



CLASSROOM: L-3 Communications—Training Room B Building 138
MEETING TIME: Monday & Tuesday 4:30—7:30 PM

Instructor: Dr. Stephanie S. Pane
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Office Hours: By Appointment
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REQUIRED TEXT:

Noe, R. A., Hollenbeck, J. R., Gerhart, B., & Wright, P. M. (2015). *Human Resource Management: Gaining a Competitive Advantage (Ninth Edition)*. McGraw-Hill Irwin: New York. ISBN: 978-0-07-811276-8. **New: \$248.51; Used: \$219.94*.**

***NOTE: These are Amazon.com prices.**

COURSE OVERVIEW AND OBJECTIVES:

This course is designed to provide an analysis of current human resource management issues, emphasizing their impact on an organization's success. Upon completion of this course, you should be able to:

- Identify current issues facing human resource management.
- Develop strategies for dealing with these issues.
- Examine emerging issues in human resource management and assess their potential impact on organizations.
- Develop skills in solving human resource problems.
- Develop an understanding of the complex nature of human resource management problems.

COURSE FORMAT:

The majority of the course will be taught live, but some class sessions may be conducted online in the event that the instructor or guest lecturer becomes unavailable. The course will consist of lecture, class discussions, case analyses, and exercises. If a class session needs to be held online, I have set up a site on eCollege. The online portion will consist of exercises and/or chat sessions. Articles and any additional materials needed for this course will be posted under the "Doc Sharing" tab in eCollege.

COURSE SCHEDULE:

A course schedule is included at the end of this syllabus.

SYLLABUS SUBJECT TO CHANGE STATEMENT:

I anticipate that we will follow the schedule I've outlined in this syllabus, but I may make adjustments based on what actually happens in class. Be sure to check with a classmate after an absence to see if assignments have changed. I may also change the basis for the course grade. If I do so, I will so inform you in writing. Remaining in the course after reading this syllabus will signal that you accept the possibility of changes and responsibility for being aware of them.

CLASS ATTENDANCE AND PARTICIPATION:

Attendance and participation is critical to successful course completion. As such, you are to be prepared for class, attend each class, and complete all assignments. Attendance and participation comprise a percentage of your final grade. Regular and punctual attendance at all classes is a requirement for all courses. Punctual attendance at each

class period is an obligation of the student. If a class is missed, the student is responsible for completing any class work that was missed and obtaining any lecture/discussion notes for the class. Class participation consists of, but is not limited to involvement in class discussions, asking questions, sharing viewpoints and experiences, challenging statements made by the professor or fellow classmates, participating in online chat sessions, having a good attitude, and being courteous and civil. Failure to participate will result in a failing class participation grade. Disagreement and debate will help us all learn more, but please do it nicely.

ACADEMIC INTEGRITY:

All students are expected to act with civility and personal integrity; respect other students' dignity, rights, and property; and help create and maintain an environment in which all can succeed through the fruits of their own efforts. An environment of academic integrity is requisite to respect for self and others and a civil community.

Academic integrity includes a commitment to **NOT** engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty include cheating or copying, plagiarizing, submitting another persons' work as one's own, using reference sources (including Internet sources) without citation, fabricating field data or citations, "ghosting" (taking or having another student take an exam), stealing examinations, tampering with the academic work of another student, facilitating other students' acts of academic dishonesty, etc.

Academic dishonesty violates the fundamental ethical principles of the University community and compromises the worth of work completed by others. A student should avoid academic dishonesty when preparing work for any class. If charged with academic dishonesty, students will receive written or oral notice of the charge by the professor. Depending on the severity and circumstances of the academic dishonesty, a student's actions could lead to receiving zero credit for the assignment in question or failing the course.

SPECIAL NEEDS/REASONABLE ACCOMODATIONS:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library—Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148

StudentDisabilityServices@tamu-commerce.edu

COURSE POLICIES AND INSTRUCTOR EXPECTATIONS:

Students are required to meet the expectations listed below.

