Management 385 / Psychology 322
Personnel and Human Resources Management / Personnel Psychology
Spring 2015
MWF 1:00-1:50, Lawson 101

Instructor
Dr. Steve Karau
Gregory A. Lee Professor of Management
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skarau@business.siu.edu
Office hours: Mon & Wed 2:00-5:00

Mgmt 385 Prerequisites
1. Mgmt 208 or equivalent
2. Mgmt 304 or equivalent
3. Junior standing (56 or more hours passed)

Psyc 322 Prerequisites
Psyc 102

Course Overview
This course is designed to provide an introduction to the development and application of policies, procedures, and programs for the selection, development, and utilization of human resources in an organization. Human resource management extends beyond personnel specialists, as all managers share responsibility for improving the quality of work life and maintaining an environment that is both cost-effective and productive. Effective management of human resources requires understanding of a range of legal, social, societal, interpersonal, and organizational issues. It also requires an ability to use one’s knowledge to solve problems and deal effectively with various challenges. This course strives to provide familiarity with key personnel concepts, laws, and policies and to enhance your problem solving and reasoning skills in the personnel realm. It uses a lecture and discussion format supplemented with cases, debates, and exercises.

Objectives
1. To develop an understanding of the functions, processes, and challenges of human resource management.
2. To gain familiarity with language, concepts, and models used to describe and understand human resource management.
3. To develop an understanding of the impact that changes in the workforce, demographics, legal environment, and larger competitive arena have on human resource practices and strategies.
4. To enhance your basic problem solving and reasoning skills in the personnel realm and develop an ability to apply your knowledge to human resources challenges in organizations.

Text
Course Assignments and Grades

1. **Exams** (3 exams, 50 points each, 150 points total). Exams are in-class, non-cumulative, closed book, and closed note. Each exam consists of 50 multiple-choice questions (worth 1 point each). Exams focus on key concepts and principles, with a special focus on material emphasized during in-class lectures, discussions, and debates. Bring #2 pencils with you to all exams and arrive on time. You may turn in all materials and leave quietly once you have finished. **Optional Final Exam:** The final exam is optional. It is a cumulative exam with 50 multiple-choice questions covering all course content for the entire semester. If you choose to take the final exam, it will replace your previous lowest exam score (provided you score higher, otherwise the previous score will remain). If you wish to take the optional final, you will need to notify me by email at least 24 hours in advance.

2. **Exercises** (5 exercises, 10 points each, 50 points total). Exercises offer you the chance to apply your knowledge from the course to solving problems and making judgments in key areas of human resources such as hiring, firing, and negotiating. Exercises are scored as either good to excellent (10 points) or unacceptable (0 points). Missed exercises can be made up by emailing me a 2-3 page makeup paper within 48 hours of the missed class (see Exercise Makeups on the course webpage for details).

3. **Team Presentation** (30 points). Early in the semester you will be assigned to a team of about 3-4 students. Each team will make a 6-8 minute presentation of a case during the semester. Due to time constraints, I will usually have to stop you if you run longer than 8 minutes, so be careful not to use up all of your team’s time during your section of the presentation. Your team should prepare a brief PowerPoint (or similar) presentation that summarizes its main conclusions. You should email me your presentation file no later than one hour before class on the day of the presentation. If you are using an internet-based presentation program, send me the link to it in the text of an email at least one hour before class. Failure to email me the presentation (or link to it) at least one hour before class will result in a 3-point penalty, and may also eat into your presentation time if you try to load a file during class. I also encourage you to bring printed notes with you in case of technical problems. 20 of the 30 points are based on the quality of your portion of the presentation and on how well you speak and conduct yourself (an individual score). An example of the evaluation form I use to rate the presentations is attached.

4. **Team Debate** (45 points). Each team will also participate in a debate on a given topic. At each debate, two teams will present opposing sides of an issue. Each team has 8-12 minutes to make their initial case, followed by about 15-20 minutes of open debate, class comments, and class discussion. You will be assigned your debate topics and times early in the semester. As the debate approaches, you should do some reading and research on the topic and meet with your team to prepare your arguments and decide who will present what material. A list of some relevant articles for each debate will be provided early in the semester, though I encourage you to go beyond this list and conduct your own searches for additional information. It is your responsibility to make arrangements and communicate with your team outside of class. Your team should prepare a brief PowerPoint (or similar) presentation that summarizes its main conclusions. You should email me your presentation file no later than one hour before class on the day of the presentation. If you are using an internet-based presentation program, send me the link to it in the text of an email at least one hour before class. Failure to email me the presentation (or link to it) at least one hour before class will result in a 4-point penalty, and may also eat into your presentation time if you try to load a file during class. I also encourage you to bring printed notes with you in case of technical problems. 30 of the 45 points are based on the overall quality of the team presentation and debate (a shared team score). 15 of the 45 points are based on the quality of your part of the presentation and on how well you speak and conduct yourself during the presentation and debate (an individual score). An example of the evaluation form I use to rate the debates is attached.

