinion/01wed1.html?_r=1 After reading the articles, respond to ONE of the questions posted in the forum.</p>
T July 14	<p>Take the BFOQ survey (anonymous) By Noon</p> <p>Discussion Forum Postings: Legal Issues, cont’d:</p> <p>1. Choose ONE legal scenario from those presented and post your response there. Due by Noon</p> <p>2. Read all of the scenarios and postings after forum posting</p>	<p>The results of this survey regarding bonafide occupational qualifications (BFOQs) will be used for one of the discussions tasks due today. Everyone should take the survey. I will not know what you answered, but I will know if you took it. It should take less than five minutes. The survey can be found in the Tests link on the home page.</p> <p>In discussion task #1, you will be provided with a number of legal scenarios and questions to be answered. CHOOSE ONE of the scenarios for which to make your discussion posting. NOTE: some of these legal issues are covered in Chapter 5 as well as in Chapter 4.</p>

	<p>deadline.</p> <p>3. Students with last names H-M, post your reactions to at least ONE of the scenarios/postings. What are areas of agreement/confusion among the posts? Due by 11pm</p>	<p>In discussion task #3, selected students will be asked to reflect upon the postings.</p>
W July 15	<p>Discussion Forum Posting: Diversity (Ch5) Due by 11pm</p>	<p>Before posting to the forum, read the article on Family Responsibilities Discrimination at: http://wfnetwork.bc.edu/blog/family-responsibilities-discrimination-frd-case-is-found-to-be-viable</p> <p>Of additional interest: NM's frequently asked questions regarding protection from discrimination, how to file a complaint, etc.: http://www.dws.state.nm.us/HR-FAQ.html#discrimination</p>
Th July 16	<p>Discussion Forum Posting: Jobs & Job Design (Ch6)</p> <ol style="list-style-type: none"> 1. Post to the forum your suggested job redesign for a job that you have held. (Due by Noon). 2. Read all of the postings after the deadline. 3. Students with last names N- Z, post your reactions to the postings here. What do you see as similarities/differences, or issues raised by these postings? (Due by 11pm) 	<p>In discussion task#1 you will be describing a current (or former) job and then suggesting how it might be redesigned using selected redesign principles.</p> <p>In discussion task#3 selected students will be asked to reflect upon the postings.</p>
F July 17	<p>Test#2: Covering Chapters 4-6 & Discussions</p>	<p>You can access the test on the homepage by clicking on the Tests icon. The test will be accessible from noon until 10pm and you will have <u>one hour</u> to complete the test.</p>
WEEK 3 Jul 18 - 24	<p>Chps 7-10</p>	<p>Recruitment, Selection, Training & Development</p>
M July 20	<p>Written Assignment#2: Best Recruitment Practices (Ch7) Due by Noon</p>	<p>You will be asked to identify a 'best' recruitment practice that either you or someone you know has experienced and to evaluate it. See Assignment#2 posted in the Assignments section of the homepage for the instructions and discussion questions.</p>

	<p>Discussion Forum Posting</p> <ol style="list-style-type: none"> 1. Post a brief description (short paragraph) of your 'best' recruitment practice. Due by Noon. 2. Read all of the postings after the deadline. 3. Students with last names A-G, post your reactions to the postings for this assignment. What do you see as similar characteristics of these best recruitment practices? Do you see potential HR issues with any of them? (Due by 11pm) 	<p>In discussion task#1, you will post a brief description of the 'best' recruitment practice from your submitted assignment, discussing briefly why you thought it was a best practice.</p> <p>In discussion task#3 selected students will be asked to reflect upon the postings.</p>
<p>T July 21</p>	<p>Discussion Forum Posting: Selection Interview (Ch8)</p> <ol style="list-style-type: none"> 1. Post the most interesting, provocative or strange question that you (or someone you know) have been asked in a job interview. Due by Noon 2. Read all of the postings after the deadline. 3. Students with last names H-M, post your reactions to any posting(s) of your choice, indicating whether the question is a "good" or "bad" question and whether you think it is "legal" or "illegal." (Due by 11pm) 	<p>The two discussion forums under Selection are focused on issues with the selection interview.</p> <p>In discussion task#1 you will post an interesting or provocative interview question that you or someone else has experienced.</p> <p>In discussion task#3 selected students will be asked to reflect upon the postings.</p>

