MGT 465.M01 Contemporary Human Resources Issues
Spring 2013
Syllabus & Schedule

Dr. Judith Y. Weisinger
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Email: jweising@nmsu.edu

Class Meets: M, W 11:30-12:45  BC 106
Office Hours: M, W 10-11 am, Before & After Class, By Appointment, via Canvas or Skype (by request)
Office: BC 315

- Canvas Course Site: http://learn.nmsu.edu/ Students must have access to Canvas, which we will use as a complement to this course. Grades will be posted there, as well as any handouts. We may also occasionally use the Discussion board, and you should email me via Canvas as well.

Prerequisites: Students need to have taken MGT 332 (Human Resource Management) prior to taking this course.

Required Text: There is no required text. Readings will be accessible either on Canvas or via the NMSU Libraries Electronic Resources.

Method of Presentation: Mini-lectures, small & large group discussions, cases, videos, guest lecturers.

Overview: This is an advanced course in human resources management, focusing on key contemporary issues. We will study various contemporary HRM issues. Examples of some of the HRM issues that we may cover include, but are not limited to:
- proving and rebutting discrimination claims
- sexual orientation issues in the workplace
- social media in the workplace
- ethical dilemmas in HRM
- negligent hiring and retention
- employment-at-will and wrongful termination
- right to privacy at work & monitoring employees
- whistleblowing and free speech rights

Teaching Philosophy & Approach: This course uses a variety of approaches to maximize student learning. Most classes involve mini-lectures as well as small and/or large group discussions. We will be using business cases as well as some films & other learning tools. We may also do some experiential exercises such as role-plays, debates, etc. These activities are designed to maximize learning and to stimulate student interest.

Course Objectives: The main objectives of this course are for students to:
- gain in-depth knowledge of key contemporary HRM concepts and their functions in the organization by reviewing research in relevant areas
- be able to assume both an HR manager’s and a general manager’s perspective on these key concepts
- use analytical and critical thinking skills through research and complex problem solving.
- be able to apply concepts to “real-world” HRM problems.
- practice the following skills: written and oral presentation, communication, and negotiations skills in small groups.
Academic Misconduct

I believe in treating students fairly and ethically, and expect the same behavior from students in my classroom. Hence, Academic Misconduct will not be tolerated.

The Student Code of Conduct in the NMSU Student Handbook can be accessed at: http://deanofstudents.nmsu.edu/student-handbook/1-student-code-of-conduct/ According to this handbook, academic misconduct is defined as follows.

Academic Misconduct - Any student found guilty of academic misconduct shall be subject to disciplinary action. Academic misconduct includes, but is not limited to, the following actions:

1. Cheating or knowingly assisting another student in committing an act of cheating or other forms of academic dishonesty.

2. Plagiarism is using another person’s work without acknowledgment, making it appear to be one’s own. Any ideas, words, pictures, or other 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 student’s 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 or idea
   - 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.*

3. Unauthorized possession of examinations, reserve library materials, laboratory materials, or other course-related materials.

4. 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.

5. 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. In this course, sanctions may mean a failing grade on an assignment, a failing grade in the course and/or further action as deemed necessary.
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. Please read it FULLY and understand the terms of your participation in this course. Some expectations that students should give particular attention to are as follows.

- **Student Expectations & Classroom Etiquette**
  - 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, no eating meals in the classroom. Snacks and beverages are o.k.
  
  - Do not read newspapers nor any other non-class materials during my class.
  
  - You should have read, taken notes and prepared for the class discussion, and completed any assignments before class.
  
  - I do not allow the use of cellphones, pagers, or any other electronic devices in the classroom, including laptop computers (unless they are related to the task at hand). These items should be turned off and put away before the start of class. If you need to use them, please wait until class is over.
  
  - Please WAIT until class is dismissed before you gather up your things to leave.
  