5. **Team Participation** (15 points). Near the end of the semester, everyone will be asked to fill out peer evaluations rating their fellow team members on the level and value of their contributions to team efforts. Team participation points will be assigned based on the peer evaluations from your teammates.
6. **Debate Journal** (30 points). I will ask you to keep a debate journal during the course. Debate journals should be submitted as a single file near the end of the semester via the course webpage. For each of the six debates that your team did NOT participate in during the semester, you should draft a 200-300 word journal entry that presents your own personal opinion on the issue discussed in the debate and defends that opinion using logic, information gleaned from the debate, and persuasive arguments. Do NOT summarize or recap the debate. Instead, briefly present your own stand on the issue and defend it. The easiest way to maintain your journal is to attend every class that has a debate, take notes during class, and then type up your entry in your journal file shortly thereafter. However, if you miss a debate, you can also complete journal entries by reflecting on the issue or reviewing the appropriate debate reading materials. **Format:** Debate journals should be single-spaced. Each entry should be separated by a blank line and should be titled by the debate number in capital letters, followed by the word count for the entry (for example: DEBATE 7, 258 WORDS). **Submission:** Journals should be submitted via the course website. Be sure to follow the submission instructions carefully. **Grading:** Each entry within the debate journal will be scored as either good to excellent (5 points) or unacceptable (0 points). To be scored as good to excellent, the entry must show evidence of active thought and be between 200-300 words long. Entries that do not provide word counts or go over the maximum will be penalized 1 point each. Entries that are below the minimum count will be penalized up to 5 points each. **Deadline:** See schedule for deadline. Please not that, to avoid students missing the start of class, the deadline time is 12:00pm. Late papers turned in within 24 hours of the deadline will be penalized 6 points. Late papers submitted more than 24 hours past deadline will receive 0 points. I encourage you to submit papers a day or two early in case you experience any technical problems.

7. **Extra Credit.** Occasional extra credit opportunities will be offered. These might involve participation in exam review sessions, online readings, questionnaires, or opportunities to participate in departmental research. The total extra credit points offered will probably range between 10-15 points.

**Total: 320 points**

**Scale:**
- A: 288-320 points 90.00-100.00%
- B: 256-287 points 80.00-89.99%
- C: 224-255 points 70.00-79.99%
- D: 192-223 points 60.00-69.99%
- F: 0-191 points 0.00-59.99%

**Important:** I use a criterion-based grading system with no curving. Every student in the class can earn an A if he or she accumulates 288 or more points during the semester. If you desire a high grade, I encourage you to accept responsibility for maximizing your point total by attending to all course deadlines and policies, submitting things on time, attending class regularly, and preparing well for all exams. Please bring any questions or concerns about scoring errors or grading to my attention promptly, not at the end of the semester.

**Close Calls:** If at the end of the semester you are within 4 points of a higher letter grade (i.e., 4 class points out of 320, not 4 percentage points), I will evaluate your record to see if your performance warrants bumping you up to the higher grade. If you have turned everything in, attended class regularly, and taken advantage of extra credit opportunities, you are a good candidate for a bump. If you have missing assignments, have regularly missed classes, or have shown unprofessional behavior on multiple occasions (see Course Policies below), then a bump is not justified.

**Course Policies**

1. **Attendance and preparation.** Regular attendance is strongly encouraged and usually highly related to learning and performance in this class. However, it is not required. If you want to sleep, talk with your friends, or goof off, please do so elsewhere. At every class session you attend I expect you to behave professionally and pay close attention. Attendance, as well as tardiness, early departure, and any other noteworthy cases of unprofessional behavior (see “Professionalism” below), are all monitored both for
informational purposes and to assist in final grading decisions involving close calls (see “Close Calls” above). I recommend carefully reading and studying the relevant book material either before or shortly after class. If you have questions, please ask during class or office hours.