<p>W July 22</p> <p><i>Last day to Withdra with</i></p>	<p>Discussion Forum Posting: Selection Interview, Problems (Ch8 cont'd)</p> <ol style="list-style-type: none"> 1. Select ONE of the Interview Problems presented and post a response to the question. (Due by Noon). 2. Read all of the postings after the deadline. 3. Then, students with last names N-Z, identify ONE common theme you see in students' suggestions for addressing the interview problems. (Due by 11pm) 	<p>In discussion task#1, you will select ONE interview problem in the forum and post a response to the question.</p> <p>In discussion task#3 selected students will be asked to reflect upon the postings.</p>

Th July 23	<p>Discussion Forum Posting: Talent Mgt/Dev't (Ch10)</p> <p>1. Select ONE of the posted questions to respond to. Due by Noon.</p> <p>2. Read all of the postings after the deadline.</p> <p>3. Then, students A-G, select ONE of the question threads to summarize. What are the areas of agreement/disagreement among students in their responses? What would you add to their observations or provide as clarification? Due by 11pm.</p>	<p>Before posting, read the following article on talent management based upon the Susan Boyle <i>Britain's Got Talent</i> (a la American Idol) talent experience: http://blogs.harvardbusiness.org/bregman/2009/04/susan-boyle-a-lesson-in-talent.html</p>
F July	<p>Test#3: Covering Chapters 7-10 & Discussions</p>	<p>You can access the test on the homepage by clicking on the Tests icon. The test will be accessible from noon until 10pm and you will have <u>one hour</u> to complete the test.</p>
WEEK 4 Jul 25 – 31	<p>Chps 11-14 Chps 11-14</p>	<p>Performance Management, Rewards/Pay/Compensation, Benefits Performance Management, Rewards/Pay/Compensation, Benefits</p>
M July 27	<p>Written Assignment#3 Due by Noon: Performance Management (Ch11)</p> <p>Discussion Forum Postings:</p> <p>1. Based upon your answer to Q#1 in the written assignment, briefly post to the forum ONE of the HRM implications you discussed. Due by Noon.</p> <p>2. Read all of the postings after the deadline.</p>	<p>You will first need to read the article, “Get rid of the performance review!”: http://online.wsj.com/article/SB122426318874844933.html (also see the associated video).</p> <p>Then you will be asked to answer a number of questions regarding performance management and HRM issues raised by this piece. See the Assignment#3 posted in the Assignments section of the homepage.</p> <p>In discussion task#1, you will briefly summarize ONE of the two HRM implications you discussed in your assignment of the author’s suggestion to get rid of performance appraisals.</p>

	<p>3. Then, students with last names H-M, read and summarize the student postings. Do you see any implications discussed that may need clarifying? Are there any assumptions being made by discussants that may need to be highlighted? Due by 11pm</p>	<p>In discussion task#3, selected students will summarize the posts.</p>
<p>T July 28</p>	<p>Discussion Forum Posting: Rewards & Comp (Ch12)</p> <p>Post to one of the questions listed in the forum about either of these articles. Due by Noon.</p>	<p>Ch. 12 update: read about this new law affecting issues of pay discrimination, the Ledbetter Fair Pay Act: http://www.eeoc.gov/epa/ledbetter.html http://www.cnn.com/2009/POLITICS/01/29/obama.fair.pay/index.html</p> <p>Read this article on personalized compensation: http://www.businessweek.com/magazine/content/02_50/b3812089.htm and the brief Letter to the Editor from Mercer HR Consulting in response to the article (letter link is at the end of the article). And these articles offering a different look at Hardship pay/posts: http://images.businessweek.com/ss/09/03/0304_difficult_cities/index.htm http://www.businessweek.com/bwdaily/dnflash/content/may2009/db2009056_247131.htm</p> <p>Of additional interest: New Mexico minimum wage (effective Jul 1 2009): http://www.dws.state.nm.us/pdf/minimum-wage-act-poster09.pdf</p>
<p>W July 29</p>	<p>Discussion Forum Posting: Variable Pay (Ch13)</p> <ol style="list-style-type: none"> 1. Do you agree with the author's assessment (HBR article)? Make two key points and substantiate. Due by Noon 2. Read all of the postings after the 	<p>You will first need to read these articles on executive pay: http://blogs.harvardbusiness.org/hbr/how-to-fix-executive-pay/2009/06/its-about-how-to-pay-not-how-m.html (See also the Related Content articles in the section reflecting pro/con views on exec pay). http://www.cnn.com/2009/POLITICS/02/04/obama.executive.pay/index.html</p> <p>In discussion task#1, you will be commenting on the article.</p>

