HUMAN RESOURCE MANAGEMENT
(MGT 332-M70, CRN 27259)

Spring 2015
Class Location: Online via Canvas (login at http://learn.nmsu.edu)

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Email: rogerss@nmsu.edu (primary mode of contacting me)
Cell Phone: (386) 453-3887
Office Location: Guthrie Hall 212
Office Hours: Mondays 5-6pm, 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 Discussion Board Postings</td>
<td>80</td>
<td>16%</td>
</tr>
<tr>
<td>Discussion Posting Peer Discussion/Dialogue</td>
<td>40</td>
<td>8%</td>
</tr>
<tr>
<td>Internship/Job Application Exercise</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>Total</td>
<td>500</td>
<td>100%</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>
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</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>
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<tr>
<td>Passing a SHRM “Assurance of Learning” mini-exam at 60%</td>
<td>15</td>
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<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.

**STRUCTURE OF THE COURSE**

This is NOT a self-paced course. While we do not actually meet in a classroom on a certain day and time of the week, this course will be structured in a week-by-week manner, just like you’d encounter in an on-campus course.

You cannot work ahead in this class (but you can read as fast as you like). Rather, each week will contain a module with PowerPoint slides and other comments by me on a certain topic (the topics by week are in the schedule at the end of this syllabus).

**A SPECIAL NOTE ABOUT CANVAS, AND ONLINE COURSES IN GENERAL**

This is an online course. We use the Canvas learning management system (LMS) platform. You have specifically elected to take this course online as opposed to on campus. Thus, it is your complete responsibility to know how to fully utilize Canvas.

I am not responsible for teaching you how to use the Canvas LMS – how to log in, how to navigate in Canvas, how to access Canvas on a smartphone or iPad, etc. NMSU offers several guides on Canvas, one of which can be found here: [http://studenttech.nmsu.edu/learnnmsuedu/](http://studenttech.nmsu.edu/learnnmsuedu/). Canvas itself also has a help section, and additional guidance can be found via Google and other searches.

**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

Discussion Board Postings (80 points, 16% of final grade)

You will have a homework assignment in the form of discussion board postings nearly every week of this semester. Given that our semester begins on a Thursday (1/15), and that assignments are due on Mondays but 1/19 is the MLK Jr. Holiday, you first discussion board posting won’t be due until Monday 1/26 (two separate discussion board postings will be due on that day).

Discussion board postings are due on Mondays at 2:30pm Mountain (Las Cruces) time. Please make sure you correctly adjust for your own time zone if you are not in the Mountain time zone. All discussion board postings are made via the Discussion link on our course Canvas website. Familiarize yourself with our course site, and this discussion space.

Discussion board questions/topics (that you’ll respond to) will be posted on or before 11:59pm on the Monday before each due date. So, for example, the instructions for the discussion board posts due on Monday 1/26 will be posted to Canvas by me no later than 11:59pm on Monday 1/19.

These discussion board questions correspond to specific chapters in the textbook; thus, they serve as a guide for which chapters you need to have read by what date. For example, Discussion Board Posting #2, which is due on Thursday 2/2, covers material from chapter 4 of the textbook. Therefore, you should have read chapter 4 before 2/2 so that you can participate in Discussion Board Posting #2.

Reading our course materials is your responsibility – I will not tell you when to read each chapter. However, I will tell you with absolutely certainty that you cannot do well on the discussion board postings, and especially on the quizzes, if you have not read the chapters before assignment and quiz due dates, or if you try to cram or skim chapters right before submitting assignments or taking quizzes. Our textbook is over 600 pages long! It takes time for this stuff to sink in, and may even require you to read chapters twice or more.

Discussion board conversations will be closed for comment on 2:30pm Mountain time of the due date for that posting. Thus, late online submissions cannot be made. If you miss a deadline, you simply missed that assignment, lost any points that could’ve been earned for that assignment, and will not be allowed to make up that assignment.

Always (and this semester will not be any different), students miss weekly postings, don’t earn the points, and then realize toward the end of the semester that they need a few more points to get to a desired grade. I’m telling you now and will tell you again once you ask – NO! When you ask in April and May to be allowed to submit a posting from 2 months ago, I will refer you to this very page and this very sentence that you’re now reading.

My advice is to simply complete these very easy discussion board postings on time every time.

Discussion Posting Peer Discussion/Dialogue (40 points, 8% of final grade)

After each discussion posting is closed (i.e., after 2:30pm Mountain time on the due date of a given discussion post), you will have until Thursday at 2:30pm of that same week to read through all of your colleagues’ postings, and respond to at least two separate individual’s posts. In other words, you all will have 3 days after a posting is due to actually “discuss” the topic and comment on each other’s writings on said topic.

You will not be able to comment on your colleagues’ posting until midnight of the Monday that the posting was due. At that time, I will enable the “reply” function of that posting, enabling you to comment on the postings of your colleagues.

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 @ 60 points each; all 3 exams combined are 36% of final grade)

Three 45-minute online exams will be administered throughout the semester. These quizzes 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 quiz will cover approximately four or five chapters and/or readings. These short online quizzes are designed to help you retain, integrate, and deepen your understanding of the HR concepts and ideas we will be exploring throughout the semester. See the detailed course schedule below for the date of each quiz.