2. **Exam policy.** It is to our mutual benefit for you to make every effort possible to take exams at the date and time scheduled. If an emergency arises, you can take a make-up exam. For makeup exams, you have three choices: (1) taking an essay exam as soon as we can schedule it, (2) taking the multiple choice exam that you missed during the scheduled final exam period at the end of the semester, or (3) taking a zero for the missed exam and taking the optional final exam at the end of the semester to replace that zero. If you wish to do a makeup essay exam you must contact me by voicemail or email within 48 hours of the missed exam. If you wish to take either a makeup exam or the optional final exam during the scheduled final exam period, you should email me at least 24 hours in advance to let me know. Please note that you can only take one exam during the final exam period, so if you choose to do a makeup exam at that time, you will not be able to also take the optional final exam. Also, no make-ups are offered for the optional final exam, you must attend and show up on time if you wish to take it. Finally, please note that the final exam will officially end when the last on-time person has finished, late individuals will not be permitted to start or continue after that point.

3. **Course Responsibilities and Expectations.** Please review this section carefully. If you do not agree with any of these provisions, you should either drop the class or contact me to discuss.

**Your Responsibilities**

**I expect you to…**

A. Be fully capable of learning and performing at a high level.
I have high performance standards and believe that all students in this class are capable of mastering all course materials if they are willing and able to devote sufficient time and energy to the task.

B. Take responsibility for your own learning and course performance.
I’m here to help and facilitate, but your level of learning and performance is up to you.

C. Participate actively in class activities.
Please try to think actively and participate in class activities, learning is easier and more enjoyable that way.

D. Be aware of all class events, assignments, deadlines, and course policies.
You are responsible for having all presentations and assignments ready at the scheduled time; for working with your team outside of class to prepare presentations, coordinate activities, and resolve conflicts; and for being aware of all course policies on the syllabus.

E. Conduct yourself with courtesy and professionalism at all times.
I’m not just trying to help you learn, I’m trying to help you develop your potential as a person and business professional. I expect you to conduct yourself in class as you would at a future important business function and to always show the class and instructor courtesy and respect. On every day that you attend class, I expect you to show up on time, stay for the entire class, pay attention, and refrain from behaviors that might distract others (such as talking, texting, reading newspapers, sleeping, and so on).

**My Responsibilities**

**You can expect me to…**

A. Provide a high-quality learning environment.
I strive to make lectures relevant and focus on important issues. Not everything may seem immediately interesting or important, but please trust that if I’m presenting something then the issue is recognized by managers and researchers as important.

B. Be clear, efficient, and well-organized.
I want to eliminate any confusion about the course. If you are ever unclear about what I expect from an assignment or exercise, or about what knowledge I will assess on an exam, please ask.

C. Be available as a resource for helping you achieve your learning and career goals.
Please feel free to raise questions about course material, ask for additional information or reading material, and consult with me about grad school, career issues, or any other professional matters I might be helpful with. If I can’t help you myself, I’ll try to refer you to someone who can.
D. Pay attention to small, but important, details.
I will provide prompt feedback on all exams, assignments, and presentations, and start and end class on time. I also devote considerable effort to developing and statistically validating my own exams and writing clear, fair, unambiguous questions rather than relying on a generic test bank.

E. Conduct myself with courtesy and professionalism at all times.
I strive to always treat you as an important individual. I will not intentionally embarrass you, make you sound silly, or accuse you of asking a stupid question. My office hours are your time – you are not disturbing me and I’m happy to speak with you. Even outside of office hours, if I’m not speaking with someone, feel free to talk to me. If I’m in the middle of something I may need to schedule another time, but I’m always willing to answer quick questions or set up a meeting time.

4. Professionalism. As mentioned in the prior section, class members are expected to conduct themselves with courtesy and professionalism at all times. All questions and comments made during class must be constructive and respectful. Texting, carrying on conversations with neighbors, reading newspapers or non-course materials, sleeping in class, visiting non-course-relevant websites, showing up late or leaving early without advanced notice, or creating other disturbances is inappropriate and unprofessional. I keep a record of instances that are noticeable or distracting. I may decide not to further disrupt class by correcting minor instances, however those who create significant or repeated distractions may be called on their behavior in class, sent emails attempting to correct the situation, and/or asked to leave class. Be sure to turn off and put away cell phones prior to class. If you will be late or must leave early for an important reason, please let me know in advance and then try to enter or leave as quietly as possible. During discussions, feel free to debate and criticize ideas actively, but focus on the ideas and refrain from personal criticisms.