- **Professional Class Behavior:** It is important that you maintain a professional demeanor in class at all times. Texas A&M-Commerce expects this from you, as do current or future employers. The classroom is the perfect place to practice interacting in a manner appropriate to a professional setting.
- **Regular and Timely Attendance and Participation:** You are expected to attend class regularly and be prompt and fully prepared.
- **Assignments:**
 1. **Submitted assignments must be correctly formatted and free of grammatical and stylistic errors.** Students in MGT 592 should have at least some skill with software for word processing, spreadsheets, databases, graphics, and presentations, and with web browsers and search engines. Spelling and grammatical errors will detract from your grade!
 2. **Assignments must be turned in on time.** Assignments are due on the **date** listed, typically at the beginning of the class period. I will accept late assignments; however, there will be a significant penalty. For each day that your assignment is late, I will deduct **10 POINTS** from your grade. Saturdays and Sundays count towards the total days late. Penalties for late work is common in the real world – If you are asked to submit a bid for a major contract at a specified date and time, your bid may not be accepted even ten minutes later than the deadline.

3. **Assignments must be complete.** You must complete and submit all components at the specified due date and time to receive credit for the assignment.
 4. **Please submit assignments in hard copy form, on or before the time/date the assignment is due.** If I approve electronic submission of an assignment, make sure that you send it in a format that is compatible with Microsoft Office 2003.
- **Back-ups Are Required:** You are required to back up all your assignments on a disk that can be submitted to me upon my request. If work is lost due to insufficient back-up, you will not have the opportunity to recreate and submit at a later time.
 - **E-mail:** Students must routinely check e-mail sent to his or her Texas A&M-Commerce account. This is my primary mechanism for communicating to the class outside of class meetings.
 - **Make-up Exams/Assignments Will Only Be Given If You Obtain University Approved Documentation for Your Excuse.**
 - **Changes to Schedule:** While I plan to stick to the class schedule, there might be occasions to modify the schedule. In these cases, all changes will be announced in class. It is your responsibility to become aware of any such changes.
 - **Missed Handouts:** If you fail to attend a class and a handout is given, please see me for that handout.
 - **Weather Delays and Closings:** Please check the Texas A&M-Commerce home page, your e-mail, or phone the campus for weather information. If you feel you can not safely travel to class, please contact me ahead of time to apprise me of your situation.

GRADE COMPONENTS:

Component	Type	Value
Project	Team	100 points (20%)
Presentation	Team	50 points (10%)
Case Analyses (5 Analyses-40 Points Each)	Individual	200 points (40%)
Chapter Quizzes (10 Quizzes-10 Points Each)	Individual	100 points (20%)
Attendance/Participation	Individual	50 points (10%)
Course Total		500 points

GRADING SCALE:

A	90 – 100%	450-500 points	D	60-69%	300-349 points
B	80 – 89%	400-449 points	F	Below 60%	Less than 300 points
C	70-79%	350-399 points			

Incomplete - Must be previously agreed upon by student and instructor.

Withdrawal - Must be initiated by the student administratively.

WEEK & DATE DAY OF WEEK: MON. & TUES.	TOPIC	READINGS & ASSIGNMENTS DUE	
1. June 7 (T)	Part 1: Strategic Human Resource Management	Chapter 2	(Quiz 1)
2. June 13 (M)	Part 1: The Legal Environment: EEO and Safety	Chapter 3	(Quiz 2)
		Case Analysis 1	
2. June 14 (T)	Part 1: The Analysis and Design of Work	Chapter 4	(Quiz 3)
3. June 20 (M)	Part 2: HR Planning and Recruitment	Chapter 5	(Quiz 4)
		Case Analysis 2	
3. June 21 (T)	Part 2: Selection and Placement	Chapter 6	(Quiz 5)
4. June 28 (T)	Part 2: Training	Chapter 7	(Quiz 6)
		Case Analysis 3	
5. July 5 (T)	Part 3: Performance Management (Appraisal)	Chapter 8	(Quiz 7)
6. July 12 (T)	Part 3: Employee Separation and Retention	Chapter 10	(Quiz 8)
		Case Analysis 4	
7. July 19 (T)	Part 4: Recognizing Employee Contributions with Pay	Chapter 12	(Quiz 9)
		Team Project Due	
8. July 26 (T)	Part 4: Employee Benefits	Chapter 13	(Quiz 10)
		Case Analysis 5	

