

New Mexico State University/College of Business  
**MGT 332.M70 Human Resources Management (Online)**  
 Fall 2009  
**Syllabus & Schedule**

Dr. Judith Y. Weisinger  
**Please send all email correspondence through Blackboard after course is set up online.**

Office: BC 328  
 Office Hours: **Online & By appointment**

Teaching Assistant: [Rakesh Mittal](#) will be handling assignments and assisting me with the posting of grades. You should email him through Blackboard.

**Blackboard Access:**

- Students must have an NMSU username password to access class information at <http://learn.nmsu.edu/>.
- Any email correspondence you send to me **MUST** be sent through Blackboard unless it is an urgent matter that needs my immediate attention, in which case you may email [jweising@nmsu.edu](mailto:jweising@nmsu.edu)
- I will be checking into Blackboard daily so I will be able to respond to email fairly quickly.

**Required Text**

- ***Human Resource Management*, by Robert Mathis & John Jackson, 12<sup>th</sup> Edition, (Thomson/Southwestern Publishing), ISBN# 0-324-54275-5).**
- In addition, a number of outside readings, cases and/or exercises may be required.

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 tests. Please note that anything we cover in class may show up on tests. Thus, reading the text is important as well as participating in discussions and completing written assignments.

**Expectations**

I aim to provide the same contact hours as a face-to-face Mgt 332 course. Please be aware that to some students this will feel like much more work than a face-to-face section. This is in part because there is much more writing and reading to do in a participative online course.

***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.***

**Overview**

This is a survey course in human resources management. The approach taken is a “ general manager approach,” that is, that much of human resource management is not simply the responsibility of the HR department, but also of all managers.

Our goals for this course are listed to the right: →

- 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**

This course uses a variety of approaches to maximize student learning. As this is an online section, you can expect to participate frequently in discussion forums, complete a number of activity-based written homework assignments, in addition to taking tests. Note: I do not post any lecture notes to Blackboard. Students are expected to take their own notes for this course.

- I will attempt to integrate real-life cases and situations throughout the course, as well as links to readings on contemporary topics.
- You will be expected to make significant individual contributions to the class and possibly contributions to a group as well.

<b>Objectives</b> are for students to:	
<ul style="list-style-type: none"> <li>Learn the strategic importance of HRM.</li> <li>To develop critically thinking skills needed to apply HR concepts to “ real-world” HRM problems</li> </ul>	<ul style="list-style-type: none"> <li>To gain a working knowledge of basic HRM concepts &amp; their functions in the organization.</li> <li>To understand the legal implications of HR practices and policies.</li> </ul>
<b>Electronic Communication</b>	
<p>As this is an online course, all communication should be facilitated through Blackboard. If you need to contact me, please use Blackboard email, NOT my NMSU email account, unless the matter is urgent.</p> <p>If you would like to have YOUR OWN Blackboard email forwarded to an alternate email account, you can do this by following these steps to the right: →</p>	<ul style="list-style-type: none"> <li>DO NOT log into the course, but instead click the “ My settings” button in the upper right corner. You should find yourself viewing your profile.</li> <li>Take a look at the email address in the profile, and if you want to use something different, use the “ Edit Profile” button to change it.</li> <li>Once your email in your profile is correct, click the “ My Tool Options” tab, scroll down until you see “ Forward all mail messages to the e-mail address in my profile” and check the box in front of that.</li> <li>Click “ save” at the bottom of the page.</li> <li>You can then use the Blackboard email tool to send yourself an email to test whether the forwarding to external email is properly configured.</li> <li><i>You cannot, however, send email from your alternate account to Blackboard.</i></li> </ul>

<h2>Academic Misconduct</h2>	<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> <li>a pattern of ideas</li> <li>graphs, pictures, or other illustrations</li> <li>facts</li> <li>all or part of an existing paper or other resource</li> </ul> </li> </ul> <p><b>This list is not meant to include all possible examples of plagiarism. See the University Library’ s web page on plagiarism for further examples.</b></p> <ul style="list-style-type: none"> <li>Unauthorized possession of examinations, reserve library</li> </ul>
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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](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.