4. Syllabus Attachment. Please visit the link below and review the information carefully:

5. Possible Changes to Syllabus and Course Schedule. This syllabus represents my best reasonable expectations. However, changes may be made to accommodate our interests or time constraints.

Getting Full-Text Articles Online at SIU
1. Go to the Morris library page at
http://www.lib.siu.edu/

2. A variety of databases can be accessed from the “ONESEARCH” link. EBSCO, First Search, Proquest, and Google Scholar will be especially useful for this class (or look for Business or Psychology within Databases by Subject).

3. Each database will use a specific search engine format. You should be able to search by author, year, source, title, abstract, etc. in most databases. Searching by both author and year (or author and part of the title) usually works well for finding specific articles you already have the reference for. Searching by title or keyword usually works well for finding articles on specific topics. Experimenting and trying several different searches is the best way to learn this quickly.

4. Once you have found the full-text article, you can read it, download it, or e-mail it (for personal use only, relevant copyright restrictions apply).
Example Evaluation Form for Presentations

Scale used for each item:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>poor</td>
<td>marginal</td>
<td>okay</td>
<td>good</td>
<td>excellent</td>
</tr>
</tbody>
</table>

Team Ratings
A. Pacing and adherence to time constraints
B. Professionalism and polish
C. Visual aids (clear, legible, well-organized)
D. Quality of answers to case questions
E. Completeness of answers to case questions

Individual Ratings
F. Clarity of speech (enunciated words cleanly, spoke loudly enough to be heard without shouting)
G. Avoidance of awkward verbal utterances (uh, err, um).
H. Active speaking (spoke actively rather than passively, didn’t just read off notes)
I. Eye contact (made eye contact with all sections of the audience)
J. Quality of material in this portion of the presentation

Team Score ___ (out of 20)
Individual Score ___ (out of 10)
Total Score ___ (out of 30)

Example Evaluation Form for Debates

Scale used for each item:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>poor</td>
<td>marginal</td>
<td>okay</td>
<td>good</td>
<td>excellent</td>
</tr>
</tbody>
</table>

Team Ratings
A. Pacing and adherence to time constraints (in initial presentation)
B. Professionalism and polish (of initial presentation)
C. Visual aids (clear, legible, well-organized)
D. Persuasiveness (quality of arguments and counterarguments)
E. Completeness of arguments (didn’t overlook important issues)
F. Use of evidence (made good use of facts, figures, information, and logic)
G. Professionalism during debate (no personal attacks, didn’t get overly defensive)

Individual Ratings
H. Clarity of speech (enunciated words cleanly, spoke loudly enough to be heard without shouting)
I. Avoidance of awkward verbal utterances (uh, err, um).
J. Active speaking (spoke actively rather than passively, didn’t just read off notes)
K. Eye contact (made eye contact with all sections of the audience)
L. Persuasiveness (of arguments in individual’s part of presentation and later debate)
M. Active participation in debate (after the presentations)

Team Score _____ (out of 30)
Individual Score _____ (out of 15)
Total Score _____ (out of 45)
Study Tips

1. Study regularly. Budget an appropriate amount of time. Many courses require at least 2 hours for each hour of class, or at least 6 hours per week. You may find you need more or less for certain classes. Space out your study over time. Last-minute cramming usually results in poor performance. It often helps to schedule your study of each chapter for a time close to the relevant lecture. Compare your chapter notes with your lecture notes. If something seems unfamiliar from lecture, consulting the textbook, the textbook website, or a reputable internet source might refresh your memory. Of course, it is important to attend lectures regularly. Attendance is often highly related with exam performance.

2. Try the SQ3R method for studying chapters and other written material. SQ3R stands for:
   a. **S** Survey - Flip through the material casually, noting the headings and key terms, and briefly checking out figures. This helps your mind prepare for and anticipate the material.
   b. **Q** Question - Ask questions about the material, such as: What do I want to learn from this section? Why is this material important? How does it relate to my life? You might look at the major headings and ask the same questions. For example, if the heading is "diversification," you might ask: What is diversification? How does it differ from other strategies? What are the advantages and disadvantages of diversifying? Asking such questions cues up your mind to find answers and gives you learning objectives, making your reading more active.
   c. **R** Read - Read carefully, but at an even pace. If you don't find it too distracting, some people find it helpful to underline or highlight key passages as they go. Stop and pause briefly at several points in the chapter (e.g., after every paragraph or every subsection) and see if you can remember the main points of that section.
   d. **R** Recite - Go back through the chapter and look at the subject headings and key terms. Cover up the relevant sections or definitions and try to recite them, in your own words, from memory. Take note of material you haven't mastered, but don't let it discourage you. Keep going through and recite all the material you can remember. It helps to do this in your own words, as if you were explaining it to a friend or roommate. Try to provide examples of the terms and material your recite as you go through. To make this more effective, you can also write the material in addition to reciting it (using a notepad, note cards, a large sheet of paper, or a computer file).
   e. **R** Review - Go back and review the material that you weren't able to recite. Keep doing this until you are comfortable with all of the material.