Given their online nature, you may use your notes and the textbook during quiz administrations. However, since you are only given 50 minutes to complete each 25-question quiz, it is imperative that you have the same level of preparation for these quizzes as if they were closed-book, in-class exams. You have an average of two minutes to read, comprehend, analyze answer choices, and then answer each question. That is not nearly enough time to scramble through the textbook and try to read the textbook pages that correspond to a particular question. So, although you can access your textbook and notes during these quizzes, I highly recommend that you study and prepare for quizzes in such a way that you can answer a majority of the 25 questions without referring to the book, and then use notes and the book for a small handful of questions that prove particularly challenging to you.

Quizzes must be completed on the days (anytime during the 24-hour period) they are scheduled for, as noted below in the detailed schedule. This is an absolute rule – there are no exceptions to it. If a quiz is not taken on the prescribed day for any reason, it has been missed, and no make-up for that particular quiz will be allowed.

Quizzes take the form of 25 multiple-choice questions, and are 50 minutes long. These 50 minutes are continuous minutes – that means that once the quiz is started, a timer begins and you have 50 minutes from that start time to finish your quiz. You cannot start the quiz, take it for 15 minutes or so, stop the quiz, and then come back a few hours later to pick back up where you left off. It is extremely important that you understand this point, and govern yourselves accordingly. When preparing to sit and take a quiz, make sure you are in a place with a strong Internet connection, and that you’ll be able to devote 50 minutes of continuous attention to taking the quiz.

Exams can be found on Canvas using the link “Quizzes” and will become visible to you shortly before the beginning of the 24-hour exam day period.
**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 actual Certificate of Learning by taking the mini-exam. You are simply taking a shortened version that I myself 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.

The Assurance of Learning extra credit exam will be administered online via Canvas on Wednesday 5/3. You will have that entire day (Mountain time) to take it.

**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:
# CLASS SCHEDULE

Note: NHGW = The Noe, Hollenbeck, Gerhart, & Wright textbook displayed on page 1 of this syllabus.

<table>
<thead>
<tr>
<th>Class #</th>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Assigned Readings, Homework Memos, and In-Class Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mon</td>
<td>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  
• Module 1. Discussion board posting #1 due (peer response due by Thursday at 2:30pm) |
| 2       | Mon  | 2/2    | Analyzing Work and Designing Jobs                                    | • Required Reading: NHGW Chapter 4  
• Module 2. Discussion board posting #2 due (peer response due by Thursday at 2:30pm) |
| 3       | Mon  | 2/9    | Planning for and Recruiting Human Resources; Selecting Employees and Placing them in Jobs | • Required Reading: NHGW Chapters 5 & 6  
• Module 3. Discussion board posting #3 due (peer response due by Thursday at 2:30pm) |
| 4       | Mon  | 2/16   | Exam #1                                                              | • Covering chapters 1-2 and 4-6 (not 3)                                     |
| 5       | Mon  | 2/23   | Training Employees; Managing Employees’ Performance                  | • Required Reading: NHGW Chapters 7 & 8  
• Module 4. Discussion board posting #4 due (peer response due by Thursday at 2:30pm) |
| 6       | Mon  | 3/2    | Developing Employees for Future Success; Separating and Retaining Employees | • Required Reading: NHGW Chapters 9 & 10  
• Module 5. Discussion board posting #5 due (peer response due by Thursday at 2:30pm) |
| 7       | Mon  | 3/9    | Pay: Who Makes What, and Wage Inequality; Establishing a Pay Structure | • Required Reading: Selected excerpts from the book “Pay” by Kevin Hallock (PDFs posted in Canvas), and NHGW Chapter 11  
• Module 6. Discussion board posting #6 due (peer response due by Thursday at 2:30pm) |
| 8       | Mon  | 3/16   | Exam #2                                                              | • Covering chapters 7-10 and the Hallock book excerpt                       |
|         | Mon  | 3/23   | NO CLASS: Spring Break (university is closed)                        |                                                                             |
| 9       | Mon  | 3/30   | Recognizing Employee Contributions with Pay; Providing Employee Benefits | • Required Reading: NHGW Chapters 12 &13  
• Module 7. Discussion board posting #7 due (peer response due by Thursday at 2:30pm) |
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</table>
| 10 | Mon 4/6 | HR Laws and Providing Equal Employment (part 1) |  | Required Reading: NHGW Chapter 3 (up to but not including workplace safety)  
|   |   |   | Module 8. Discussion board posting #8 due (peer response due by Thursday at 2:30pm)  |
| 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)  
|   |   |   | Module 9. Discussion board posting #9 due (peer response due by Thursday at 2:30pm)  |
| 12 | Mon 4/20 | Workplace Safety; Unions, Collective Bargaining, and Labor Relations |  | Required Reading: NHGW Chapters 3 (section on workplace safety) and 14  
|   |   |   | Module 10. Discussion board posting #10 due (peer response due by Thursday at 2:30pm)  |
| 13 | Mon 4/27 | International Human Resource Management; High-Performance Work Organizations |  | Required Reading: NHGW Chapters 15 & 16  
|   |   |   | Module 11. Discussion board posting #11 due (peer response due by Thursday at 2:30pm)  |
|   | Mon 5/4 | Exam #3 |  | Covering chapters 3 and 12-16  |

END