

**MGMT 3860 - 001 Human Resource Management (Yellow Class)**  
**TTH 9:30p.m. -11:00p.m. - Mathews Hall Room 311**  
**Spring Semester, 2004**  
**Donna E. Ledgerwood, Associate Professor**

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**Conference Hours: BA 317F Tuesdays & Thursdays 11:00am-12:30pm and Thursdays 2:00-6:30pm & by appointment. E-mail: Ledgerwo@.unt.edu or dledgerwood@aironets.com**  
**Telephone: Direct to UNT: 940/565-3157 OR Metro 817/267-3731/or 3732 Extension 3157; Fax: 940/565-4394; Home Phone: 972/294-8227 - Cell phone: 214/704-4484.**

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Required Text:

Mathis, R. L. and Jackson, John H. **Human Resource Management**. South-Western College Publishing/Thompson Learning. Tenth edition. 2003.

\*\*To save the student money, extensive (additional) materials will be provided in class. All materials duplicated for class have the requisite letters for permission to duplicate.\*\*

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WEEK/DATES

MATERIAL TO BE COVERED

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|---|---|
| 1 | January 13 & 15<br>Introductions & clarification of performance criteria and course rationale. Discuss format for first exam and term papers and projects. Overview of the changing nature of Human Resources and an explanation of the importance of semantics, primary and secondary sources of data. Concepts critical to your career. managerial competence and culpability today. Why HR is relevant to <b>YOU</b> personally as well as professionally. Current functions of SHRM. Discuss class notes and Chapter 1. |
| 2 | January 20 & 22<br>Discuss <b>Mathis and Jackson</b> Chapters 2 and 3 - Strategic HR Planning; Selection Metrics from the macro perspective balancing individuals, jobs and the micro perspective. (Note the temporal effect).  |
| 3 | January 27 & 29<br>Discuss <b>Mathis and Jackson</b> Chapters 4 and 5. Global HR factors and specific staffing needs. The critical importance of EEO and diversity. Job Analyses are critical for job-related performance..   |
| 4 | February 3 & 5<br>Students who intend to write papers should set up appointments with Jeff Levy (565-2013) for assistance with Data Base Searches - BA 333. Discuss <b>Mathis and Jackson</b> Chapters 6 and 7 - Jobs and Recruiting in Today's Labor Markets. Review for Exam 1  |
| 5 | February 10 & 12<br><b>Exam I</b> over Chapters 1 - 7 and class notes. Return Exam I - Do rewrites -  |
| 6 | February 17 & 19<br>Revised grades and rewrites are returned to class members. Discuss Chapters 8 & 9 - Recruitment, selection and placement. Training and development is a must for upward mobility.   |
| 7 | February 24 & 26<br>Discuss Chapters 10 & 11 -/OD is not HRD - Our careers will contain both. Performance Appraisals  |
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- 8 March 2 & 4  
Discuss Chapters 12 & 13 - Should performance management and appraisals be tied to compensation decisions? Insights into compensation decisions for managers and executives.
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- 9 March 09 & 11  
Discuss Chapters 14 & 15 Compensation and Benefits- Review for Exam 2 over Chapters 8 - 15
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- 10 March 16 & 18 SPRING BREAK
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- 11 March 23 & 25  
\*\*\*Exam 2\*\*\* over Chapters 8 - 14 and class notes  
Return Exam 2 & do rewrites
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- 12 March 30 & April 1  
Discuss Chapter 15 and class notes- Occupational Health, Safety & Security issues  
Managing Workplace Safety and Health - OSHA v. Workers' Compensation; Discuss TWCC's Extra Hazardous Employers, Lockout/Tagout, MSDS Labels, Confined space, Job safety Analysis, Texas Right to Know statutes, Texas Fatality Rates, Valid v. Invalid Subscribers and Nonsubscribers, Common Law Defenses
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- 13 April 6 & 8  
Finish discussing health and safety issues. Discuss Chapter 16- Employee Rights and Discipline
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- 14 April 13 & 15 \*Term Papers due.\*  
**Employers' Update** - Wednesday, April 14 from 8:00am - 6:00pm in the Silver Eagle Suite of the UNT Union \*\* +5 Bonus Points to one test grade added for attendance. \*\* Also, +5 Bonus points for each paying business leader who you arrange to attend this workshop (Maximum = 3 people+ you = 15pts ) - YOU are admitted free.
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- 14 April 20 & 22  
Discuss Chapter 17 & 18- Labor/Management Relations/Unions; Discuss International HRM - Challenge How TQM and diversity in the work place relates to improved safety and health and thus profits; ISO 9000 and 14,000 - Global use of the metric system and quality standards
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- 15 April 27 & 29 -  
Student presentations or discussion over current topics. Review for Exam 3  
Class may vote on final to be given this week to allow rewrites.\*\*\*\*  
Exam 3 over Chapters 15 - 18. Do rewrites on May 1.
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- 16 May 4 & 6  
Final is scheduled for Thursday, May 6 from 8-10am.  
\*A comprehensive final may be given for those in grade trouble.\*
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## **COURSE DESCRIPTION**

This course is your ability to manage people and thus employment practices within organizations on the job. There is no such thing as a "perfectly safe" environment, nor people being "indispensable." Management successes and failures are accomplished by people, with people and for people. Thus, your task during this semester is to become familiar with the key areas of concern today related to HR functions when (1) managing people in the workplace, and (2) when managing your personal life. We will study and evaluate both theory and practice in our efforts to explore the pragmatic implications of how you have managed **your** people-related practices both on and off the job in the past as well as how you can improve. You will be given the opportunity to develop and demonstrate your understanding and managerial awareness related to the prevention, diagnosis and evaluation of managing human resources.