3. Think actively during lecture. Before you walk into class, briefly scan the chapter (or review it briefly, if you've read it already) or review the first slide that outlines the lecture right when you walk into class. Ask questions about the material and set objectives for yourself. What about this material is important? What do you want to take away from it? How will you use it? How can you relate it to your life and work experiences? During lecture, pay close attention and vividly imagine the examples provided. Add your own examples. Ask about material that is unclear. When taking notes, outline the key ideas and note any examples that will help you remember or understand material. Do not attempt to write down everything that is said. Focus first on thinking. For most courses you can download a copy of the lecture notes or slides from the course web page (if so, bring copies with you to class to add notes to).

4. Make your study more active. It is helpful to have a good understanding of your own learning preferences. Some people learn best by reading and reciting, some by drawing picture or maps, some by visualizing the material, and others by doing something physical in relation to the material. You can try the following techniques and use the ones that seem to work best for you: Rather than just reviewing material, try reciting it mentally or out loud, or even in dramatic fashion, as if you were an actor. Try writing key ideas on flash cards and reviewing them. Think of examples from your own life and from the news that relate to the material. Try walking around, moving, or exercising while you review material. Note which methods work best for you and use them again in the future. Anything that makes your study more active and vivid may help your memory.

5. When you study, focus and concentrate. Get yourself in the right mental state to take in material. 20 minutes of focused concentration is often superior to an hour of unfocused work. Reduce distractions or consider relocating to a quieter location. Try taking short breaks frequently during your session (such as after each major section of a chapter) so that when you are studying your attention level is high.
6. When learning groups of things, develop an acronym or phrase that will help you remember.
7. Get together with other students who are motivated to learn the material and discuss and review it. This makes the material more enjoyable and vivid, and working on it more actively with others can make it easier to remember.
8. Apply the course material to the world around you. View business programs and review quality online news sites or written publications from sources such as BBC, Time, Newsweek, Business Week, Fortune, etc. Relate your knowledge from the course to what you see and read.
9. Review additional cases and examples in the book or on web sites and think about or write out your answers to them. See how much material from the chapters you can pull into your thoughts and answers.
10. If you would benefit from additional assistance, consider tutoring or writing assistance. You can get information on tutoring from the College of Business Academic Success Center (http://business.siu.edu/services/advantage/rehn10.html). SIU also operates several writing centers (http://write.siu.edu) to assist students with improving their writing skills.
11. Use the study review guide as a final self-test (or if the class does not provide one, use the headings and key terms from the book and from your lecture notes). You should be able to define each term or concept in your own words and provide an example. You should be able to compare and contrast concepts, and state the advantages and disadvantages of different business practices. For models and theories, you should be able to identify the components of the model or theory and compare and contrast it with competing viewpoints. It may help to pretend you are explaining the material to a friend who missed class. For concepts that are fuzzy or unclear to you or that you have a hard time reciting or explaining in your own words, more review is needed.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics, Class Events, Cases, and Deadlines</th>
<th>Reading*</th>
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<tbody>
<tr>
<td>Jan 19</td>
<td>(Martin Luther King, Jr. birthday holiday – no classes)</td>
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<tr>
<td>Jan 21</td>
<td>Course Introduction</td>
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<tr>
<td>Jan 23</td>
<td>Challenges in HRM</td>
<td>Chapter 1</td>
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<td>Jan 26</td>
<td>Strategic HRM</td>
<td>Chapter 2</td>
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<td>Jan 28</td>
<td>Extra credit opportunity, assignment to teams</td>