  - I expect all students to:
    - Respect the opinion of others
    - Listen actively
    - Participate actively
    - Attend class regularly and to come to class on time

- **Obligations of the Instructor.** In return for your fulfillment of my expectations for students in this course, I am obliged to do the following:
  
  - Begin and end class on time
  - Provide an agenda for each class so that students know where we are headed
  - Provide detailed guidelines for assignments, projects and exams
  - Provide timely feedback on graded assignments (usually within one week of date assignment was due)
  - Allow time for student questions and clarification on content or assignments
  - Be available during office hours or at times of scheduled appointments to meet with students

Canvas is ADA compliant and thus has features that can be activated for students with certain disabilities. Please let me know if you need to access these features. 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:

Ms. Trudy Luken  
Student Accessibility Services (SAS) – Corbett Center, Room 244  
Phone: 646-6840  Email: sas@nmsu.edu  
Website: www.nmsu.edu/~ssd/

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 SSD Office.

NMSU policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veterans status. Furthermore, Title IX prohibits sex discrimination to include sexual misconduct, sexual violence, sexual harassment and retaliation. For more information on discrimination issues, Section 504 of the Rehabilitation Act of 1973, Title IX or NMSU’s complaint process, or if you feel that you are being discriminated against, contact:

Gerard Nevarez or Agustin Diaz
Office of Institutional Equity (OIE) – O’Loughlin House
Phone: 646-3635 Email: equity@nmsu.edu
Website: www.nmsu.edu/~eeo

Student Athletes

Student athletes should provide their travel letters to me by the drop/add deadline (either hardcopy or via email attachment).

However, it is ALSO the student athlete’s responsibility to let me know EACH TIME they will be missing any activities that require a make-up, due to athletic travel. Some activities are scheduled such that students can complete them before they leave on a trip so in that case, a make-up will not be allowed unless the student is gone for an extended period.

The reason for this policy is that I may have 5 or 6 student athletes in a class, and it is unreasonable to expect the instructor to keep track of 20 travel dates and missed assignments for this many students. Thus, it is the student’s responsibility to keep me informed of what they are missing due to bona fide athletic travel. In any event, make-ups must be completed within a week of your return.

Preparation for Class. Students are expected to have read the assigned material, and completed any assignments, for the date due. READING means reading the material, taking notes, and learning it. You need to have the textbook(s) and/or readings packet in order to successfully complete this course.

Participating in the Class. This is not a “lecture” course where I talk all of the time and you sit in the audience to be entertained (or not). This is a participative class, and I expect that each and every student in this course will participate, either voluntarily or by selection. As this is an upper level management course, students are expected to contribute a lot to the class. There is a lot of reading on topics that are likely to be somewhat new to students. Much of our in-class time will be spent on discussions and exercises related to these materials, so students MUST be prepared. (Please note that one-quarter, or 25% of your final grade in this course is dependent upon your participation both in your group and in the larger class.)

When we do small group exercises, and I ask students to break up into small groups for discussion, you are to remain on task—not discussing this weekend’s movies or your dinner plans. Also, small group work is not a signal for students to leave the room. Small group work is part of the class agenda and of your grade in this course.

Absences. All students miss class from time to time, and as college students, you take responsibility for your attendance decisions. But you should know that I do track attendance. I will allow two “free” absences for the term (meaning, that they won’t count against you in the end). Students who miss class because of a
documented reason (e.g., illness, university athletics or business), will be allowed to do an assignment to make up the missed class. In the case of students who miss a group presentation, their fellow group members will decide what the appropriate remedy should be. If this decision is unanimous, I will abide by the group’s decision as long as it does not violate any of my course policies.

- 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. I may not arrange make-up viewing of video clips for students who don’t have a legitimate, documented excuse for their absence.
- You should appreciate the fact that your participation grade can make the difference between passing and failing the course, or between one grade and another, so I would suggest your taking attendance and participation seriously.
- 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 circumstances.
- You do not need to call me ahead of time if you will be absent. You simply need to bring the appropriate documentation to my office or to the next class.

