Management 385 / Psychology 322
Personnel and Human Resources Management / Personnel Psychology
Spring 2016
MWF 1:00-1:50, Lawson 221

Instructor
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Office hours: Mon & Wed 2:00-4:30, Fri 2:00-3:00

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 costeffective 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, 40 points each, 120 points total). Exams are in-class, non-cumulative, closed book, and closed note. Each exam consists of 40 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 40 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 should 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 website for details).

3. **Team Debate** (60 points total). Early in the semester you will be assigned to a team of about 3-5 students. Each team will participate in one debate. 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 10-12 minutes of counterarguments and open debate between the teams. Class comments and discussion will then follow. 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 you should feel free 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 presentation (PowerPoint or similar) 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) by deadline 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 issues. 40 of the 60 points are based on the overall quality of the team presentation and debate (a shared team score). 20 of the 60 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.

4. **Team Presentation** (30 points). Each team will also make a 6-8 minute presentation of a case during the semester, involving presenting an overview of a case from the textbook and providing answers to the questions that follow the case. 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 2-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 disk incompatibilities or technical problems. 20 of the 30 points are based on the overall quality of the team presentation (a shared team score). 10 of the 30 points are based on the quality of your portion 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 presentations is attached.
5. **Opinion Papers** (6 papers, 10 points each, 60 points total). For each of the six debates that your team does NOT participate in during the semester, you should draft a brief (250-500 word) paper 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 do this is attend the debate in question, take notes, and prepare your paper soon thereafter. However, if you miss a debate, you can also complete your paper by reflecting on the issue or reviewing the debate reading materials. Each paper has a separate deadline (see Schedule) and should be submitted via the course website (Activities > Dropbox). Each opinion paper should be single-spaced and indicate the debate number and topic at the top. Evaluation will be based on how specific and persuasive your arguments are, how well you defend your viewpoint, and how well-written your response is using the following scale: 10=excellent, 9=very good, 8=good, 7=marginal, and 0-6=poor. To avoid students missing the start of class, the deadline time for each paper is 12:00pm on the due date. I encourage you to submit papers a day or two early in case you experience any technical issues.

6. **Case Journal** (15 points). I will ask you to keep a journal consisting of your own personal answers to the assigned cases that are presented during the semester. The answers should be brief and to the point, but provide sufficient detail to demonstrate active thought about the case. There is no need to retype the questions, just number them and provide your answers. I encourage you to read the relevant case and prepare an initial journal entry before the scheduled class and then revise it later if you it needs to be changed or improved. The case journal should be single-spaced. Each case should be separated by a blank line and titled by the case number as listed on the Schedule. If you complete all cases and give appropriate replies to all questions, you will earn 15 points. 1 point each will be deducted for any missing cases or replies that do not show active thought. Please note that during many classes we will also discuss video cases or other brief cases that I present on screen to generate spontaneous discussion and reinforce lecture points. Those brief in-class cases should NOT be added to your journal, only the assigned cases from the book that are listed on the Schedule should be included. The case journal should be submitted toward the end of the semester (see Schedule for deadline) as a single file via the course website (Activities > Dropbox). To avoid students missing the start of class, the deadline time is 12:00pm on the due date. I encourage you to submit papers a day or two early in case you experience any technical issues.

7. **Class Participation** (15 points). Regular attendance and participation is valuable for getting the most from this class. If you attend regularly on time, pay attention, and participate in discussions when opportunities are available, you will earn 15 points for class participation. To offer some flexibility in managing life events, I allow up to five unexcused absences during the semester that do not count against class participation points (though to maximize your learning and performance I still encourage you to attend all of the sessions if you don’t have a conflict or issue to deal with). 3 points will be deducted from class participation for each additional unexcused absence, for each class involving significant late arrival or early departure without providing a legitimate reason and advanced notice, and for each class involving noticeable or distracting instances of unprofessional behavior (see Professionalism below). Hence, if there is a day where you feel you will be unable to stay awake, pay attention, participate, or behave professionally, you are better off taking one of your unexcused absences than attending class and creating a distraction for other students.

8. **Team Participation** (10 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 these evaluations.

9. **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: 360 points  Scale:
A 324-360 points 90.00-100.00%
B 288-323 points 80.00-89.99%
C 252-287 points 70.00-79.99%
D 216-251 points 60.00-69.99%
F 0-215 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 324 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 rather than 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 350, 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 with good participation and attention levels, 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 instances of unprofessional behavior (see Professionalism below), then a bump is not justified.

Course Policies
1. Professionalism. Class members are expected to conduct themselves with courtesy and professionalism at all times. If you want to text, 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. 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, 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 such instances and they affect class participation points and close call decisions at the end of the semester (see Class Participation and Close Calls above). 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 asking for more professional conduct, 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, 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.

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. Late Assignments. Please turn everything in on time. Late opinion papers or case journals that are turned in within 24 hours of deadline will be penalized 20%, and those turned in after 24 hours will receive zero points.
4. **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 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 and discussions, 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. 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.

5. **Syllabus Attachment.** Please visit the link below and review the information carefully:
6. 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.

Example Evaluation Forms

Scale used for each item in each form:

1 2 3 4 5
poor marginal okay good excellent

DEBATES

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 40)
Individual Score _____ (out of 20)
Total Score _____ (out of 60)

PRESENTATIONS

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)
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).

Semester Schedule
A full course schedule will be posted on the course website during the first week of the semester.

University Holidays:
Jan18 and Mar14-18

Final Exam: Fri May13, 12:30pm