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<td>Jan 30</td>
<td>Systems Theory &amp; CQI, example case presentations</td>
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<tr>
<td>Feb 2</td>
<td>Employment Law &amp; HRM</td>
<td>Chapter 3</td>
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<tr>
<td>Feb 4</td>
<td>Employment Law &amp; HRM, Case 1 (p.134)</td>
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<td>Feb 6</td>
<td>Debate 1 (temporary workers)</td>
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<td>Feb 9</td>
<td>Exercise 1 (terminations), Managing Diversity</td>
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<td>Feb 11</td>
<td>Sexual Harassment, Case 2 (p.135)</td>
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<td>Feb 13</td>
<td>Debate 2 (employee dating)</td>
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<td>Feb 16</td>
<td>Designing Jobs for Effectiveness</td>
<td>Chapter 4</td>
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<td>Feb 18</td>
<td>Interviewing, Exam Review</td>
<td>(Chapter 5)</td>
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<td>Feb 23</td>
<td>Making Hiring Decisions</td>
<td>Chapter 6</td>
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<td>Feb 25</td>
<td>Making Hiring Decisions, Case 3 (p.284)</td>
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<td>Feb 27</td>
<td>Debate 3 (hiring ex-convicts)</td>
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<tr>
<td>Mar 2</td>
<td>Case 4 (p.692), Goal Setting &amp; MBO, Case 5 (p.386)</td>
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<td>Mar 4</td>
<td>Goal Setting &amp; MBO, Case 6 (p.335)</td>
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<td>Mar 6</td>
<td>Principles of Effective Training</td>
<td>Chapter 7</td>
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<td>Mar 9-13</td>
<td>(Spring Break, no classes)</td>
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<td>Mar 16</td>
<td>Performance Appraisal</td>
<td>Chapter 8</td>
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<td>Mar 18</td>
<td>Exercise 2 (working in teams), Designing Effective Teams</td>
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<td>Mar 20</td>
<td>Designing Effective Teams, Case 7 (p.469)</td>
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<td>Mar 23</td>
<td>Managing Compensation, Case 8 (p.430), Incentives</td>
<td>Chapter 9</td>
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<td>Mar 25</td>
<td>Debate 4 (executive pay)</td>
<td>Chapter 10</td>
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<td>Mar 27</td>
<td>Exercise 3 (pay policies), Incentives, Exam Review</td>
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<td>Mar 30</td>
<td><strong>Exam 2</strong></td>
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<td>Apr 1</td>
<td>Managing Benefits</td>
<td>Chapter 11</td>
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<td>Apr 3</td>
<td>Debate 5 (downsizing)</td>
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<td>Apr 6</td>
<td>Implementing Benefits, Case 9 (p.508)</td>
<td></td>
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<td>Apr 8</td>
<td>Employee Well-Being, Case 10 (p.553, bottom)</td>
<td>Chapter 12</td>
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<td>Apr 10</td>
<td>Debate 6 (drug testing)</td>
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<td>Apr 13</td>
<td>Stress Management</td>
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<td>Apr 15</td>
<td>Stress Management, Exercise 4 (virtual work)</td>
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<tr>
<td>Apr 17</td>
<td>Employee Rights, Case 11 (p.595)</td>
<td>Chapter 13</td>
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<tr>
<td>Apr 20</td>
<td>Employee Rights, Case 12 (p.754)</td>
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<tr>
<td>Apr 22</td>
<td>Debate 7 (exporting operations)</td>
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<tr>
<td>Apr 24</td>
<td>Working With Unions</td>
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<tr>
<td>Apr 27</td>
<td>Negotiation, Exercise 5 (negotiation)</td>
<td>Chapter 14</td>
</tr>
<tr>
<td>Apr 29</td>
<td><strong>Debate Journal due by 12:00pm.</strong> Negotiation, Case 13 (p.644, bottom)</td>
<td></td>
</tr>
<tr>
<td>May 1</td>
<td>Cross-Cultural Issues, Case 14 (p.693)</td>
<td>Chapter 15</td>
</tr>
<tr>
<td>May 4</td>
<td>Cross-Cultural Issues</td>
<td></td>
</tr>
<tr>
<td>May 6</td>
<td>Integration of Course Themes, Exam Review</td>
<td>(Chapter 16)</td>
</tr>
<tr>
<td>May 8</td>
<td><strong>Exam 3</strong></td>
<td></td>
</tr>
<tr>
<td>Fri May 15</td>
<td><strong>Final Exam</strong>, 12:30pm in the usual classroom (Lawson 101)</td>
<td></td>
</tr>
</tbody>
</table>

*Chapters in parentheses are optional, read any portions of interest.