**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.*"

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. **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 grammer 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 as I would provide in a face-to-face class during a regular term, you will necessarily need to be involved 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 each week. Typically there are two forums each week, but sometimes you may need to

- I will track the quality of your contributions to the forums.
- **You will have access to a grading rubric that will show you how your discussion postings will be graded.**

post multiple times to one forum, or to multiple forums, on a given day.

- Each forum usually has one task. Please read the instructions carefully for 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 you will see the instructions for each discussion topic.
- I plan to summarize each forum, highlighting keep 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.)

### Written Assignments

In addition to the tests and discussion postings, you will be required to complete and submit **six 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. **I would prefer that you cut/paste your assignments from your original Word .doc (one page max) into the space provided in the Assignments link.** PLEASE SAVE YOUR WORD DOCS IN 2003 FORMAT in case they need to be uploaded. If I do request an uploaded file, **please do not send .DOCX FILES** as I am accessing the course from multiple computers and not all of them have the latest MS Office software loaded.

- 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 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.**

- You will have access to a grading rubric that will show you how each assignment will be 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.)
- Late assignments will not be accepted nor graded.

In general, technical issues that you may have with completing/submitted 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 throughout the course for Thursday evening to Friday evening. The final (5<sup>th</sup>) exam is not cumulative.
- **Students MUST complete each exam within the time period allowed.**
- 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.

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

- **The student who is enrolled in this 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= 900points & above B= 800-899 points C= 700-799 D= 600- 699 F= 599 & below	<p><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. <b>After two days have passed, I will not entertain any requested grade changes on assignments.</b></i></p>
6 Written Assignments @ 50 pts each	300			
15 Weekly Discussion Forum Postings @ 30 pts each	450		To receive an S grade you must earn a C or better (70% of 1000 points, or 700 points).	
<b>Total</b>	<b>1000</b>			

**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 19, 2009). 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.

If you have or believe you have a disability and would benefit from any accommodations, you may wish to self-identify by contacting the Services for Students with Disabilities (SSD) Office (phone: 646-6840). If you have already registered, please make sure that your instructor receives a copy of the accommodation memorandum from SSD within the first two weeks of classes. It is your responsibility to inform either your instructor or SSD representative in a timely manner if services/accommodations provided are not meeting your needs.

If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss any concerns with the instructor and/or Michael Armendariz, SSD Coordinator. Feel free to call Mr. Gerard Nevarez, Director of Institutional Equity and EEO/ADA Office at 646-3635 with any questions about the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act of 1973. All medical information will be treated confidentially.

**Grade Appeals:** The rules for grade appeals appear on page 21 of the 2009-10 catalog. Appeals must be submitted within 30 days of the start of the semester following the assignment of the grade. The appeal must be submitted in writing to the faculty member and the faculty member must respond in writing; if not satisfied, the student may appeal to the department head, the associate dean and then the dean.

**PRELIMINARY COURSE SCHEDULE & ASSIGNMENTS MGT 332.M70 Fall 2009**  
(subject to change depending upon course progress—updates to be posted in WebCT)

