Management 645  Theory and Research in Human Resources Management
Fall 2010
3:00-5:30 W, BC 247

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Office hours: T, 2:00-3:00 & by appointment

- Schedule attached
- Required Course Texts


Course Description

- The purpose of this course is to introduce you to the major issues and topics in human resource management (HRM). Because the HRM content area is so diverse, we will be able to review many, but not all, of the potential topics. However, we will be able to cover what are considered the primary functional areas of HRM, and will focus on both current theory and research for each area covered.
- In a class at this level, the dilemma is to find a way to study most of the areas of a field, thus acquiring an appropriate degree of breadth, while still gaining the degree of depth necessary on current problems, controversies, and issues in the literature. We'll use the Cascio text and the Baron and Kreps text to gain a breadth of background, and will look at a few papers from the recent literature that discuss empirical and theoretical problems in contemporary HRM. In addition, students will gain some degree of depth by taking responsibility for a portion of the seminar, and will explore one area of HR in substantial depth by proposing a research study or theoretical paper relevant to a selected HR topic.

Course Expectations

- Since the course will be taught as a seminar, each student will have a significant responsibility for the learning that will take place in class. Each student will be involved in the presentation of two HR topics. All students will read the assigned readings for each week, consisting of chapters in the course texts and selected original papers. All students will attend class and come prepared to discuss the readings for each week. Students presenting will be expected to develop a detailed reading list for their content area, and in cooperation with the instructor will define the subset of that list which all students will read for that week.
- For the topics you lead for the class, you will prepare a list of readings for further consideration of the topic at hand. This list should be substantial enough that it could be used as a reading list for a doctoral comprehensive exam over the topic covered. The discussion leader should try to be familiar with most or all of the listed readings, and to be able to lead discussion of the topic. Part of leading discussion will also involve developing a list of questions, issues, and other major points to give to the class in advance, for other students to consider while doing the readings for the week.

Course Requirements/Bases of Evaluation: Students will be graded on four things: the leadership of seminar discussions, participation in class when not leading the topic, a written paper, and one written exam. The point basis of each of these in figuring total grades is given below.

- Term Paper: This is worth a total of 200 points. The paper will be written and also presented to the class, and the points will be distributed as 120 for the written product and 80 for the in-class presentation of it. The paper must be on a topic related to HR, and
must be written in a format appropriate to present to a professional/academic audience. The paper must be written in APA style (this point is discussed further below). Students must turn in a topic, with enough information to define the general direction of the paper, by class on September 29. The final paper is due on December 8; however, earlier completion is encouraged.

- **Paper Submission.** The paper completed for this class should be of a style and format appropriate for presentation at a professional conference. While not formally required, students are strongly encouraged to submit their class papers to the annual meeting of a relevant professional association. Details will be discussed in class.

- **Seminar Leadership:** This is worth a total of 200 points, 100 for each of your two topics. You must develop a reading list as noted above, and also a list of questions for discussion, points to be expanded in class, and general issues for discussion. You must provide that reading list and set of topics for discussion to me at least 2 weeks before your class, in a WORD file (e-mail submissions would be preferred). These will be distributed to the class 1 week in advance.

- **Class Participation:** This area of evaluation is worth a total of 100 points, and will be based on the weeks that each student is not leading the class. Grading on this dimension of student performance is inherently subjective, as I'm far more concerned with the quality of your class contributions and not the quantity of remarks you make.

- **Final Exam:** As scheduled by the university, a written exam will be given during finals week. The format will be similar to that of doctoral comprehensive exams, and will have at least one required question as well as “choice” questions. Details of the final exam will be given in class as the end of the semester approaches.

**Professional Issues**

- Because this course is being taught as a doctoral-level seminar, students are expected to engage in material and study appropriate to this level. In business disciplines in general, and management in particular, it is fairly standard to utilize the publication guidelines published by the American Psychological Association. Students should acquire a copy of the 6th edition of the *Publication Manual of the American Psychological Association* and use the recommended formats for all references and other stylistic issues.

- The *APA Manual* also has a number of other materials relevant to doctoral students, especially regarding issues of authorship, plagiarism, and similar concerns. Take note that violations of these principles are considered a serious ethical breach, will result in a course grade of F if engaged in within the requirements of this class, and will result in a recommendation to the department that a student be discontinued for further doctoral study. If this expectation is in any way unclear, see me to clarify it.