## **GRADING CRITERIA**

Members of this class will have the opportunity to attempt four grades during the semester, three of which will count. There will be three (noncomprehensive) exams and one voluntary project or paper which, if you write one, must be summarized (on a one page summary sheet) and presented to class members. Permission by the professor must be given for your topic, and your project or paper must be (a) completed and submitted on time and (b) in compliance with the format expected as stated in the critique sheet. A sample form which gives the grading criteria for your paper/project is attached to this syllabus.

Please note that no make-up tests nor "pop quizzes" will be given. Role will not be taken other than for administrative purposes (required by the Dean's office). Your exams will be returned to you the next class period following the scheduled time and we will go over the tests during that class to identify any "weak" exam questions or any errors in the grading of your exam. Tests may NOT be taken home and may be responded to only during the class containing the return of your exam.

When we go over each exam, you will be given an item analysis which shows the number of people who missed each question. If 60% or more of the class miss a question, we may throw the question out. We can discuss each item on the test within that class period. With any remaining time., you will have 30 minutes to write up any points you think you deserve (from your rationale and knowledge of the test material). This process is called REWRITES.

## **DIRECTIONS FOR DOING REWRITES**

**\*\*Remember, two purposes for doing rewrites are: (1) to provide a proper paper trail for improving your grade on the exam, and (2) to learn WHY you missed what you missed the points given on this exam.\*\***

For the potential to earn partial or full credit on a specific question, the minimum work required includes:

1. Write only on ONE side of the page (to enhance readability).
2. Write up your questions in sequential order.
3. You must look up where the question came from, define all major terms in the question (to show how or what you understood that question to be asking),
4. You must look up where my answer came from, define all major terms in the answer (to show how or what you understood that answer to be saying), and explain why you thought this answer was wrong.
5. You must look up where your answer came from, define all major terms in your answer (to show how or what you understood that answer to be saying), and justify why your answer could be correct.

Please do not miss the write-up session because it is your final chance to increase your grade on that test. Also, it is important to know not only your score on an exam, but why you missed a question. Please keep up with class material and readings, since most of your exam questions will come from lecture and class notes. If you miss any exam or deadline for your term project, this is the grade which you must drop. Also, if you miss the post-exam (rewrite) session, no additional points will be added to your original test score (which may have been determined during the post-test period). This policy is not meant to be punitive. Rather, the policy allows standardization and timely completion of each exam.

Grading Policy for 3 grades (remember that the paper is voluntary):

A = 270 points (90 x 3 grades)

B = 240 points (80 x 3 grades)

C = 210 points (70 x 3 grades)

D = 180 points (60 x 3 grades)

Please note: The College of Business Administration at UNT complies with the American's with Disabilities Act in making reasonable accommodation for qualified students with a disability. If you (1) have an established disability (registered with the Office of Disability Accommodation on campus) or if you (2) perceive yourself to be disabled as defined in the ADA, please communicate your disability to me in writing or using other means so that reasonable accommodation can be made.

This syllabus is made with the understanding that you are the class customer. This class is flexible and will allow changes as long as these changes are reasonable and are applied equitably and fairly to each student. This class is only as good as we make it. Please let me know if you need help as we go along. Do not wait until finals week before coping with a problem. You have only to ask and all assistance possible will be given to you. If you know of speakers or information you wish to introduce to class members, please see me. We will try to meet the interests of the class members as much as possible.

#### MGMT 3860 (YELLOW) CLASS PROJECTS/PAPER TOPICS FOR SPRING, 2004

1. **Explain the relationship between job satisfaction, job involvement and job performance?**

2. Explain the relationship between self-esteem, attribution theory and locus of control.
3. Explain how the FMLA relates to the Americans with Disabilities Act and workers' compensation programs.
4. Explain the evolution of litigation concerning same sex sexual harassment.
5. Explain the relationship between Sexual Harassment, Stress, and Workers' Compensation.
6. Explain the overlap of ADA and workers' compensation.
7. Explain the overlap of EEO and Health & Safety topics.
8. Explain the relationship between self-esteem/attribution theory and workers' compensation.
9. Explain the relationship between perceptions of satisfaction/quality of work life and workers' comp.
10. Explain the relationship between commitment, job involvement and workers' compensation.
11. Explain the relationship between longevity and workers' compensation.
12. Explain the relationship between sexual harassment and workers' compensation in the workplace.