Due Date	Chapters/Assignment	Subject(s)
<b>Module 1</b>	<b>Chps 1-3</b>	<b>Introduction, Strategic HRM, Organizational/Individual Relations and Retention</b>
Th Aug 20 – F Aug 21	<b>Discussion Forum Postings: Introductions &amp; Chapter 1</b> <b>Due by Fri Aug 21 5pm</b>  1 Introductions  2 Your HRM Interactions	These two postings will be for class members to briefly introduce themselves and to share with us what your HR interactions have been in the past. For example, most of you have interacted with HRM in terms of applying for jobs (i.e., 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.
T Aug 25	<b>Discussion Forum Posting: Strategic HRM (Ch2)</b> <b>Due by Noon</b>  Southwest Airlines & the Strategic HRM Process	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:  <a href="http://www.businessweek.com/managing/content/feb2008/ca20080221_179423.htm">http://www.businessweek.com/managing/content/feb2008/ca20080221_179423.htm</a>
Th Aug 27	<b>Discussion Forum Posting: Strategic HRM (cont'd)</b> <b>Due by Noon</b>  Google, Inc. & Strategic HR Planning	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:  <a href="http://www.google.co.uk/corporate/culture.html">http://www.google.co.uk/corporate/culture.html</a>  <a href="http://www.google.co.uk/corporate/tenthings.html">http://www.google.co.uk/corporate/tenthings.html</a>  <a href="http://www.youtube.com/lifeatgoogle">http://www.youtube.com/lifeatgoogle</a>
T Sep 1	<b>Discussion Forum Posting: Org' l/Indiv' l Relations &amp; Retention (Ch3)</b> <b>Due by Noon</b>  Google's Efforts to Reduce Turnover	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.  <a href="http://online.wsj.com/article/SB124269038041932531.html">http://online.wsj.com/article/SB124269038041932531.html</a>
Th – F Sep 3 -4	<b>Test#1: Covering Chapters 1-3 &amp; Discussions</b>	<b>You can access the test on the homepage by clicking on the Tests icon. The test will be accessible from 8pm Thursday to 8 pm Friday and you will have <u>one hour</u> to complete the test.</b>  Tests are each worth 50 points and will typically include 40 to 50 multiple choice questions

<p>Sep 4 = Last day to drop/add</p>		<p>worth from 1 to 3 points each. Content will cover key textbook topics as well as the content of discussion forums for the week.</p> <p><b>TESTS SUBMITTED PAST THE TIME LIMIT WILL RECEIVE A ' 0' .</b></p>
<p><b>Module 2</b></p>	<p><b>Chps 4-6</b></p>	<p><b>Legal Issues/EEO, Diversity, Jobs &amp; Design/Analysis</b> Also see the following additions to the chapters: <b>For Ch. 4 The ADA Amendments Act:</b> <a href="http://www.eeoc.gov/ada/amendments_notice.html">http://www.eeoc.gov/ada/amendments_notice.html</a></p>
<p>T Sep 8</p>	<p><b>Written Assignment#1 Due by Noon: Gender Discrimination</b></p>	<p>Read Assignment#1 and answer the questions, using concepts and discussion from the chapter to support your answers. See the Assignment#1 posted in the Module 2 section of the homepage.</p> <p>Remember that instead of submitting a document attachment, you should cut/paste your entire assignment into the space provided for the submission. (You should be able to first enable html if you want any formatting (bold, italics, etc.) to be preserved. <b>PLEASE MAKE SURE THAT YOUR NAME IS AT THE TOP OF YOUR DOCUMENT AS WELL.</b></p>
<p>W Sep 9</p>	<p><b>Take the BFOQ survey (anonymous) Due By Noon.</b></p> <p><b>...also complete the discussion task below...</b></p> <p><b>Discussion Forum Posting: Recent Supreme Court Ruling</b></p> <p>Read the articles linked at right before posting. <b>Due by 11pm.</b></p>	<p>The results of this survey regarding bonafide occupational qualifications (BFOQs) will be used for one of the discussions tasks due tomorrow. 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 on the home page. I will provide a summary of the results to you shortly after the survey closes. When you do the Legal Scenarios discussion tomorrow, if you chose to answer the BFOQ scenario, then you will be asked to refer to those statistics.</p> <p>EEO Update: Recent Supreme Court ruling affecting Title VII of the Civil Right Act:</p> <p><a href="http://news.yahoo.com/s/ap/20090630/ap_on_go_su_co/us_supreme_court_firefighters_lawsuit">http://news.yahoo.com/s/ap/20090630/ap_on_go_su_co/us_supreme_court_firefighters_lawsuit</a></p> <p><a href="http://www.nytimes.com/2009/07/01/opinion/01wed1.html?_r=1">http://www.nytimes.com/2009/07/01/opinion/01wed1.html?_r=1</a></p> <p>After reading the articles, respond to ONE of the questions posted in the forum</p>