Grading Disputes. Any issues you may have about a grade on a particular assignment should be brought to my attention by the end of the class after receiving the graded assignment. After another class session has passed, I will not entertain any requested grade changes on assignments.

Homework Assignments. Homework assignments are designed to help students to review materials and to prepare for in-class discussions. Assignments will be posted on Canvas, but should be handed in at the very beginning of class on the date due. Late homework assignments will not be graded. If you come to class after I have collected the homework assignments, yours will be downgraded one grade. Homework assignments are due on the date listed on the syllabus and should be TYPED and handed in at the beginning of class, unless otherwise noted.

Handouts and Class Materials. Occasionally, I will provide handouts in class and post them on Canvas. If you are still missing a handout, check the Handouts section of the website, or contact me if there is a problem accessing it.

Class Topic Coverage. We will be covering various HRM issues within four topic modules. You will be responsible for knowing the material when you come to class. Please note that our in-class discussions and exercises and what we have learned from these will be expected to be covered in your final analysis. Thus, not only is reading the required materials important, but also being in class and taking your own notes.

Electronic Communication via Canvas. I expect to use Canvas as a complementary resource for this course. I typically use it to post any PowerPoint slides, handouts, and other materials of interest. I do not post my lecture “notes.” Students are expected to take their own notes in this class. Better yet, students should be prepared with their own notes from having read the required materials, then they can add to those in class. I plan to post announcements on Canvas as well. Any email correspondence you send to me, unless otherwise noted, MUST be sent through Canvas. I will check several times a week, and once on weekends. However, Canvas does let me know in my regular email when a student has emailed, so I will usually reply sooner. Also, I may be asking you to post messages to Canvas discussion boards. Check into Canvas at least a couple of times per week, especially on Tuesdays and Thursdays.

Incomplete grades (“I” grades): Incomplete grades are 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. 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.

Grade Appeals: The process for grade appeals appear on page 23 of the 2012-13 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. If you deny an appeal, please make sure that the student knows what the next step in the process is.
## Grading

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
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<tbody>
<tr>
<td>Group Topic Reports (4 @ 100 pts ea)</td>
<td>400</td>
</tr>
<tr>
<td>6 Assignments @ 25 pts each</td>
<td>150</td>
</tr>
<tr>
<td>Group Presentation Outline</td>
<td>50</td>
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<tr>
<td>Participation*</td>
<td>100</td>
</tr>
<tr>
<td>Final Group Research Project</td>
<td>100</td>
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<tr>
<td><strong>Total Points</strong></td>
<td><strong>800</strong></td>
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To receive an S grade you must earn a C or better (70% of 800 points, or at least 560 points).

### Grades

- **A** = 720 points & above
- **B** = 640 - 719 points
- **C** = 560 - 639 points
- **D** = 480 - 559 points
- **F** = 479 points & below

*Participation Grade*: I will use my judgment in assigning the quality and professionalism grade, but I will always strive to achieve equity in the way those grades are distributed. Your participation grade (100 points) in this course will be compiled based upon the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
<th>Points Allocated</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>Daily attendance</td>
<td>25</td>
</tr>
<tr>
<td>Quality</td>
<td>Degree to which the student contributes to classroom discussions and activities while demonstrating knowledge and understanding of assigned material.</td>
<td>50</td>
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<tr>
<td>Professionalism</td>
<td>Degree to which student adheres to the class expectations and etiquette policy outlined in this syllabus</td>
<td>25</td>
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<tr>
<td><strong>Total Points</strong></td>
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<td><strong>100</strong></td>
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### Course Modules

The content in this course will be delivered via four modules covering the following areas:
1. Legal Issues in HRM
2. Employee Rights & HRM Ethics
3. Social Media in the Workplace
4. (Module to be determined by students)

Each module will be composed of roughly five class sessions plus one summary, or wrap-up session. Modules do not necessarily build upon one another, so each can be considered a sort of intensive ‘mini-course.’ Because of this format and the coverage needed for each module, reading and assignments will be intensive, requiring a lot of effort from students to keep on top of the work.
**Students will be placed into groups at the start of the term.** Ultimately, each group will be responsible for a report on one topic within each module, and a final group research presentation on any topic related to those we have discussed in class that fits within the scope of this course. Guidelines for both the report and presentation will be provided separately.

