HUMAN RESOURCE MANAGEMENT
(MGT 332-M01, CRN 20506)

Spring 2015
Mondays 2:30pm-5pm
Guthrie Hall 100

Professor: Dr. Sean Rogers, Ph.D., SPHR, SHRM-SCP
Email: rogerss@nmsu.edu (primary mode of contacting me)
Cell Phone: (386) 453-3887
Office Location: Guthrie Hall 212
Office Hours: Mondays from the end of class until 6pm, or anytime during the week by appointment

COURSE OVERVIEW

Human Resource (HR) Management is a critical function in all types of organizations. While many of the tasks associated with HR management are centered in a firm’s HR Department, all supervisors and managers have responsibility for effectively managing employees. This course covers the broad range of topics associated with HR management from the perspectives of (1) the HR professional and the formal organizational HR function, (2) managers and supervisors anywhere in the firm, and (3) employees.

This course serves as a prerequisite in Options Two (Human Resource Management) and Four (Small Business Mgt & Entrepreneurship) of the Management Major, as well as the Entrepreneurship Option of the General Business major. It may also partially fulfill the requirement of the Management minor, or be used as an elective in other degree programs. The course familiarizes students who hope to become managers or team leaders during their careers with some of the HR management issues they will ultimately come into contact with, such as motivating employees, training and developing people, managing employee performance, and the supply and demand of labor. From a broader perspective, this course also provides a cursory integration of several policy issues prevalent in work organizations, including health care and pension stability, and the immigrant workforce in America, among others.

REQUIRED TEXT

In order to succeed in this course, you absolutely must acquire the textbook shown at left and listed below, which is available at NMSU and local bookstores. It can also be purchased at online retailers such as Amazon.com, and can even be rented temporarily.


Note: You may obtain earlier or international editions. However, you will be held responsible for the material in this 5th edition. I will not make assignment exceptions to fit different versions of this textbook.
GRADING

Course components will be scored as follows.

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Raw Points Possible</th>
<th>% of Final Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Homework “Memos”</td>
<td>80</td>
<td>16%</td>
</tr>
<tr>
<td>Internship/Job Application Exercise (individual)</td>
<td>200</td>
<td>40%</td>
</tr>
<tr>
<td>Exam #1</td>
<td>60</td>
<td>12%</td>
</tr>
<tr>
<td>Exam #2 (not cumulative)</td>
<td>60</td>
<td>12%</td>
</tr>
<tr>
<td>Exam #3 (not cumulative)</td>
<td>60</td>
<td>12%</td>
</tr>
<tr>
<td>In-Class Participation and Group Activities, and Observation of Class Policies</td>
<td>40</td>
<td>8%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>500</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

In addition to standard assignments, the following extra credit opportunities are available. Points earned will be added to your final semester points total from above. More details on extra credit are discussed below.

<table>
<thead>
<tr>
<th>Extra Credit Opportunity</th>
<th>Raw Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passing a SHRM “Assurance of Learning” mini-exam at 40%</td>
<td>4</td>
</tr>
<tr>
<td>Passing a SHRM “Assurance of Learning” mini-exam at 50%</td>
<td>9</td>
</tr>
<tr>
<td>Passing a SHRM “Assurance of Learning” mini-exam at 60%</td>
<td>15</td>
</tr>
<tr>
<td>Passing a SHRM “Assurance of Learning” mini-exam at 70%</td>
<td>22</td>
</tr>
</tbody>
</table>

In terms of letter grades, your final course grade will be computed as follows:

<table>
<thead>
<tr>
<th>Earned Raw Points</th>
<th>Percentage of Total Points</th>
<th>Earned Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>485-500</td>
<td>97%-100%</td>
<td>A+</td>
</tr>
<tr>
<td>465-484</td>
<td>93%-96%</td>
<td>A</td>
</tr>
<tr>
<td>450-464</td>
<td>90%-92%</td>
<td>A-</td>
</tr>
<tr>
<td>435-449</td>
<td>87%-89%</td>
<td>B+</td>
</tr>
<tr>
<td>415-434</td>
<td>83%-86%</td>
<td>B</td>
</tr>
<tr>
<td>400-414</td>
<td>80%-82%</td>
<td>B-</td>
</tr>
<tr>
<td>385-399</td>
<td>77%-79%</td>
<td>C+</td>
</tr>
<tr>
<td>365-384</td>
<td>73%-76%</td>
<td>C</td>
</tr>
<tr>
<td>350-364</td>
<td>70%-72%</td>
<td>C-</td>
</tr>
<tr>
<td>300-349</td>
<td>60%-69%</td>
<td>D</td>
</tr>
<tr>
<td>299 and below</td>
<td>59% and below</td>
<td>F</td>
</tr>
</tbody>
</table>
I will only consider grade bumps at the end of the semester if a student has already attempted the extra credit opportunity (which is described later in the syllabus). In cases where students are on the edge of the next higher grade category (e.g., you have 413 or 414 points, which equates to a “B” but is just short of a “B+”), I reserve the right to grant a student the one or two points needed to receive that higher grade. This would only occur in the case of being one or two points away (not three or more), and would be primarily based on my personal assessment of your in-class participation and observance of classroom policies, history, and attendance record. If you missed any class sessions, were not an active and engaged participant in each and every class session, or were found to violate classroom policies (e.g., browsing the Internet, updating Facebook on your phone, or sleeping or leaving class early), you would likely not receive a grade bump from me. To give you an idea of how rare these are...in my past teaching experience, only about 1 student out of a class of 60 or more students would receive such a grade bump. Please do not automatically expect your grade to be bumped up if you are on the fringe, but do know that it’s a possibility.