Fri Sep 11	<p><b>Discussion Forum Postings: Legal Issues, cont' d:</b></p> <p>1. Choose ONE legal scenario from those presented and post your response there.  <b>Due by Noon</b></p>	<p>In this discussion task 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.  <b>NOTE: some of these legal issues are covered in Chapter 5 as well as in Chapter 4.</b></p> <hr/> <hr/>
M Sep 14	<p><b>(Prior discussion cont' d)</b></p> <p>2. <b>Students with last names A-L only</b>, post your reactions to ONE of the scenario postings. What are the areas of agreement, disagreement, or confusion among the posts?  <b>(Due by Noon)</b></p>	<p>In this discussion task, selected students will reflect on the postings.</p> <hr/> <hr/>
T Sep 15	<p><b>Discussion Forum Posting: Diversity (Ch5) Due by Noon</b></p>	<p>Before posting to the forum, read the article on Family Responsibilities Discrimination at: <a href="http://wfnetwork.bc.edu/blog/family-responsibilities-discrimination-frd-case-is-found-to-be-viable">http://wfnetwork.bc.edu/blog/family-responsibilities-discrimination-frd-case-is-found-to-be-viable</a></p> <p>Of additional interest: NM' s frequently asked questions regarding protection from discrimination, how to file a complaint, etc.:  <a href="http://www.dws.state.nm.us/HR-FAQ.html#discrimination">http://www.dws.state.nm.us/HR-FAQ.html#discrimination</a></p> <hr/> <hr/>
Th Sep 17	<p><b>Discussion Forum Posting: Jobs &amp; Job Design (Ch6) Due by Noon.</b></p>	<p>In this discussion task you will be describing a current (or former) job and then suggesting</p>

	Post to the forum your suggested job redesign for a job that you have held.	how it might be redesigned using selected redesign principles. See discussion forum for instructions.
Th - F Sep 17-18	<b>Test#2: Covering Chapters 4-6 &amp; Discussions</b>	You can access the test on the homepage by clicking on the Tests icon. The test will be accessible from <b>8pm Thursday until 8pm Friday</b> and you will have <b><u>one hour to complete the test.</u></b>
<b>Module 3</b>	<b>Chps 7-10</b>	<b>Recruitment, Selection, Training &amp; Development</b>
M Sep	<b>Written Assignment#2: Best Recruitment Practices (Ch7) Due by Noon</b>	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.
T Sep 22	<b>Discussion Forum Posting for Assignment#2:</b> Post a brief description (short paragraph) of your ‘ best’ recruitment practice. <b>Due by Noon.</b>	In this discussion task, 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.
Th Sep 24	<b>Discussion Forum Posting: Selection Interview (Ch8)</b>  Post the most interesting, provocative or strange question that you have (or someone you know has) been asked in a job interview. <b>Due by Noon</b>	The two discussion forums for today and for next Tuesday under Selection are focused on issues with the selection interview.  In this first discussion on the selection interview, you will post an interesting or provocative interview question that you or someone else has experienced.
T Sep 29	<b>Discussion Forum Posting: Selection Interview, Problems (Ch8 cont’ d)</b>  Select ONE of the Interview Problems presented and post a response to the	In this next discussion on the selection interview you will select ONE interview problem in the forum and post a response to the question.

	question. <b>(Due by Noon).</b>	
Th Oct 1	<p><b>Discussion Forum Posting: Talent Mgt/Dev' t (Ch10)</b></p> <p>Select ONE of the posted questions to respond to. <b>Due by Noon.</b></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:  <a href="http://blogs.harvardbusiness.org/bregman/2009/04/susan-boyle-a-lesson-in-talent.html">http://blogs.harvardbusiness.org/bregman/2009/04/susan-boyle-a-lesson-in-talent.html</a></p>
Th-F Oct 1-2	<b>Test#3: Covering Chapters 7-10 &amp; Discussions</b>	You can access the test on the homepage by clicking on the Tests icon. The test will be accessible from <u>8pm Thursday until 8pm Friday</u> and you will have <u>one hour</u> to complete the test.
Module 4	<b>Chps 11-14</b>	<b>Performance Management, Rewards/Pay/Compensation, Benefits</b>
M Oct 5	<p><b>Written Assignment#3 Due by Noon: Performance Management (Ch11)</b></p>	<p><b>You will first need to read the article, “ Get rid of the performance review!” :</b>  <a href="http://online.wsj.com/article/SB122426318874844933.html">http://online.wsj.com/article/SB122426318874844933.html</a> (also see the associated video). Then you will be asked to answer a number of questions regarding performance management and HRM issues raised by this piece. <b>See the Assignment#3 posted in the Assignments section of the homepage.</b></p>
T Oct 6	<p><b>Discussion Forum Postings for Assignment#3:</b></p> <p>Based upon your answer to Q#1 in the written assignment, briefly post to the forum</p>	<p>In this discussion you will <b>briefly</b> summarize ONE of the two HRM implications you discussed in your assignment of the author' s suggestion to get rid of performance appraisals. (Briefly means in about 3-4 sentences.)</p>