For each module, you will have specific assigned readings and various assignments, including mini-cases. We will also do at least one major exercise or activity for each module. Finally, each group will present a brief report (10 minutes) on an HRM issue within the module on the last day of the module, during which I will summarize our learning from that module. These reports should clearly define the topic, provide contemporary examples from the business literature, highlight the key issues that managers and HR managers face with regard to this topic, then provide some suggested solutions. These reports should be done in Powerpoint, and handouts should be provided to the class.

**Project Assignment (Due Dates will vary by Topic).** The last several class sessions will be devoted to group research presentations on a contemporary HR topic of the group’s choice. The topic selected for these research projects should be one that was covered in the readings and/or in class, but not a topic that any group has covered in their module reports. The purpose of the research project is to allow students to gain more in-depth insight and expertise into one contemporary HRM issue. These presentations will be like consulting presentations, wherein students will provide the audience with a solid background on the topic, as well as its contemporary applications, and recommendations for managers and HRM managers. Each presentation also needs to incorporate a participative aspect with the audience. (The instructor is not considered an audience member for these purposes. My role will be to actively watch, listen to and assess the presentation.)

- Presentations are expected to be high quality, as though they were being presented in the students' workplaces. Presenters are expected to look professional, to have practiced their presentations, and to know their topic well. Outside observers may be invited to view your presentations. If so, they will have some input into my assessment of your performance.

- Presentation order will be determined by the topics that students select. I typically try to group presentations on like topics together. I will provide a separate handout with guidelines for this project. But you can expect that the smaller the class, the more time will be allotted for these presentations, and hence, more detail will be required of students.

**Helpful Resources**

**For Canvas and General Computer Help:** [ICT Help Desk](http://studenttech.nmsu.edu/)

**NMSU Student Technology Guide:** [http://studenttech.nmsu.edu/](http://studenttech.nmsu.edu/)

**NMSU Student Writing Center:** [http://www.nmsu.edu/~english/resources/writingcenter.html](http://www.nmsu.edu/~english/resources/writingcenter.html)

**Academic Survival Kit- Communication Skills**

To assist students to improve their written and oral communication skills, an Academic Survival Kit with resources on writing and presentation skills is available on the College web page at: [http://business.nmsu.edu/students/survival-kit/](http://business.nmsu.edu/students/survival-kit/)
## Schedule of Class Activities
### Mgt 465 Spring 2013
*(schedule is subject to change based upon class progress)*

<table>
<thead>
<tr>
<th>Date</th>
<th>Subject</th>
<th>Reading &amp; Assignments</th>
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<tbody>
<tr>
<td><strong>Jan 23 (W)</strong></td>
<td><strong>Course Intro; Introduction to the legal context for HRM; Review of key HRM laws</strong></td>
<td>Review class expectations, syllabus, schedule &amp; assignments&lt;br&gt;Readings: Annual Editions (AE), Article 1, Leveraging HR and Knowledge Management; Article 2, Building Sustainable Organizations;</td>
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<tr>
<td><strong>Jan 28 (M)</strong></td>
<td><strong>Proving &amp; Rebutting Discrimination Claims</strong>&lt;br&gt;(Post Group Discussion Areas on Canvas)</td>
<td>Readings: Handouts (online): Kleineman Chps. 2 &amp; 11 (background chapters on legal issues &amp; workplace justice); Allen, Understanding Federal Court Decisions&lt;br&gt;AE, Article 6, Pushing the ADA Beyond the Limits; Article 7, On January 1, 2009, the ADA Amendments Act…; Rao, Issue 2--Will the ADAAA Be Abused….</td>
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<tr>
<td><strong>Jan 30 (W)</strong></td>
<td><strong>Sexual Harassment &amp; Sexual Orientation Issues</strong>&lt;br&gt;(Decide on Module 1 report topics &amp; Review requirements for the Module Reports)</td>
<td>Readings: AE, Article 8, Sexual Harassment 2.0 &amp; Article 15, The Brain Drain; Rao, Issue 9-- Does the Glass Ceiling Still Exist?&lt;br&gt;Read Mini-Scenarios (handouts) and be prepared to discuss</td>
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Handout background material for Mock Trial—You must read and prepare to assume your role in the Mock Trial for the next class—our in-class time is limited to the class period.