Here are some **DOs** and **DON'Ts** to help you succeed and earn high marks in this course:

**Please DO these things:**

- **Come to class regularly.** As will be discussed below, excessive absences will hurt your overall grade.
- **Read the assigned readings before you come to class.** Every class will involve rigorous discussion of the topic(s) of the day, and your lack of participation in the classroom events may count against your overall course grade.
- **Get (buy, rent, make copies, or whatever) the textbook, yesterday!** I guarantee that you cannot do your best in this course if you don’t get the book. And if you wait too long to get the book, you’ll be playing catch-up for the rest of the semester, and that’ll also hurt your performance.
- **Talk to me as often as needed.** You are free, and strongly encouraged, to visit me during office hours, or to schedule an appointment to meet at my office outside of posted office hours, to talk about any questions or issues you have about the course.

**Please DO NOT DO these things:**

- **Avoid engaging in classroom discussions and debates.** All too often some students don’t speak up in class or answer any questions all semester, and then wonder why they had points deducted from their overall points total at the end of the semester. I actively keep records and make notes of student’s in-class participation, and adherence to classroom policies (i.e., not surfing the Internet during class), during each and every class session. Lack of engagement will cost you points in this course, so participate!
- **Blow off the homework memo assignments.** These assignments are so short and simple that, every semester, I have students who simply blow all or some of them off, thinking their grade will be okay without them. Then, at the end of the semester, they realize they are a few points away from the grade they want, and beg me to allow them to turn in their missing memos (which I don’t allow). Don’t get caught out there...just submit the work when it’s due.
- **Be a “free-rider” (aka, a slacker!) in your group projects.** As will be discussed below, your grade for the group project is influenced by your individual performance. If a majority of your group members agree that you have slacked in the creation of the project, the score you receive for this portion of the course will be docked by 50%. Believe me...such a reduction will tank your project score, and significantly negatively impact your overall course performance.

**A SPECIAL NOTE ABOUT HUMAN RESOURCE MANAGEMENT, THIS COURSE, AND FINAL GRADES**

I have taught undergraduate HRM at Rutgers University, UNM, and now NMSU. At all of those places, students **have failed this course**. Students have also earned a grade of ‘D’ in this course, forcing them to retake it or replace it if their programs of study required such. **Please do not take this course lightly!**

I cannot stress this enough. All too often, students think HRM is an “easy” course, and that it won’t require the same dedication and study as some other College of Business courses such as Statistics or Accounting. As such, they end up devoting less time to this class than they would “harder” ones.
As a former business professional who has worked in high-pressure corporate environments where my performance made the difference between hundreds of people keeping and losing their jobs, and as a former US Army non-commissioned officer who served in a combat environment where my performance meant the difference between people keeping or losing their lives, I have little sympathy or tolerance for college students who give less than 100% effort during the semester, end up performing poorly and earning a bad grade, and then beg me to magically raise their grade in the final days of the term. (It’s understandable that some will give less than 100% effort – my own undergraduate GPA of 2.7 reflects that...just don’t beg me for higher grades if you don’t perform during the semester).

I have never raised a grade because of such cries and appeals, and have no plans to start now.

In the “real world,” your performance has consequences. So too, your level of effort in this class will directly dictate your final grade. I will not give you a grade in this class...you will earn your grade. You can earn an A, B, C, D, or F (and anywhere in between counting the pluses and minuses). I hope you all earn As and Bs. But if you earn a D or F, that’s the grade you’ll see at the end of the semester.