- ❖ **THIS WEEKLY SCHEDULE IS TENTATIVE.**
- ❖ **I MAY ASSIGN ADDITIONAL READINGS & EXERCISES THROUGHOUT THE SEMESTER.**
- ❖ **ASSIGNED ARTICLES AND CASES CAN BE FOUND IN DOC SHARING.**
- ❖ **TEAMS WILL PRESENT THEIR PROJECT FINDINGS AND RECOMMENDATIONS THROUGHOUT THE SEMESTER.**

Team Project Grading Rubric

	Far Exceeds Standards	Exceeds Standards	Meets Standards	Fails to Meet Standards
<p>Thoroughness in Addressing the Assigned HR Function and How It Is Carried Out at L-3</p> <p>I will consider how detailed your discussion is, how far into depth you go, and whether you accurately address many of the critical issues and current research pertaining to the HR function.</p> <p>Score:</p>	<p>Identifies, thoroughly discusses, evaluates, and analyzes nearly all of the critical issues pertaining to the assigned HR function and how it is carried out at L-3.</p> <p>(27-30)</p>	<p>Identifies, discusses, evaluates, and analyzes many of the critical issues pertaining to the assigned HR function and how it is carried out at L-3, but could have gone into a bit more depth.</p> <p>(24-26)</p>	<p>Identifies, discusses, evaluates, and analyzes some of the critical issues pertaining to the assigned HR function and how it is carried out at L-3, but could have gone into much more depth.</p> <p>(21-23)</p>	<p>Identifies few, if any, critical issues pertaining to the assigned HR function and how it is carried out at L-3. Fails to discuss, evaluate, and analyze each critical issue with any significant degree of depth.</p> <p>(0-20)</p>
<p>Supported Recommendations and Improvements Regarding the Best Approaches for Effectively Carrying Out the HR Function at L-3</p> <p>Score:</p>	<p>Provided a thorough and well-supported discussion of several valid approaches and improvements for carrying out the HR function.</p> <p>(27-30)</p>	<p>Provided a supported discussion of several valid approaches, but could have gone into more depth or provided a few more recommendations.</p> <p>(24-26)</p>	<p>Discussed some valid approaches, but could have gone into much more depth, provided more support, and/or provided several more recommendations.</p> <p>(21-23)</p>	<p>Discussed few, if any, approaches or recommendations and provided little or no support.</p> <p>(0-20)</p>
<p>Literature Review of the HR Function and Proposed Recommendations—Reference Support</p> <p>The more reference support you use, the better. The quality of the journals is also important.</p>	<p>Provides a complete and clear review of the scholarly journal literature. Empirical research from multiple journal articles provided support for why the approaches and recommendations were selected and offered. Several of the journal articles used came from top-tier journals.</p>	<p>Provides a substantial and clear review of the scholarly journal literature. Some, but not all, approaches and recommendations were supported by empirical research from journal articles. More references could have been used and more could have come from top-tier journals.</p>	<p>Provides an adequate and clear review of the journal literature, but several approaches and recommendations lacked strong support from the empirical research presented in journal articles. Most of the articles came from lower-level journals.</p>	<p>Provides an incomplete review of the journal literature and fails to support the knowledge associated with each identified approach and/or recommendation. The few articles that were used came from low-level journals or websites.</p>

Score:	(27-30)	(24-26)	(21-23)	0-20)
APA Formatting of References Students must cite all references in proper APA format, in-text and on reference page.	Student cited ALL references properly, formatted in accordance with the APA Style Guide (no errors).	Student cited most references properly, formatted in accordance with the APA Style Guide (a few minor errors).	Student cited many references properly, formatted in accordance with the APA Style Guide (4 or more minor errors).	Student cited few references properly, not in accordance with the APA Style Guide (4 or more errors with at least 1 being a major error).
Score:	(5)	(4)	(3)	(0-2)
Overall Quality of Written Communication	Student presented a well-written, coherent project that was free from any grammar and/or spelling errors.	Student presented a well-written, coherent project that contained a few minor errors.	Student presented a rather coherent project that contained several minor errors.	Student presented an incoherent project that contained several major errors.
Score:	(5)	(4)	(3)	(0-2)
Total Score:	___ out of 100			