All students who choose to write a paper or do a project must include a Lexis Legal Search.  
For Appointments to learn how to conduct data base searches, contact: Jeff Levy - 565-2013 or e-mail Jeff at Jlevy@library.unt.edu.

**CRITIQUE CRITERIA  
USED TO EVALUATE TERM PAPERS & PROJECTS FOR MGMT 3860-001 (YELLOW CLASS)  
Spring, 2004**

Student's Name: \_\_\_\_\_

Title of this Paper: \_\_\_\_\_

Was the paper/presentation turned in/made on time? Yes \_\_\_ No \_\_\_ Was the binder holding the paper yellow? Yes \_\_\_ No \_\_\_

Is a Diskette included which contains the paper? Yes \_\_\_\_\_ No \_\_\_\_\_

Language of paper on diskette: WPWindows \_\_\_\_\_ (please note version) Word \_\_\_\_\_ Other (please specify) \_\_\_\_\_

Are the articles used in this paper on disc or attached to the paper? Yes \_\_\_\_\_ No \_\_\_\_\_

Is a one page synopsis attached for dissemination to class members? Yes \_\_\_\_\_ No \_\_\_\_\_

Title Page: Is the class name, number and section number included as well as all relevant id. info.? Yes \_\_\_\_\_ No \_\_\_\_\_

Table of Contents/Outline: (Are page numbers included which are accurate and consistent with the information contained in the body of the paper?) Yes \_\_\_\_\_ No \_\_\_\_\_

Does the paper include the Lexis legal search information? Yes \_\_\_ No \_\_\_

Abstract/Summary of Ideas: (Is this info. succinct and consistent with the topic of the paper?) Yes \_\_\_\_\_ No \_\_\_\_\_

Literature Search/Background (Are there at least 10 refereed journal articles per author or per grade to be counted - i.e. if one person wants to count one paper for one grade in each of three of Professor Ledgerwood's classes, there must be at least 30 citations which are current - within the last two years - 2001-2003): Yes \_\_\_\_\_ No \_\_\_\_\_

Total number of sources/references contained in this paper: \_\_\_\_\_

Total number of sources/references in the last 2 years: \_\_\_\_\_

Constraints/Limitations/Limits of the Study:

Definitions of semantics/major theories/"buzz words": \_\_\_\_\_

Organization of the paper:

Readability: \_\_\_\_\_

Consistency of verb tenses: \_\_\_\_\_

Subject/verb agreement: \_\_\_\_\_

Consistency of plural/singular: \_\_\_\_\_

Sentence structure: \_\_\_\_\_

Consistent use of pronouns: \_\_\_\_\_

Did the contents of the paper respond adequately to the title of the paper? Yes \_\_\_\_\_ No \_\_\_\_\_

Professor's Comments & Resulting Grade on term paper/project: \_\_\_\_\_

**SUMMARY OF GRADES  
MGMT 3860 - 001 HUMAN RESOURCE MANAGEMENT- (YELLOW CLASS)  
SPRING SEMESTER, 2004**

Name of Student:

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First Name, Last Name

Telephone #s: H: \_\_\_\_\_ / \_\_\_\_\_ W: \_\_\_\_\_ / \_\_\_\_\_

Best Time to Call: H: \_\_\_\_\_ W: \_\_\_\_\_

Beeper or Digital Message: \_\_\_\_\_ / \_\_\_\_\_

Fax #: \_\_\_\_\_ / \_\_\_\_\_ Internet: \_\_\_\_\_

Grades: Original Score Revised Score

Exam #1 \_\_\_\_\_

Exam #2 \_\_\_\_\_

Exam #3 \_\_\_\_\_

Term Paper/Project Title: \_\_\_\_\_

Bonus Points: 5() 10() 15()

Source of Bonus Points (Please Explain):

Expected Grade From This Class: \_\_\_\_\_

Final Grade In This Class: \_\_\_\_\_

Are You Looking for a job? If so, please specify what kind, when and where:

\_\_\_\_\_  
\_\_\_\_\_

### DIRECTIONS FOR DOING REWRITES

\*\*Remember, two purposes for doing rewrites are: (1) to provide a proper paper trail for improving your grade on the exam, and (2) to learn WHY you missed what you missed the points given on this exam.\*\*

For the potential to earn partial or even full credit on a specific question, the minimum work

required includes:

1. Go over the item analysis and exam in class on the day the exam is returned to class (the next class period following an exam).
2. Circle the items on your scantron which we decided in class should be thrown out and where points should be added to your grade.
3. Write only on ONE side of each page (to enhance readability) in black ink. Write “Rewrites Exam #” by Your Name in the center at the top of the first page.
4. Write up your questions in sequential order.
5. You must look up and explain where **the question** came from, define all major terms in the question (to show how or what you understood that question to be asking).
6. You must look up and explain where **my answer** came from, define all major terms in the answer (to show how or what you understood that answer to be saying), and explain why you thought this answer was wrong.
7. You must look up and explain where **your answer** came from, define all major terms in your answer (to **show how or what you understood that answer to be saying**), and **justify why your answer could be correct**.