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<th>Date</th>
<th>Event</th>
<th>Description</th>
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<tr>
<td>Feb 6 (W)</td>
<td>Mock Trial (in-class)</td>
<td>Homework #1: Answer preparation questions for Mock Trial (handout). (Homework should be typed, single-spaced ok.) Mock Trial will be held in the classroom. Each group will be given 15 minutes to prepare for the trial. I will select a representative from the plaintiff and defendant groups to handle the case. Witnesses will be on hand in case they are called.</td>
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<tr>
<td>Feb 11 (M)</td>
<td>Summary of Legal Issues: Module 1 Group Reports (Interim Course Feedback)</td>
<td>Each group will present a 10-12 minute report. Assuming that there are groups of four, only one group member needs to present, but each student can only present a report once. However, all group members will be asked questions on the topic.</td>
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**Module 2: Employee Rights & HRM Ethics**

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<th>Event</th>
<th>Description</th>
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<tr>
<td>Feb 13 (W)</td>
<td>Overview of rights &amp; responsibilities; workplace justice principles; Introduction to HRM Ethics Sarbanes-Oxley Act (SOX) of 2002 Students decide topic(s) for Mod 4</td>
<td>Readings (handouts): Gravett, HRM Ethics, Chapters 1, 2, &amp; Appendix A; Review Kleineman Ch. 11; Additional Readings – TBA Homework #2: Write a one-page response to the following question: Is Organizational Diversity an ethics issue in organizations? (Support your response using key concepts.) (You may use an outside reference or statistics, as long as it is properly cited.)</td>
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<tr>
<td>Feb 18 (M)</td>
<td>Practicing Dealing with HRM Ethical Dilemmas Employment-at-Will and</td>
<td>Homework #3: Select 3 of the 7 dilemmas (Gravett, Appx A) to focus on. For each dilemma, do the following: (a) first state what you (as an HR professional) would do in that situation, then (b) discuss each scenario from the three of the main ethical perspectives—i.e., discuss what the appropriate action would be using each ethical perspective (1 page max single-spaced.) Readings (handout): “Employment-at-Will vs. wrongful discharge,” Business Horizons, 45(6), Nov/Dec 2002, p. 3-6; Additional reading TBA. Guest Speaker (tent): possible topics: wrongful discharge and</td>
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[http://www.eeoc.gov/laws/statutes/adea.cfm](http://www.eeoc.gov/laws/statutes/adea.cfm)
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Parts</th>
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<tbody>
<tr>
<td>Feb 20 (W)</td>
<td>Wrongful Discharge</td>
<td>employment at will + discrimination; other employee rights topics as desired.</td>
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</table>
| Feb 20 (W) | Employee Monitoring & Right to Privacy  | Reading: TBA  
Readings (Handout): Andrews, The Nexus of Ethics  
Readings (handouts):  
“HR must know when employee surveillance crosses the line,” *Workforce* v. 81 no2 (Feb. 2002) p. 38-40, 42, 44-45. Additional Reading TBA. (cont’d)  
**Homework #4:** Read Workplace privacy mini-case (handout) and answer discussion questions. Cite key points from assigned readings in your answers. One and ½ pages max, single-spaced. (Note that you will should be familiar with the Electronic Privacy Communications Act of 1986 for this assignment.)  
“What every employer should know about drug testing in the workplace,” *Occupational Hazards* v. 66 no8 (August 2004) p. 45-47;  
Additional readings TBA. |
| Feb 27 (W) | Guest Speaker (Tent)                      | Topic: Whistleblowing/Sarbanes-Oxley |
| Mar 4 (M) | Employee Monitoring & Right to Privacy   | In-Class Activity |
| Mar 6 (W) | Summary of Employee Rights: Module 2 Group Reports | Each group will present a 10-12 minute report. Assuming that there are groups of four, only one group member needs to present, but each student can only present a report once. However, all group members will be asked questions on the topic |