Team Presentation Grading Rubric

	Far Exceeds Standards	Exceeds Standards	Meets Standards	Fails to Meet Standards
Importance and Accuracy of the Information Regarding the Assigned HR Function	Includes a large amount of information that is both accurate and important for other students to know.	Includes a moderate amount of information that is both accurate and important for other students to know.	Includes a few pieces of information that are both accurate and important for other students to know.	Includes one or two pieces of information that are inaccurate and not important for other students to know.
Score:	(18-20)	(16-17)	(14-15)	(0-13)
Inclusion of Strong Recommendations Regarding the Assigned HR Function	Includes several strong recommendations that are feasible and supported with references.	Includes some strong recommendations that are feasible and supported with references.	Includes a few recommendations that are feasible and partially supported with references.	Includes no recommendations, or a few weak recommendations that are not supported with references.
Score:	(10)	(8-9)	(7)	(0-6)
Reference Support Included on the	Provides several citations from	Provides a moderate amount	Provides a few citations from	Provides one or two citations from

Slides	scholarly journal literature that other students can find and read.	of citations from scholarly journal literature that other students can find and read.	scholarly journal literature that other students can find and read.	questionable journal literature or Internet websites.
Score:	(10)	(8-9)	(7)	(0-6)
Overall Appearance of the Power Point Presentation	Presents aesthetically pleasing, professional slides that are easy to read and free from grammar and typographical errors.	Presents aesthetically pleasing, professional slides that are easy to read and contain very few grammar and typographical errors.	Presents professional slides that could be more aesthetically pleasing and easier to read; slides contain many grammar and typo errors.	Presents unprofessional slides that could be much more aesthetically pleasing and easier to read; slides contain several grammar and typo errors.
Score:	(5)	(4)	(3)	(0-2)
Presentation Skills	Presented the material in a professional manner (professional verbiage and dress); Loud, clear; Well-prepared.	Presented the material in a professional manner, but could have been a bit more prepared.	Presented the material clearly, but could have been more professional and well-prepared.	Presenters lacked professionalism and did not seem to be prepared.
Score:	(5)	(4)	(3)	(0-2)
Total Score:	___ out of 50			

Case Analysis Grading Rubric

	Far Exceeds Standards	Exceeds Standards	Meets Standards	Fails to Meet Standards
Responses to the Case Questions I will evaluate the depth and quality of your responses to the questions posed at the end of each case.	Provides thorough and valid responses to each question, with convincing and supported arguments.	Provides valid responses to each question, with convincing and supported arguments, but could have gone into a bit more depth.	Provides valid responses to each question, with convincing and supported arguments, but could have gone into much more depth.	Fails to provide valid responses to each question and lacks any significant degree of depth.
Score:	(18-20)	(16-17)	(14-15)	(0-13)
Reference Support	Empirical research and/or	Empirical research and/or	Empirical research and/or	No empirical research or

The more reference support you use, the better. The quality of the journals is also important.	other evidence from multiple journal articles provided support for the discussion. Several of the journal articles used came from top-tier journals.	other evidence from three or more journal articles provided support for the discussion. More references could have come from top-tier journals.	other evidence from one or two journal articles provided support for the discussion. Any articles that were used came from lower-level journal.	significant evidence was provided as support for the discussion. Any information that was cited came from low-level journals or websites.
Score:	(18-20)	(16-17)	(14-15)	(0-13)
Total Score:	___ out of 40			

Chapter Quiz Grading Rubric

- There will be 10 quizzes throughout the semester. Each quiz will be comprised of 10 questions and worth a total of 10 points (1 point per question). Students will earn 1 point for each question they answer correctly.

Attendance-Participation Grading Rubric

- You will receive 2 points for each day that you attend class (10 class meetings for a total of 20 points). The remaining 30 points will be assigned in the following manner. Total Participation Points = 50.

Participation Your score will depend on your engagement in class discussions and how much you participate.	Student was actively engaged and frequently participated during each class meeting.	Student was actively engaged and participated during most class meetings.	Student was engaged and participated during some class meetings.	Student was not engaged and did not participate during most class meetings.
Score:	(27-30)	(24-26)	(21-23)	(0-20)