Instructor: Carol Flinchbaugh, PhD  
Office: 213 – Guthrie Hall  
Phone: 646-5764  
E-Mail: Via Canvas (preferred) or cflinch@nmsu.edu

Course Hours: Tuesdays and Thursdays, 1:10 – 2:25pm  
Course Location: 106 BC  
Office Hours:  W 11:00 a.m.-12:00 p.m.; T 9:00 a.m.-10:00 a.m.; and by appointment

Course Overview
The goal of this course is to give you a basic understanding of most of the professional activities in Human Resource Management. Accordingly, a typical weekly session surveys a different HRM function. As part of studying these various functions, we will also examine the concerns and functions of the principal actors in employment systems: workers, management, and government.

Materials
The required text for this course is *Fundamentals of Human Resource Management*, 5th Ed., by Noe, Hollenbeck, Gerhart, & Wright (McGraw Hill Irwin). The list price for the text is about $180. I encourage you to look on the Internet for the best available price for this text. The 4th Edition is also an option. We will not need it for the first few sessions of the course.

Expectations
Since this course is designed to help you succeed in a professional environment, you will be expected to conduct yourself accordingly. Therefore each student is expected to:

- **Come prepared.** Each student is expected to read the assigned material and participate in class discussion.
- **Arrive on time.** Each student is expected to be in class by the start of class. Please let me know if you will be late due to the location of the prior class.
- **Show respect.** Both the instructor and the students must treat each other with respect. Disagreement will be encouraged throughout the course, but respect for others is paramount in today’s business community and should be practiced in class discussions.
- **Be professional.** Students should conduct all communication with a professional style and tone. This will be expected of you in your future endeavors and will be expected of you in this course.
- **Pride in quality.** The work turned in for this course is expected to be of high quality. In the end, the quality of your work is a reflection of who you are and how seriously you take the task at hand. Additionally, in the future, your professional reputation will be heavily based on the quality of your work. Therefore students will be expected to turn in work that they feel represents the quality of themselves and of their learning teams.
Evaluation/Grading

Come to class on time and prepared to take part and you will learn much more than you otherwise would. I will not grade on participation, but if you’re just below a grade cutoff at the end of the semester (i.e., only 1% from the next grade increment) and you have participated regularly in a quality way, I’ll bump your grade up and over the line to the next highest increment (for example, from B+ to A-). Quality of participation is more important than quantity. You’re always welcome to ask me how you’re doing on this dimension.

Exams. There will be three exams during the semester. Each exam will consist of true/false, multiple choice, and applied essay questions. Your Chapter Reading Notes (see below) can be used on the exams. The third exam will be given during the finals period, but will NOT be a comprehensive final. (Grading Weight = 100 points each)

Chapter Reading Notes. You will be asked to submit reading notes for each textbook chapter (15 total notes). After you read the chapter, you will write/type no more than 1 page, front and back, single-spaced to identify key points and answer one of the following question(s):

- What struck you as most interesting about this chapter? Why?

You will turn in hard copies of your reading notes at the beginning of each class on the day that the chapter is assigned (see Course Schedule below). One (1) note can be submitted up to one (1) week late for a grade. (Grading weight = 105 total points, 15 notes x 7 points each).

Wall Street Journal Article Analysis and Presentation. Each student will be asked to select a recent article (within the past 6 months) from the Wall Street Journal that reflects some aspect of HRM. Students will write a 2-3 double-spaced page analysis of the article. Two students will present their article at the beginning of each class based on random selection. Presentations will be a minimum of 4 minutes and maximum of 7 minutes in length. The paper will be submitted on the day of the presentation. The same article can’t be used by more than one student. The essays and presentations should be organized in the following manner:

1) Overview and description of the article (brief)
2) Identification of how the article relates to some element of HRM
3) Discussion of the benefits and/or consequences of the HRM component to the firm/industry.

To access WSJ online: http://news.google.com/
(Grading Weight = 75 points)

Online Recruitment Activity. Each student will be asked to select the web sites of three companies that they are potentially interested in working for and to evaluate those on a number of different factors in a 2-3 double-spaced page paper. More details will be provided later in the course. (Grading Weight = 75 points)

DUE: Thursday, March 20 (upload to Canvas dropbox)
Group Peer Evaluation. Information pertaining to group participation will be generated by a peer evaluation constructed by each group on 4-3-2014. Final peer evaluations for grades will be assigned using the peer appraisal instruments during the 4-29-2014 class period. (Grading Weight = 75 points)

Each item’s contribution to your course grade is given in points below:

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>First exam</td>
<td>100</td>
</tr>
<tr>
<td>Second exam</td>
<td>100</td>
</tr>
<tr>
<td>Third exam</td>
<td>100</td>
</tr>
<tr>
<td>Reading notes/Participation</td>
<td>105</td>
</tr>
<tr>
<td>Group peer evaluation</td>
<td>75</td>
</tr>
<tr>
<td>Wall Street Journal article and presentation</td>
<td>75</td>
</tr>
<tr>
<td>Online recruitment activity</td>
<td>75</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>630</strong></td>
</tr>
</tbody>
</table>

I will base your final course grades on the following scale:

- 97-100% A+
- 93-96% A
- 90-92% A-
- 87-89% B+
- 83-86% B
- 80-82% B-
- 77-79% C+
- 73-76% C
- 70-72% C-
- 67-69% D+
- 63-66% D
- 60-62% D-
- 0-59% F

Cell phones and wireless Internet:
Please turn off all cell phones and wireless Internet devices during class. I consider it a personal affront if I discover that you are surfing the web, texting, answering email, managing your fantasy football team, etc. during our class. If I find that you are doing this in class, I will invite you to leave for the day.