COURSE COMPONENTS

Attendance

You are encouraged to attend each and every class session. Plan to arrive to class on time, and to stay the entire class session, each and every time (we may or may not use up the entire time allotment, but be prepared to do so). You do not receive extra points for attendance, nor will I dock points for non-attendance.

However, any student who misses more than 3 class sessions (i.e., on the occurrence of the 4th absence) before the university official drop date will be involuntary dropped from the course via an administrative, instructor-initiated drop. NO EXCEPTIONS. Four or more missed class sessions represents over a third of the entire course missed, and there is absolutely no way you can come away from this course with a quality and meaningful learning experience if you’ve missed this much of the semester.

Missing class will also negatively affect your participation grade. So while attendance is not mandatory, if you miss class you are endangering the up to 40 points you can earn for in-class participation.

I will begin taking attendance in our first class session on January 26th.

Homework “Memos” (80 points, 16% of final grade)

You will have a homework assignment due on most of the Mondays we meet (I call them “memos,” but they need not be constructed like an actual business memo). Don’t worry...they will be extremely straightforward and brief. I’m not in the business of giving students busy work...busy work on your end becomes even busier work on my end. Rather, the entire goal of homework, at least in my courses, is to give students a chance to apply what they’ve read before we come to class to discuss that topic, so that we can all have a rich and highly-participative classroom discussion.

Whenever homework memos are assigned, they will be due by the start time of the class session in which they are due (in our case, Monday at 2:30pm). All homework memos must be submitted online via our course’s Canvas site. Late online submissions, even one minute late, will be automatically docked five (5) points. Canvas automatically time-stamps all assignments, so if you’ve submitted your assignment late, it shows up online on my end marked with a big “LATE” mark.

So, for example, if a particularly memo is worth 8 points and you submitted it late, 5 points will be automatically deducted from the score you earned for your work. If your work was well done and earned you a perfect score of 8 points, after the lateness deduction of 5 points, you would only receive 3 points for that memo (even though you turned in excellent work). As you can see, late submissions incur a pretty stiff penalty. My advice is to avoid all of this and simply turn your memos in on time, every time!
Internship/Job Application Exercise (200 points, 40% of final grade)

You will actually apply for an internship, job, or other preparatory experience in the field you’d like to work once you graduate (whether or not you are actively looking for work now).

During the semester you will hear me harp on the importance of gaining occupationally-relevant working experience before you graduate from NMSU. The labor market is increasingly competitive and having a degree alone is not nearly a guarantee of employment.

As such, I’d like for you to attempt to obtain an occupationally-relevant work experience. This could be a summer or semester-long internship in your field. If you are graduating in May then you could actually apply for a job in your field (or a post-graduation internship or management training program, many of which provide entree to full-time positions). If you plan on going to graduate school directly after getting your bachelors degree, then your application options might include a work internship in your chosen field of graduate study, or a research or other academic work assignment that could prepare you for graduate study (e.g., I have a former student at UNM who wants to get his Ph.D. in business. To prepare for that he applied for and is currently working in a year-long, pre-graduate-school research fellowship at UMASS).

Your task is simply to apply. You do not actually have to obtain an internship, job, or fellowship (though you should certainly consider it if offered). By doing this exercise you will learn how to:

1. Identify potential internship/job opportunities, and match your own KSAOs with position TDRs
2. Develop an effective resume
3. Develop an effective cover letter
4. Market yourself during a phone interview (a mock one conducted by me)
5. Negotiate an offer and seal the deal (again, conducted by me via phone call)

This will be a multi-week exercise, and you will have several deliverables along the way (drafts of resumes and cover letters, as well as reflective short papers about various experiences). Additional details, and deadlines and a grading rubric, will be discussed in the early weeks of the course.

Exams (3 total; 60 points each; each is worth 12% of final grade)

Three 1.5 hour (each) in-class exams will be administered throughout the semester. These tests are not-cumulative (that is, they only cover the materials leading up to that exam, and do not include materials covered before the previous exam). Each exam will cover approximately four or five chapters. Exam 1 is tentatively scheduled for Class #4; Exam 2 is tentatively scheduled for Class #8; and Exam 3 is the final exam, and will be held during the University’s final exam week (5/4 to 5/8...please check University schedules for the specific date, time, and location of your final exam).

These short exams are designed to help you retain, integrate, and deepen your understanding of the HR concepts and ideas we will be exploring throughout the semester. Exams take the form of multiple-choice tests (but may include fill-in-the-blank or matching questions, which you would then answer in multiple-choice format). Every exam will be preceded by an exam review conducted the week before the exam, and in the week immediately following the exam we will interactively conduct an exam review and recap.