**Module 3: Social Media in the Workplace**

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<th>Date</th>
<th>Topic</th>
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<tr>
<td>Mar 11 (M)</td>
<td>Module Intro</td>
<td>We will view in class several videos regarding the benefits of SM for you as an employee, then move into a discussion of considerations for managers in the workplace, which will continue throughout this module.</td>
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The three web videos that we will be watching are also posted in Weblinks on Canvas:

**Job Search Through Social Media**
- A video showcasing the nontraditional job hunt. Shows how things are changing. How does the employer look at these sites?

**Measuring Your Social Media ‘Klout’**
- A video that talks about people’s social media credit scores. How well do you use social media to market yourself and does anyone listen?

**Controlling Social Networking in the Workplace**
- A video on company policy. This one I found funny as MySpace was used by the expert and it is most defiantly not as popular a network as Facebook or Twitter.
  - [http://www.youtube.com/watch?v=0UU9vCQBjac](http://www.youtube.com/watch?v=0UU9vCQBjac)

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<tr>
<th>Mar 13</th>
<th>Social Media and Employees</th>
<th>Readings (online):</th>
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<tbody>
<tr>
<td>(W)</td>
<td></td>
<td><strong>Psychology 2.0: Social Media at Work</strong></td>
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<td></td>
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<td>- Article describing major pros and cons of social media use in the work place- opinions from the employers perspective of the effects on their employees</td>
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<td><strong>Social Media and New Roles For Employees</strong></td>
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<td></td>
<td>- An article concerning the role employees have developed as social media has worked its way into the workplace.</td>
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<td>- <a href="http://www.businessweek.com/managing/content/jul2009/ca20090710_858959.htm">http://www.businessweek.com/managing/content/jul2009/ca20090710_858959.htm</a></td>
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**Discussion Q:** What are your views on the data and concerns presented in these articles? What do you think are key HR implications? Are there any questions that you think are raised (and unaddressed) in these articles, regarding social media and employees?

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<tr>
<th>Mar 19</th>
<th>Social Media &amp; Privacy Issues</th>
<th>Reading (online):</th>
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<tbody>
<tr>
<td>(M)</td>
<td></td>
<td><strong>Privacy in Online Social Networking at Workplace</strong></td>
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<td></td>
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<td>- A short paper on social media and its effects on privacy. It also talks about how privacy issues can affect the workplace.</td>
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<td></td>
<td></td>
<td>- <a href="http://www.cs.cmu.edu/~yangwan1/papers/SPOSN09-AuthorCopy.pdf">http://www.cs.cmu.edu/~yangwan1/papers/SPOSN09-AuthorCopy.pdf</a></td>
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**Homework#5-** Track down one of the sources referenced in this article, and expand upon that article’s contributions to this topic. (For example, |
### Mar 20 (W)
**Social Networking & Legal Issues**

Readings (online):
- Social Distortion: Social Networking and the Workplace
  - A paper on the legal ramifications of social media use in the workplace. It also talks about the realities of the social networking (policies, information security, etc.)
- Workplace Challenges Associated with Employees’ Social Media Use
  - An article outlining the negative parts of social media use at work.