	ONE of the HRM implications you discussed. <b>Due by Noon.</b>	
Th Oct 8		Performance Management, cont' d TBA (To be announced)
T Oct 13	<p><b>Discussion Forum Posting: Rewards &amp; Comp (Ch12)</b></p> <p>Post to one of the questions listed in the forum about either of these articles on personalize compensation or hardship pay. <b>Due by Noon.</b></p> <p><i>Oct 14 = Last day to withdraw with a 'W'</i></p>	<p>Ch. 12 update: read about this new law affecting issues of pay discrimination, the Ledbetter Fair Pay Act:  <a href="http://www.eeoc.gov/epa/ledbetter.html">http://www.eeoc.gov/epa/ledbetter.html</a>  <a href="http://www.cnn.com/2009/POLITICS/01/29/obama.fair.pay/index.html">http://www.cnn.com/2009/POLITICS/01/29/obama.fair.pay/index.html</a></p> <p>Read this article on <b>personalized compensation</b>:  <a href="http://www.businessweek.com/magazine/content/02_50/b3812089.htm">http://www.businessweek.com/magazine/content/02_50/b3812089.htm</a> 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).</p> <p>And these articles offering a different look at <b>Hardship pay/posts</b>:  <a href="http://images.businessweek.com/ss/09/03/0304_difficult_cities/index.htm">http://images.businessweek.com/ss/09/03/0304_difficult_cities/index.htm</a>  <a href="http://www.businessweek.com/bwdaily/dnflash/content/may2009/db2009056_247131.htm">http://www.businessweek.com/bwdaily/dnflash/content/may2009/db2009056_247131.htm</a></p> <p>Of additional interest: New Mexico minimum wage (effective Jul 1 2009):  <a href="http://www.dws.state.nm.us/pdf/minimum-wage-act-poster09.pdf">http://www.dws.state.nm.us/pdf/minimum-wage-act-poster09.pdf</a></p>
Th Oct 15		Rewards and Comp, cont' d TBA
M Oct 19	<b>Assignment#4 Due: (variable pay) TBA</b>	
T Oct 20	<b>Discussion Forum</b>	You will first need to read these articles on executive pay:

	<p><b>Posting: Variable Pay (Ch13) Due by Noon</b></p> <p>Do you agree with the author' s assessment (in the HBR article)? Briefly make two key points and substantiate.</p>	<p><a href="http://blogs.harvardbusiness.org/hbr/how-to-fix-executive-pay/2009/06/its-about-how-to-pay-not-how-m.html">http://blogs.harvardbusiness.org/hbr/how-to-fix-executive-pay/2009/06/its-about-how-to-pay-not-how-m.html</a></p> <p><a href="http://www.cnn.com/2009/POLITICS/02/04/obama.executive.pay/index.html">http://www.cnn.com/2009/POLITICS/02/04/obama.executive.pay/index.html</a></p> <p>In this discussion task you will be commenting on the HBR article.</p>
Th Oct 22	<p><b>Discussion Forum Posting: Benefits (Ch14) Due by Noon</b></p>	<p>Read the following articles from the Employee Benefit Research Institute:  <a href="http://www.ebri.org/pdf/FFE112.27Jan09.Final.pdf">http://www.ebri.org/pdf/FFE112.27Jan09.Final.pdf</a> (shows how much money employers spend on employee salaries and benefits)  <a href="http://www.ebri.org/pdf/publications/facts/0209fact.pdf">http://www.ebri.org/pdf/publications/facts/0209fact.pdf</a> (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:  <a href="http://www.accessmylibrary.com/coms2/summary_0286-9013629_ITM">http://www.accessmylibrary.com/coms2/summary_0286-9013629_ITM</a></p>
T Oct 27		<p><b>Employee Benefits, cont' d (TBA)</b></p>
Th- F Oct 29-30	<p><b>Test#4: Covering Chapters 11-14 &amp; Discussions</b></p>	<p>You can access the test on the homepage by clicking on the Tests icon. The test will be accessible from <u>8pm Thursday until 8pm Friday</u> and you will have <u>one hour</u> to complete the test.</p>
Module 5	<p><b>Chps 15-17</b></p>	<p><b>Risk Management &amp; Employee Protection, Employee Rights, Labor Relations</b></p>
M Nov 2	<p><b>Written Assignment#5 Due by Noon: Organizational Security Post-9/11</b></p>	<p><b>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#5 posted in the Assignments section of the webpage.</b></p>
T Nov 3	<p><b>Disc Forum for Assignment#5: (Ch. 16): TBA</b></p>	

Th Nov 5	<p><b>Discussion Forum Posting: Employee Rights (Ch16)</b></p> <p>Select ONE of the employment-at-will scenarios in the forum, and post a reply. <b>Due by Noon.</b></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:</p> <p><a href="http://www.bls.gov/opub/mlr/2001/01/art1full.pdf">http://www.bls.gov/opub/mlr/2001/01/art1full.pdf</a></p> <p>In this discussion , you will select ONE scenario in the Employee Rights forum to respond to. (These focus on “ employment-at-will” and its exceptions.) In your discussions assume that all exceptions are recognized.</p>
Tu Nov 10	<b>Discussion Forum: Employee Rights, cont’ d. TBA</b>	
Th Nov 12	<b>Discussion Forum: Employee Rights, cont’ d. TBA</b>	
<i>Fri Nov 13 = Last day to withdraw from the University</i>		
M Nov 16	<b>Assignment#6 Due by Noon (TBA)</b>	
T Nov 17	<b>Discussion Forum for Assignment#6: TBA</b>	
Th. Nov 19	<b>Discussion Forum Postings: Labor Relations (Ch. 17)</b>	<p>For this forum, you will first need to <b>make sure that you are familiar with the three main Acts in the U.S. “ Labor Code” from Ch.17:</b> The National Labor Relations Act (known also as the Wagner Act); the Taft-Hartley Act; and the Landrum-Griffith Act. Know generally what</p>

	<p>1. Post a brief description of your labor issue to one of the discussion areas for each of the three labor laws. <b>Due by Noon.</b></p>	<p>each covers, and which constituency if most protected (e.g., employers, unions (labor), or union employees).</p> <p>In this discussion task, 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><b>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. TWO SHORT PARAGRAPHS MAX—ONE SHORT PARAGRAPH DESCRIBING THE DISPUTE, ONE SHORT PARAGRAPH ABOUT WHICH LAW IS VIOLATED AND WHY.</b></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>
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**THANKSGIVING BREAK**

T Dec 1	<p><b>Discussion Forum Postings: Labor Relations (cont' d)</b></p> <p>2. <b>Students with last names M- Z only</b>, select ONE of the 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? <b>Due by 11pm.</b></p>	<p>In this discussion task, selected students will reflect on the postings.</p>
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Th- F Dec 3-4	<p><b>Test#5: Covering Chapters 15-17 &amp; Discussions</b></p>	<p>You can access the test on the homepage by clicking on the Tests icon. The test will be accessible from <u>8pm Thursday until 8pm Friday</u> and you will have <u>one hour</u> to complete the test.</p>
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<b>Dec 7-11</b>	<b>EXAM WEEK</b>	<b>Any bonus point opportunities will be offered this week. There will also be one final required reflection posting due this week for credit.</b>
<b>T Dec 15</b>	<b>Grades Due</b>	