Extra credit opportunities may be available through participation in business research studies and/or participation in the NMSU Student SHRM Chapter.

How to succeed in this course
There is no special secret to succeeding in this course. Most people who do the following in good faith will have little trouble in passing:
- Read all assigned material
- Complete all your assignments
- Don’t miss class
- Pay attention

However, do not misread this advice as a message that this is an easy course. This course moves quickly over concepts that build on each other throughout the semester. I strongly urge you to
not get behind. I will teach each session under the expectation that you are prepared. I will not take attendance, but it is my experience that students who do not come to class do not succeed.

**Notice Concerning Disabilities and Discrimination.**
Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) covers issues relating to disability and accommodations. If a student has questions or needs an accommodation in the classroom (all medical information is treated confidentially), contact: Trudy Luken, Corbett Center, Rm. 244 Phone: (575) 646-6840 E-mail: sas@nmsu.edu Website: www.nmsu.edu/~ssd/

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, Title IX or NMSU's complaint process contact: Gerard Nevarez, Executive Director or Agustin Diaz, Associate Director Office of Institutional Equity (OIE) O'Loughlin House Phone: (575) 646-3635 -- E-mail: equity@nmsu.edu

**Academic and non-academic misconduct:**
The Student Code of Conduct defines academic misconduct, non-academic misconduct and the consequences or penalties for each. The Student Code of Conduct is available in the NMSU Student Handbook online: http://deanofstudents.nmsu.edu/student-handbook/1-student-code-of-conduct/
Academic misconduct is explained here: http://deanofstudents.nmsu.edu/student-handbook/1-student-code-of-conduct/3-academic-misconduct.html

**Plagiarism.** Plagiarism is using another person's work without acknowledgment, making it appear to be one's own. 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. The NMSU Library has more information and help on how to avoid plagiarism at http://lib.nmsu.edu/plagiarism/.

**Additional notes:**
I reserve the right to change this syllabus as needed during the semester, including course schedule, readings, examinations, assignments, and the etc.

**MGMT 332**
**Course Schedule and Reading Assignments**

- Thursday, January 16: **What are employment systems, and why should we study them?**
  Activity: What is HRM?
- Tuesday, January 21: **History behind our current employment systems.**
  Reading: Chapter 1 (NO READING NOTES REQUIRED)
  Activity: Delta Pride case (access on Canvas in “Files”)

[Image]
Thursday, January 23: **Semester Group Development**

Readings:
- Schwartz, “Ground Rules for Effective Teams”
- Schwartz, “Facilitator Interventions”
- “Coping with Hitchhikers and Couch Potatoes”

Questions to keep in mind while reading:
- What are typical problems that lead to poor group performance?
- What can I do to help increase group performance?

Tuesday, January 28: **Can Human Resources fill a strategic role? Part I: A strategic view of human beings and how firms manage human beings for competitive advantage**

Reading: Chapter 2

Questions to keep in mind while reading:

*Case: The unhappy analysts at Trustworthy Trust Company*

Thursday, January 30: **What is the role of government in employment systems? Part I: The pervasive influence of employment law and employment at will**

Reading: Chapter 3

*Short case: What’s wrong with what’s right?*

Tuesday, February 4: **What is the role of government in employment systems? Part II: Diversity, equal employment opportunity, and affirmative action**

VIDEO: Hooter’s

Thursday, February 6: **How does collective bargaining work in today’s economy? The legal structure and the bargaining process**

Reading: Chapter 14

Tuesday, February 11: Unions, con’t. Exam review.

*Activity: Negotiation*

Thursday, February 13: **EXAM #1**

Tuesday, February 18: **Job Analysis**

Reading: Chapter 4

*Activity: Work analysis exercise*

Thursday, February 20: **Recruiting, Selection, and Termination Part I**

Reading: Chapter 5

Tuesday, February 25: **Recruiting, Selection, and Termination Part II**

Reading: Chapter 6

*Activity: Educational Consultants, Inc.*

Thursday, February 27: **Recruiting, Selection, and Termination Part III**

Reading: Chapter 10

*Activity: Drinking his job away*

Tuesday, March 4: **How are employment relationships different in today’s economy? Part I: Alternative job structures and contingent work arrangements**

*Activity: “Making the Case”*

Thursday, March 6: **Training**

Reading: Chapter 7

*Activity: Solving problems through training*

Tuesday, March 11: **How are employment relationships different in today’s economy? Part II: Work-life balance and career paths**
Focus on employee development
Reading: Chapter 9

Tuesday, March 18: EXAM #2
Thursday, March 20: Performance Appraisal
  Reading: Chapter 8
  Activity: Performance management
  DUE: Online Recruitment Activity

Tuesday, March 24 and Thursday, March 26: Spring Break. Have fun. Be safe.
Tuesday, April 1: Compensation and Benefits Part I: Principles
  Reading: Chapter 11
  Activity: Pay structure group activity
Thursday, April 3: Performance Appraisal
  Activity: Create peer performance appraisal
Tuesday, April 8: Compensation and Benefits Part II: Putting principles into practice
  Reading: Chapter 12
Thursday, April 10: TBA
Tuesday, April 15: Compensation and Benefits Part III:
  Reading: Chapter 13
  Activity: TBD
Thursday, April 17: Motivation and Human Nature in HRM Systems Part I: Motivation theories
Tuesday, April 22: Multi-national HRM
  Reading: Chapter 15
  Case
Thursday, April 24: Organization of Work, Productivity, and Quality Part I: Participation and empowerment
  Reading: Chapter 16
Tuesday, April 29: Semester Review
  DUE: Group peer evaluation

Thursday, May 1: NO class
EXAM #3: Finals week: Tuesday, May 6th from 1-3pm