### Mar 25-Mar 29
**Spring Break**

Mar 25
- Experiential Exercise - Social Media in the Workplace
  - (In-Class)
  - (Finalize Mod 3 report topics + Module 4 topic)

Mar 29
- Summary of Social Media in the Workplace
- Discuss Final Group Presentations

Final Presentations will be formal presentations on ANY contemporary HR topic selected by groups and subject to instructor's approval. (Topics cannot repeat what we have covered in the course, but they can expand upon a topic.)

### Apr 3 (W)
**Module 3 Group Reports**

Each group will present a 10-12 minute report. Assuming that there are groups of four, only one group member needs to present, but each student can only present a report once. However, all group members will be asked questions on the topic.

### Module 4: Workplace Safety & Security (2012)
*(This module to be selected new for Spring 2013)*

<table>
<thead>
<tr>
<th>Apr 10 (W)</th>
<th>Introduction to Workplace Violence/Safety</th>
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| Topic Introduction; NIOSH Video, “Violence on the Job”:
  - [http://www.cdc.gov/niosh/docs/video/violence.html](http://www.cdc.gov/niosh/docs/video/violence.html) |

**Homework #6:** Video worksheet to be completed during the video (in-class).

<table>
<thead>
<tr>
<th>Apr 15 (M)</th>
<th>Workplace Violence, cont’d – Statistics &amp; Prevention</th>
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<tbody>
<tr>
<td>Read and review the following results of a recent workplace violence study conducted by the Bureau of Labor Statistics (BLS) in the DOL. The link should take you directly to the pdf which includes all of the findings via various charts. Note which stats you find surprising:</td>
<td></td>
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### Apr 8 (M)
**Module 3 Group Reports**

Each group will present a 10-12 minute report. Assuming that there are groups of four, only one group member needs to present, but each student can only present a report once. However, all group members will be asked questions on the topic.
The following link provides a brief summary of key points from the video we viewed on 4/11:
http://www.cdc.gov/niosh/docs/96-100/

- Read Case Study, Part A and prepare answers to the discussion questions for in-class case analysis. (Case was handed out last class.)

In Class: Workplace Violence Case Study discussion

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<tr>
<th>Date</th>
<th>Task</th>
<th>Details</th>
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<tbody>
<tr>
<td>Apr 17 (W)</td>
<td>Group Consultations – Final Group Presentation</td>
<td>I need to meet with each group during this time to see where you stand on your final presentation. You each have a topic, but should also have some more specifics prepared, working towards your outline that is due on Apr 24th. (You may use some of this time to work on this, but by the end of the class period, I’ll need to check in with each group.)</td>
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<tr>
<td>Apr 22 (M)</td>
<td>Workplace Violence-Industry &amp; Academia</td>
<td>Readings: Matthew L. Hunt, Aaron W. Hughey and Monica G. Burke, Stress and violence in the workplace and on campus: A growing problem for business, industry and academia, Industry &amp; Higher Education, Vol 26, No 1, February 2012, pp 43–51. (PDF is in Mod 4 Folder on course homepage.)</td>
</tr>
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</table>
| Apr 24 (W) | Workplace Safety (Final Presentation Outlines Due)                   | Readings:
  - Browse the topics on workplace health/safety in various areas on the following websites and be prepared to discuss one area in class:
    http://www.cdc.gov/Workplace/ (For example, what are the contributors to injuries or health issues in your selected area; what is a key statistic that you found related to this area; what are some of the recommendations for employers? This will take a bit of perusing the website…)
  - Read the following short business week article on eye health and safety:
    http://www.businessweek.com/lifestyle/content/healthday/636809.html |
| Apr 29 (M) | Mod Summary-Module 4 Group Reports                                   | Each group will present a 10-12 minute report. Assuming that there are groups of four, only one group member needs to present, but each student can only present a report once. However, all group members will be asked questions on the topic. Course evaluations available on Canvas-- please complete. |
| May 1 (W)  | Course Summary                                                       | (In-Class) Guest Speaker (Tent): The HR Profession |
| May 8th (W)| Final Group Presentations                                            | (during finals time block: 10:30 am – 12:30 pm in our regular classroom, unless otherwise noted) |