In general, if and when students make a reasonable effort to study, they do quite well on these exams. They are not terribly tough, and rarely do students need the entire 1.5 hour to finish. However, to do well on them will require you to have a command of ALL of the materials in the particular section that the exam is covering.

Make-up examinations are only allowed in the case of documented family, work, and medical emergencies. “Documented” means that you have some paperwork supporting your reason for being absent. If you were gravely sick to the point where you had to miss an exam, then documentation may be a note from the campus clinic or your doctor. If you were called into work for an emergency, a note from your supervisor attesting to this would allow your absence to be excused. If you missed an exam in order to attend a funeral, a funeral program or newspaper obituary would suffice.
In-class participation and group work and observation of classroom policies is a combination of (1) your active participation during classroom discussions and activities, and (2) your observation of classroom policies and display of overall respect for your peers. You do not receive any extra points for participating in class and observing classroom policies; this is a management course that focuses on managing people and organizations, and as such you are fully expected to be an active and engaged student citizen.

**THUS, YOU HAVE THESE 40 POINTS RIGHT NOW FROM DAY 1. If you participate often and are a good citizen, you will keep all 40 of these points. If not, you will incrementally lose these points.**

The first item, in-class participation, refers to the level and insightfulness of your in-class and in-group activities. **You are fully expected to come to class having carefully read all assigned readings for that day.** This careful attention to the readings will inform your comments during class, and will help to facilitate insightful class discussions and maximum learning.

The second item, observance of classroom policies, refers to things like arriving to class on time rather than walking in late and disrupting the effort your colleagues are putting into trying to learn, turning off all audible ringtones on your phones during the class session, and walking in and out quietly if you need to excuse yourself from the classroom in the middle of a session. Electronic devices such as cell phones and mp3 players should be turned off completely and stowed during class sessions. **Texting, talking, or surfing the Internet on your cell phones during class is strictly prohibited. Laptops, iPads, and tablet PCs may be used ONLY to take notes, or if you’re reading an electronic version of the course textbook.** Class slides will be posted to the course website immediately following each session, so there’s no need to write down each and everything that appears on the lecture slides (though you’re free to take notes however you like). I regularly walk around class to look at the screens of students using laptops in class. **Getting caught surfing the Internet or doing non-class-related work on your laptop, iPad, or tablet will cause you to lose points, and will negatively impact your overall semester point total.**

**Extra Credit**

All students will have the chance to earn 4, 9, 15, or 22 extra credit points by taking and “passing” an “Assurance of Learning” mini-exam. The Society for Human Resource Management (SHRM; [www.shrm.org](http://www.shrm.org)) created the Assurance of Learning assessment as a way for pending college graduates to objectively demonstrate their knowledge of human resources to employers. According to the SHRM website, the SHRM Assurance of Learning assessment:

...benefits students by demonstrating to employers that a student has acquired the minimum knowledge required to be a successful HR professional. Consequently, this gives recent graduates an important advantage over other entry-level candidates...

This extra credit opportunity is not the actual Assurance of Learning assessment, and you cannot earn the Certificate of Learning by taking the mini-exam. You are simply taking a shortened version that I will create and administer online via Canvas. Details about this opportunity will be discussed early in the semester, and in addition to the textbook materials, Assurance of Learning-specific PowerPoint tutorials will be made available to you during the semester.

**ACADEMIC INTEGRITY**

NMSU Department of Management faculty, staff, and students commit to values of trust, honesty, integrity, and accountability. We will not tolerate academic dishonesty. By remaining enrolled in this course, students accept all NMSU, College of Business, and Department of Management academic integrity guidelines, and affirm the following pledge:
"I will not lie, cheat, fabricate, plagiarize or use any other dishonest means to gain unfair academic advantage."

Any violation of the code of conduct will be taken very seriously and appropriate sanctions will be applied. For full details of NMSU's academic integrity policy, please visit: [http://deanofstudents.nmsu.edu/student-handbook/1-student-code-of-conduct/3-academic-misconduct.html](http://deanofstudents.nmsu.edu/student-handbook/1-student-code-of-conduct/3-academic-misconduct.html)

### NOTICE CONCERNING DISABILITIES & 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, Director  
Student Accessibility Services (SAS)  
Corbett Center, Rm. 244  
Phone: (575) 646-6840  
E-mail: [sas@nmsu.edu](mailto:sas@nmsu.edu)  
Website: [www.nmsu.edu/~ssd/](http://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](mailto:equity@nmsu.edu)  
Website: [http://www.nmsu.edu/~eeo/](http://www.nmsu.edu/~eeo/)

### CLASS SCHEDULE

The actual scheduling of topics, assigned readings, and classroom activities may vary slightly from what is shown below. We'll remain flexible schedule-wise in case we need to spend more or less time on any given topic, for guest speakers, etc. If anything is ever different than what is shown below, I will let you know in class ahead of time, and will also make the appropriate updates to our Canvas course website.