	<p>deadline.</p> <p>3. Then, students with last names N-Z, post your reactions to the postings. What to you see as key areas of agreement and disagreement? Are there any issues that you think are important to this issue but that were not mentioned? Due by 11pm</p>	<p>In discussion task#3, selected students will summarize your postings.</p>
T July 30	<p>Discussion Forum Posting: Benefits (Ch14) Due by Noon</p>	<p>Read the following articles from the Employee Benefit Research Institute: http://www.ebri.org/pdf/FFE112.27Jan09.Final.pdf (shows how much money employers spend on employee salaries and benefits) http://www.ebri.org/pdf/publications/facts/0209fact.pdf (provides an overview of domestic partner benefits)</p> <p>Of additional interest: Before the state of NM agreed to pay retirement benefits to the domestic partners of state employees (2009), NMSU approved domestic partner insurance coverage for employees: http://www.accessmylibrary.com/coms2/summary_0286-9013629_ITM</p>
F July 31	<p>Test#4: Covering Chapters 11-14 & Discussions</p>	<p>You can access the test on the homepage by clicking on the Tests icon. The test will be accessible from noon until 10pm and you will have <u>one hour</u> to complete the test.</p>
WEEK 5 Aug 01 – 07	<p>Chps 15-17</p>	<p>Risk Management & Employee Protection, Employee Rights, Labor Relations</p>
M Aug 3	<p>Written Assignment#4 Due by Noon: Organizational Security Post-9/11</p>	<p>You will need to find an article on organizational security post-9/11, and discuss two issues organizations now face regarding security. See the Assignment#4 posted in the Assignments section of the webpage.</p>
T Aug 4	<p>Discussion Forum Posting: Employee Rights (Ch16)</p> <p>1. Select ONE of the employment-at-</p>	<p>Be sure that you understand the concept of employment-at-will and its exceptions before posting to the forum. Read this brief overview, which also discusses which exceptions are recognized in which states: http://www.bls.gov/opub/mlr/2001/01/art1full.pdf</p> <p>In discussion task#1, you will select ONE scenario in the Employee Rights forum to respond to. (These focus on “employment-at-will” and its exceptions.) In your</p>

	<p>will scenarios in the forum, and post a reply. Due by Noon.</p> <p>2. Read all the postings after the deadline.</p> <p>3. Students with last names A- L, select ONE of the scenarios and summarize what you see as areas of confusion about the at-will issue discussed. Due by 11pm.</p>	<p>discussions assume that all exceptions are recognized.</p> <p>In discussion task#3 selected students will be asked to reflect upon the postings.</p>
<p>W Aug 5</p>	<p>Discussion Forum Postings: Labor Relations (Ch. 17)</p> <p>1. Post a brief description of your labor issue to one of the discussion areas for each of the three labor laws. Due by 11pm.</p>	<p>For this forum, you will first need to make sure that you are familiar with the three main Acts in the U.S. “Labor Code” from Ch.17: The National Labor Relations Act (known also as the Wagner Act); the Taft-Hartley Act; and the Landrum-Griffith Act. Know generally what each covers, and which constituency if most protected (e.g., employers, unions (labor), or union employees).</p> <p>In discussion task#1, you will find a contemporary example of a labor issue that falls under (or appears to be a violation of) one of these three labor laws. (For example, you might read about a labor strike in which one of the issues was an unfair labor (or management) practice; or you might find a labor dispute involving union corruption or misuse of funds; etc.) You should try to focus on an industry that is of interest to you.</p> <p>In your posting, you will need to summarize for us the labor dispute (make sure to indicate who’s on which side), what the key issues are, and why it violates the particular labor law you have selected. Make sure that we have enough details to get the gist of the case and issues involved, but don’t reproduce the article in the forum posting.</p> <p>To do this, you will need to search the general/business press for an article (short) discussing the labor issue/dispute. You will need to cut/paste the link to your article in your discussion posting. (Please note that when you do article searches online using library databases, and you pull up the full text of an article in that database, the link that you save is not a permanent link unless this is stated. So if you just cut/paste the link from your retrieved search page, this doesn’t necessarily mean that we will be able to access that link.)</p> <p>(Discussion tasks continued on the next day.)</p>
<p>Th Aug 6</p>	<p>Discussion Forum Postings: Labor Relations (cont’d)</p> <p>2. Read all of the postings.</p> <p>3. Students with last names M- Z, select ONE of the</p>	<p>In discussion task#3, selected students will summarize and reflect on your posts.</p>

	<p>labor law postings to summarize. Are there any similarities in the posted cases? What seem to be some of the issues with how the particular law is interpreted, based upon these cases?</p> <p>Due by 11pm.</p>	
F Aug 7	Test#5: Covering Chapters 15-17 & Discussions	You can access the test on the homepage by clicking on the Tests icon. The test will be accessible from noon until 10pm and you will have <u>one hour</u> to complete the test.
T Aug 12	Grades Due	