Note: NHGW = The Noe, Hollenbeck, Gerhart, & Wright textbook displayed on page 1 of this syllabus. Again, assigned readings are required, and must be completely read **prior** to that day's class session.

<table>
<thead>
<tr>
<th>Class #</th>
<th>Day Date</th>
<th>Topic</th>
<th>Assigned Readings, Homework Memos, and In-Class Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mon 1/19</td>
<td>NO CLASS: Martin Luther King Jr. holiday (university closed)</td>
<td></td>
</tr>
</tbody>
</table>
| 1       | Mon 1/26 | Course Introduction; Managing Human Resources; Trends in Human Resource Management | • **Required Reading: NHGW Chapters 1 & 2**  
• Intro to the course and syllabus review, and interactive lecture and classroom discussion on Chapter 1 and 2  
• Project groups assignments will be announced today (I will form groups using random assignment; you do not choose your teammates) |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activity</th>
<th>Required Reading</th>
</tr>
</thead>
</table>
| 2    | Mon 2/2 | Analyzing Work and Designing Jobs | Required Reading: NHGW Chapter 4  
Memo #1 due  
Interactive lecture and classroom discussion on Chapter 4 |
| 3    | Mon 2/9 | Planning for and Recruiting Human Resources; Selecting Employees and Placing them in Jobs; Exam #1 prep | Required Reading: NHGW Chapters 5 & 6  
Memo #2 due  
Interactive lecture and classroom discussion on Chapters 5 & 6  
In-class prep for Exam #1, with time for Q&A |
| 4    | Mon 2/16 | Exam #1 | Exam #1 begins at the start of class  
Start time = 2:30pm  
End time = 4:00pm |
| 5    | Mon 2/23 | Exam #1 Post-mortem; Training Employees; Managing Employees’ Performance | Required Reading: NHGW Chapters 7 & 8  
Memo #3 due  
Interactive lecture and classroom discussion  
In-class Exam #1 review and recap begins at start of class |
| 6    | Mon 3/2 | Developing Employees for Future Success; Separating and Retaining Employees | Required Reading: NHGW Chapters 9 & 10  
Memo #4 due  
Interactive lecture and classroom discussion |
| 7    | Mon 3/9 | Pay: Who Makes What, and Wage Inequality; Establishing a Pay Structure; Exam #2 prep | Required Reading: Selected excerpts from the book “Pay” by Kevin Hallock (PDFs posted in Canvas), and NHGW Chapter 11  
Memo #5 due  
Interactive lecture and classroom discussion  
In-class prep for Exam #1, with time for Q&A |
| 8    | Mon 3/16 | Exam #2 | Exam #2 begins at the start of class  
Start time = 2:30pm  
End time = 4:00pm |
| 9    | Mon 3/30 | Exam #2 Post-mortem; Recognizing Employee Contributions with Pay; Providing Employee Benefits | Required Reading: NHGW Chapters 12 & 13  
Memo #6 due  
Interactive lecture and classroom discussion  
In-class Exam #2 review and recap begins at start of class |
| 10   | Mon 4/6 | HR Laws and Providing Equal Employment (part 1) | Required Reading: NHGW Chapter 3 (up to but not including workplace safety)  
Memo #7 due  
Interactive lecture and classroom discussion |
| 11   | Mon 4/13 | HR Laws and Providing Equal Employment (part 2) | Required Reading: review the NHGW Chapter 3 reading from last week (up to but not including workplace safety)  
Memo #8 due  
Interactive lecture and classroom discussion |
| 12   | Mon 4/20 | Workplace Safety; Unions, Collective Bargaining, and Labor Relations | Required Reading: NHGW Chapters 3 (section on workplace safety) and 14  
Memo #9 due  
Interactive lecture and classroom discussion |
<table>
<thead>
<tr>
<th></th>
<th>Mon 4/27</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>13</strong></td>
<td><strong>International Human Resource Management; High-Performance Work Organizations; Course Recap and Wrap-Up; Final Exam prep</strong></td>
</tr>
</tbody>
</table>
|    | • **Required Reading:** NHGW Chapters 15 & 16  
|    | • Interactive lecture and classroom discussion  
|    | • Recap of all the HR concepts we’ve discussed during the semester  
|    | • In-class prep for Final Exam, with time for Q&A |
|    | **Mon 5/4** |
|    | **FINAL EXAMINATION** (meeting time TBA; see NMSU final exam schedule for details) |